

# Woodridge State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Woodridge State High School** from **31 July to 3 August 2017**.

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 consider 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

James Baker	Internal reviewer, SIU (review chair)
John Bosward	Internal Reviewer
Helen Jamieson	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Wembley Road, Woodridge
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1972
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1 289
<b>Indigenous enrolment percentage:</b>	7 per cent
<b>Students with disability enrolment percentage:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	900
<b>Year principal appointed:</b>	2015
<b>Full-time equivalent staff:</b>	97.24
<b>Significant partner schools:</b>	Marsden State High School, Mabel Park State High School, Browns Plains State High School, Kingston State College, Woodridge State School, Berrinba East State School, Harris Fields State School, Kingston State School, Woodridge North State School, Burrowes State School
<b>Significant community partnerships:</b>	ACCESS, Home of Expressive Arts in Learning (HEAL - Art Therapy), <i>yourtown</i> , Logan City Council, Logan Chamber of Commerce, Strategix Training Group, Toll Logistics, Major
<b>Significant school programs:</b>	Intensive English School (IES) – Intensive Language Centre (ILC) and English as an Additional Language or Dialect (EAL/D) program, Mature Age School, Trade Skills Centre – Warehousing and Logistics, Premier Sport in Rugby League (Boys), Touch Football (Girls) and Volleyball (Mixed)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of IES, 77 teachers including Heads of Department (HOD), two Business Managers (BM), two guidance officers, five administration officers, two schools officers, two cleaners, nine teacher aides, two scientific operations officers, technical officer, School Based Youth Health Nurse (SBYHN), youth support coordinator, chaplain, attendance officer, industry liaison officer, complex case worker, employment connections officer, Community Education Counsellor (CEC) - Indigenous, CEC - Pacific Islander and 60 students.

Community and business groups:

- Local Councillor for Logan City Council, Indigenous Elder, Community Development Officer – Logan City Council, tuckshop manager and parents.

Partner schools and other educational providers:

- Principal of Mabel Park State High School and principal of Berrinba State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (2016 release)	OneSchool
Whole School data plan	School budget overview
Professional learning plan 2017	Curriculum planning documents
Whole School Numeracy Plan	Reading@WSHS 2016
School Opinion Survey	Professional development plans
School Wide Positive Behaviour Strategy	School newsletters and website
Woodridge State High School Collegial Engagement Framework	Teaching and Learning @ Woodridge: Our Pedagogical Framework
PBL Weekly Lesson Plans – Year 7 Pilot Program	Whole School Curriculum and Assessment Plan Year 7 to Year 10
Mentoring Beginning Teachers @Woodridge State High School Handbook	Evidence Study – Intensive English School Redesign for Senior and Mature Age Students



## 2. Executive summary

### 2.1 Key findings

**The multicultural nature of the school community is highly valued within an environment of inclusivity.**

Staff members are committed to removing barriers to learning experienced by students from a wide variety of cultural backgrounds. Special events and ceremonies celebrating cultural diversity are held throughout the year. Students are respectful towards each other, to members of staff and to their school environment. These behaviours align with the school's values *'Be safe, Be responsible, Be respectful, Be a learner'*.

**The school is in the process of establishing a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels.**

The school has a collaborative approach to curriculum planning that ensures curriculum in Year 7 to Year 10 is aligned to the Australian Curriculum (AC) and is adapted to meet the learning needs of the local school context. Heads of Department (HOD) lead a rigorous curriculum review cycle. Year level teams meet regularly to monitor ongoing curriculum delivery.

**The school leadership team is committed to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.**

This commitment is supported by staff members who strive to deliver the school's vision by *'providing a thriving, agile teaching and learning environment, leading the community to be empowered, connected and futures focused – Connected to Every World'*. Quality Assurance (QA) processes to track and monitor progress of the effectiveness of improvement strategies to achieve school targets are emerging.

**The school leadership team views reliable and timely school data as essential to their effective leadership of the school.**

A whole-school data plan is developed and utilised at a strategic level for the collection and analysis of data. Staff members are aware of the plan and articulate the role this plan plays in their work across the school. A culture of data-driven improvement is yet to be embedded.

**Staff members express a willingness to be involved in further Professional Development (PD) to assist them to utilise and analyse data to inform their teaching practice.**

Ownership and use of school targets to drive individual teaching practice are not yet consistent. School-wide processes and practices regarding the explicit tracking and analysis of student academic and achievement data are not yet consistent across the school.



**The school leadership team views the development of an expert learning and teaching team as critical for improving outcomes for all students.**

There is a high degree of staff commitment to continually improve teaching practice through collegial engagement and the provision of timely and effective feedback on professional practice. Coaching and mentoring of staff members to develop teacher capacity occur on a voluntary basis. A number of coaching positions are available to teachers to improve teaching capacity in reading, numeracy, the Art and Science of Teaching<sup>1</sup> (ASoT) implementation, and engagement.

**School leaders recognize the need for differentiated teaching as a strategy for ensuring that every student is engaged in learning successfully.**

The school has implemented structural differentiation through specialised classes in some core areas across the junior school. There is evidence of informal differentiation strategies being applied through classroom groupings and modified activities. The consistent use of formal differentiation strategies in classroom practice is emerging.

**The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.**

School leaders are driving improvements in teaching with a particular focus on improved teaching methods regarding reading. The school has a clear and research-based pedagogical framework based on the ASoT.

**The school partners with many community groups and local businesses to enrich support for students and enhance student learning.**

Visitors describe the positive and welcoming culture of the school. Deliberate and strategic use is made of partnerships with local businesses and community organisations to access resources, offer real life learning experiences and assist in improving student outcomes.

---

<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



## 2.2 Key improvement strategies

Develop QA processes to monitor and evaluate the effectiveness of the school improvement agenda.

Implement a culture of data-driven improvement across the whole school to promote individual accountability in contributing to the school's improvement agenda.

Develop a systematic approach for analysing data to improve teaching and learning.

Implement a school-wide approach to observation of practice and coaching that engages all staff members.

Develop and implement a framework for embedding differentiated and inclusive teaching practices across the school.