



School Improvement Unit Report

Woongoolba State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Woongoolba State School from 22 to 24 July, 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	1219 Jacobs Well Rd, Woongoolba
Education region:	South East
The school opened in:	1876
Year levels:	Prep to Year Six
Current school enrolment:	168
Indigenous enrolments:	3 percent
Students with disability enrolments:	5 percent
Index of Community Socio-Educational Advantage (ICSEA) value:	979
Year principal appointed:	Term 2, 2015 (acting)
Number of teachers:	16
Nearby schools:	Coomera River State School, Coomera Springs State School, Pimpama State School, Coomera State School, Ormeau State School, Ormeau State High School, Pimpama Secondary College, Pimpama Junior College
Significant community partnerships:	Police-Citizens Youth Club; Adopt a Cop
Unique school programs:	Proficiencies Program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and Acting Principal
 - Curriculum coordinator, reading coordinator, Support Teacher Literacy and Numeracy (STLaN)
 - Administration staff
 - Guidance officer and two adopt-a-cops
 - 14 classroom teachers, special education teacher, four specialist teachers
 - Seven teacher aides
 - Two cleaners and the groundsman
 - Parents and Citizens' Association (P&C) executive
 - 14 student leaders and students across the school
 - 21 parents
 - Community members

1.4 Review team

Esta Thiris	Internal reviewer, SIU (review chair)
Phil McLucas	Peer reviewer
Bob Perry	External reviewer



2. Executive summary

2.1 Key findings

- Students, staff and parents speak highly of the school and value its small school culture.

The school presents as calm and positive and classes are orderly and purposeful. There is a positive, caring relationship between staff and students. This is evidenced by the manner with which staff, students and parents interact across the school.

- The principal is committed to finding ways to improve on current student outcomes.

The principal has analysed performance data and is aware of trends in student achievement which have informed the improvement agenda. The school's improvement agenda as identified in the Annual Implementation Plan for 2015 includes personalised teaching, reading, number, proficiency studies and curriculum implementation.

- The leadership team comprises the principal, curriculum coordinator, reading coordinator and Support Teacher Literacy and Numeracy (STLaN).

Role and responsibility statements for this team support the school's improvement agenda.

- The school has a curriculum framework which is aligned to the Australian Curriculum.

This framework plots learning outcomes and units of work for each year level. A range of curriculum programs and documents have been developed including reading, mathematics, proficiency, history, science and the arts programs. There is some evidence that these programs drive everyday teaching practice.

- The school has a range of pedagogical documents.

There is some evidence that these frameworks are known by staff and drive teacher practice. The principal indicates that implementation will be supported through classroom visits, coaching and mentoring, and formal classroom observations.

- The school has a Professional Learning Plan for 2015.

The focus for professional development is aligned to the school's improvement agenda. The principal is at the early stages of developing annual performance plans with all staff. Teachers indicate that they are open to coaching and mentoring, and feedback on their teaching practice.

- Non-attendance is an issue across the school.

The school has an attendance target of 95 percent. The principal has indicated that attendance is a priority and intends to develop a school attendance strategy.



2.2 Key improvement strategies

- Ensure a clearly articulated whole-school improvement agenda is narrow and sharp and is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel.
- Develop a whole-school attendance strategy to enhance student engagement through collaboration with parents and community.
- Revisit the whole-school Professional Learning Plan, aligned to a sharp and narrow school improvement agenda, including staff annual performance plans, to effectively drive and support staff towards consistently high quality instruction.
- Revisit the school's curriculum framework, including a developmental Prep to Year 6 scope and sequence document, to ensure it is aligned to the Australian Curriculum and drives everyday teaching practice.
- Collaboratively review the school's pedagogical frameworks with the aim of developing a single framework which is fit for purpose and is understood by all.
- Develop a systematic whole-school approach to building teacher capacity.