

Woongoolba State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Woongoolba State School** from **22 to 26 November 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Marie Whitfield	Peer reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Jacobs Well Road, Woongoolba
Education region:	South East Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	234
Indigenous enrolment percentage:	<1 per cent
Students with disability enrolment percentage:	<5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	13
Significant partner schools:	Jacobs Well Environmental Education Centre (EEC), Pimpama State Secondary College, Ormeau Woods State High School, Childcare and Kindergarten (C&K) Bethlehem Preschool and Kindergarten
Significant community partnerships:	Jacobs Well & District Progress Association, Sporting Schools, Jacobs Well EEC, C&K Bethlehem Preschool and Kindergarten, Bethlehem Lutheran Church
Significant school programs:	Proficiency, Sporting Schools, Positive Behaviour for Learning (PBL), Zones of Regulation, 123 Magic – Parenting, Barna Jarjum



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), guidance officer, Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, Health and Physical Education (HPE) teacher, Arts teacher, 13 classroom teachers, five teacher aides, Business Manager (BM), administration officer, ancillary staff member, 70 students and 26 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) executive members and local artist.

Partner schools and other educational providers:

- Principals from two local high schools.

Government and departmental representatives:

- Councillor for Division 1 City of Gold Coast, State Member for Coomera and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Collegial Engagement Framework
Investing for Success 2019	Strategic Plan 2017-2020
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Indigenous framework
School pedagogical framework	Whole-school reading framework
Diagnostic data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Whole-school curriculum framework	Whole-school Intervention and Support Plan
Parent and community engagement framework	Guaranteed and Viable Curriculum (GaVC) in mathematics
Report card and NAPLAN update Semester 1, 2019	HOT reading process



2. Executive summary

2.1 Key findings

Members of staff are collegial and articulate that they feel highly positive towards their work and the relationships they share with each other, with students and with parents.

Staff members speak positively of the relationships they have with colleagues. There is a willingness to share with and support each other professionally and personally. New members of staff are welcomed into the culture of the school by the team members with whom they work. There are high levels of professional energy in the work of staff members and pride in their collective achievements. Some staff members have dedicated many years of service and commitment to the school.

There is an expectation that teachers will utilise assessment tasks and Guides to Making Judgements (GTMJ) from Curriculum into the Classroom (C2C) units to guide their planning of curriculum units.

This is a collaborative process with collegial teams referencing the Australian Curriculum (AC) in the development of a 'know and do' table and unpacking the demands of the assessment task and GTMJ in a pre-moderation process. This process supports the development of learning intentions and success criteria for the unit. Teachers commence the process of planning the lesson sequence whereby they consider the 'what' in relation to the concepts to be taught, the 'how' in relation to effective pedagogical strategies, and the 'who' through considering the learning needs of their students. Most teachers express high levels of support for this new planning process with many articulating greater confidence in the development of their knowledge of the AC.

All teachers are engaging in the development of learning walls in relation to writing.

These learning walls provide students with information regarding learning intentions and detailed success criteria. Teachers prepare descriptions of the assessment task, provide annotated exemplars for student reference and display the levelled GTMJ. Many students demonstrate an ability to utilise the wall to enhance their learning and appreciate feedback to identify their next task to achieve improved learning. Students, teachers and school leaders confirm the positive impact that learning walls are having on achievement and student-led learning.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the learning areas of the AC.

There is an expectation that planning processes in all learning areas will pay strong attention to the utilisation of C2C curriculum units and assessment tasks. Some teachers articulate they are still coming to terms with this changed expectation in how to effectively plan curriculum units using C2C as a resource. Some indicate their level of reference to the various elements of the AC in this planning process as variable. Members of the leadership team understand the need to provide further opportunities for teachers and school leaders to



engage in collaborative curriculum planning that features reference to the AC and a process of pre-moderation to determine the criteria for student success across all learning areas.

School leaders express a commitment to improved learning driven through the selection and adoption of high-yield teaching strategies.

A range of pedagogical practices that teachers trust and know are apparent in and across classrooms. Some teachers articulate that a set of evidence-based approaches has been introduced over recent years. A draft pedagogical framework is developed based on the Dimensions of Teaching and Learning (DoTL). Staff member knowledge of this framework is yet to be apparent. A review of this framework is planned to provide a greater level of specificity relating to the work of teachers in classrooms and to better describe the expected teaching practices to be utilised in all classrooms.

The leadership team is committed to the development of staff members into an expert teaching team.

Some professional learning opportunities have been offered to teachers through staff meetings, networking opportunities with other schools and attendance at external professional learning programs. Teachers indicate that few professional learning offerings this year have aligned to the school's priority area of reading. A considered plan for capability is yet to be developed to enact the school's collegial engagement framework. The principal understands the need to enhance the school's professional learning plan by detailing a broad range of opportunities for capability development for all school staff members that is reflective of the school's priority areas, and enact the collegial engagement framework.

Members of the teaching team are strongly committed to engaging with the elements of the Explicit Improvement Agenda (EIA).

Conversations with teachers indicate they commonly consider the EIA is based around the teaching of reading and includes implementation of the school's proficiency program. Teaching staff are working hard to develop their repertoire of practice in relation to the effective teaching of reading and delivery of the aligned proficiency program. The leadership team expresses a commitment to using data to determine priority areas for collective focus, working with teachers to define the agreed practices relating to these, what this looks like in their classrooms, and regularly monitoring implementation to promote consistency of practice.

School leaders and teachers value the collection and use of a range of student achievement data to inform planning and responses.

A collaborative inquiry process for utilising data is being established. This cyclical process involves the collection, discussion and analysis of data to inform teaching and learning. Teacher knowledge and use of this process vary with many aspects in the emerging phase for most teachers. The use of data displays is an emerging practice to build whole-school ownership of student achievement. School leaders are committed to continue working with teachers to build a culture of self-evaluation and reflection across the school to enable



deeper discussions of data, generate strategies for continuous improvement and monitor progress over time, including opportunities for case management.

School staff members create classroom environments that are conducive to learning and where students have a strong sense of belonging.

The relationships between staff members and students are caring, polite and inclusive. Students speak positively of their teachers and most readily engage in learning experiences. Teachers take pride in accepting, supporting and encouraging the learning, and social and emotional development of all students and work to develop a school environment that is inclusive of the needs of all students. Parents indicate an appreciation for the ongoing support provided to their child by staff members.

The school's leadership team reports the success of the strategy to build the school's profile within the local community.

A number of community events have been undertaken to bring the school and community together. Events including the Colour Run, Remembrance Day commemoration and Under 8's Day celebration have brought businesses, community members, families, staff members and students together. Reports suggest that the positive relationships established from these events have initiated the potential for longer-term engagement with the broader community. Community leaders have positively referenced the enhanced profile of the school within the community. The principal has additionally worked with community members to enhance the partnership with the Parents and Citizens' Association (P&C) and local progress association.



2.2 Key improvement strategies

Provide further opportunities for teachers and school leaders to engage in collaborative curriculum planning that features reference to the AC and a process of pre-moderation to determine the criteria for student success across all learning areas.

Ensure all teachers have a clear understanding of agreed high-yield, evidence-based strategies that are consistently implemented in all classrooms and referenced explicitly in a revised and collaboratively developed pedagogical framework.

Enhance the school's professional learning plan by detailing a broad range of opportunities for capability development for all school staff that is reflective of the school's priority areas and enacted through the collegial engagement framework.

Use data to determine priority areas for collective focus; work with teachers to define the agreed practices relating to these, what this looks like in their classrooms and regularly monitor implementation to promote consistency of practice.

Enhance the culture of self-evaluation and reflection to enable deeper discussions of data, generate strategies for continuous improvement and monitor progress over time, including opportunities for case management.