

Wondall Heights State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Wondall Heights State School** from **12 to 14 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

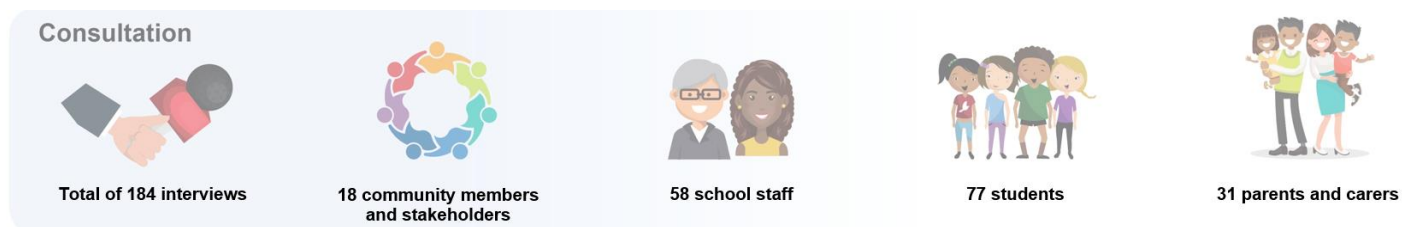
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal Reviewer, SRR (review chair)
David Cramb	Internal Reviewer
Ashley Lawless	Peer Reviewer
Garry Lacey	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Quandamooka We acknowledge the shared lands of the Quandamooka nation and the Quandamooka people of the Jandai language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	622
Indigenous enrolment percentage:	7%
Students with disability percentage:	14%
Index of Community Socio-Educational Advantage (ICSEA) value:	1029

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 12 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1027 and the school enrolment was 702 with an Indigenous enrolment of 6% and a student with disability enrolment of 6%.

The key improvement strategies recommended in the review are listed below.

- Build teacher capability to implement the whole-school curriculum plan and alignment to the Australian Curriculum (AC) including general capabilities and cross-curriculum priorities. (Domain 6)
- Develop consistent professional understanding and knowledge by all staff members regarding the use of data sets to identify starting points for improvement and to monitor progress over time. (Domain 2)
- Build a culture of inquiry and innovation where creative exploration and independent learning is valued. (Domain 3)
- Develop teacher skill in the development of student learning goals and the ability to provide timely and regular feedback that enables students to set goals for the future and track their progress towards these goals. (Domain 8)
- Identify school and teacher leaders who systematically utilise the agreed school pedagogical practices, to provide differentiated coaching and mentoring support for teachers as identified through the school's instructional coaching, walkthroughs and reflective practice processes. (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff, students and parents express a strong sense of pride and belonging in their school.

Positive and caring relationships are valued by staff, students and parents. Parents acknowledge positive interactions with staff. They comment favourably on the relationship between home and school and opportunities to be genuine partners in their child's learning. Many parents express pride in the positive reputation the school has earned within the local community. Staff proudly share anecdotes of significant progress in students' learning and levels of engagement. They discuss a shared understanding of the importance of developing rapport with each student and 'knowing their learners' and how this leads to improved outcomes. Students comment that staff are caring and 'know what we need'.

Leaders and teachers view data as essential to support decisions about student learning, behaviour and wellbeing.

Data is viewed by leaders and teachers as an important driver in supporting decisions about student learning, behaviour and wellbeing. Leaders frequently discuss data sets including attendance, wellbeing, student behaviour and Levels of Achievement (LOA) with teachers. Data analysis is considered to be essential to decision making on providing Professional Development (PD), targeted pedagogy, student support and resource allocation. Data displays are highly visible across the school and teachers discuss how they positively impact their teaching. Students describe monitoring their learning progress and determining ways to improve their LOA.

Staff value the collegial culture that has been consistently fostered and supported.

Staff speak of strong levels of mutual trust and support across the school. Teachers engage with colleagues and school leaders in collaborative curriculum planning, aspects of moderation, 'Priority Time' in year level teams, and academic case management processes. Teachers report they appreciate school leaders working alongside them in these processes, and opportunities to work with and learn from their colleagues. Teacher aides discuss feeling highly valued and empowered to work with students.

Learning walls as the 'third teacher' promote independent learning.

All classrooms, including those of specialist teachers, feature a co-constructed learning wall that contains assessment exemplars, marking guides and success criteria in student-friendly language. Teachers engage students in unpacking assessment elements to provide them with greater understanding of how they can be successful. Teachers consciously use learning walls as a valuable tool to promote student agency in their learning. Students refer to learning walls as a third teacher that helps them, and describe how using learning walls drives their desire to achieve.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively review the school's vision to determine a preferred future that embraces core values, strengths and aspirations to promote expectations for every student to realise their potential.

Refine the Annual Implementation Plan (AIP) to clearly identify an Explicit Improvement Agenda (EIA) with associated action plans, measurable student targets and accompanying timelines to further clarify the school's improvement agenda.

Domain 8: Effective pedagogical practices

Collaboratively refine research-informed, whole-school pedagogical approaches that promote the consistent use of high-impact teaching practices aligned to priority areas in teaching and learning.

Domain 5: An expert teaching team

Develop a collegial engagement framework that is enacted through a considered professional learning plan aligned to the AIP and Annual Performance Development Plans (APDP) with ongoing processes for review to support the capability development of all staff members.

Domain 7: Differentiated teaching and learning

Collaboratively develop a school-wide vision for inclusive practices, supported by an action plan, to foster collective ownership of successful learning for all students, including high-achieving students.