Woodridge State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

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 **11** to **14 March 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.

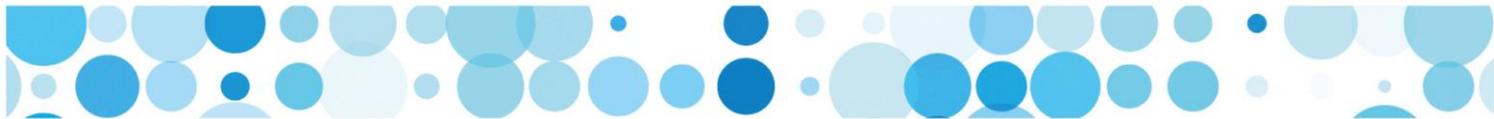For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

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Wayne Troyahn	Internal reviewer, SIU (review chair)
Elena Itsikson	Peer reviewer
Anthony Whybird	Peer reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Wembley Road, Woodridge
Education region:	South East Region
Year opened:	1972
Year levels:	Year 7 to 12; Intensive English School (IES) on-site 7-12; Positive Learning Centre (PLC) – Pathway Life Alter Choices in Education (PLACE) on-site
Enrolment:	1347 Mature Age: 77 – 5.7 per cent English as an Additional Language or Dialect (EAL/D): 60 per cent (including Intensive Language Class: 18.4 per cent)
Indigenous enrolment percentage:	6.7 per cent
Students with disability enrolment percentage:	5.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	898
Year principal appointed:	Term 4, 2018
Day 8 Staffing teacher full-time equivalent numbers (FTE):	Teaching: 121 Support staff: 49
Significant partner schools:	Woodridge State School, Berrinba East State School, Logan City Special School, Mabel Park State High School
Significant community partnerships:	Friends of Home of Expressive Arts and Learning (FHEAL), Access Community Services Ltd, Multicultural Development Australia (MDA), Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT), MultiLink, ENABLE – Logan High School Cluster, POW (Principals of Woodridge) Cluster, Australian Business Community Network (ABCN), Griffith University, Strategix Training Group, Binnacle Training, BluePrint Career Development, Blue Dog Training, Scripture Union (SU) Qld, Mylestones Employment, Brisbane Broncos Rugby League Football Club Ltd, Variety Queensland, G-CESS

Significant school programs:	ABCN, Griffith University, Strategix Training Group, Binnacle Training, BluePrint Career Development, Blue Dog Training, JT (Johnathan Thurston) Academy, Mathematics Days of Excellence, Queensland Aboriginal and Torres Strait islander Fund (QATSIF), Mob Kinnectors, Junior Academy Programs for music and Physical Education, Intensive English School (IES), Special Needs Program, Athlete Engagement Program
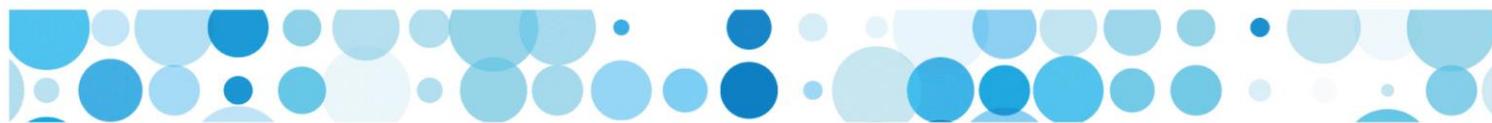
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, five deputy principals, 14 Heads of Department (HOD), Head of Special Education Services (HOSES), four Heads of Curriculum (HOC) – pedagogy coaches, Positive Behaviour for Learning (PBL) coach, eLearning mentor, 59 teachers, Business Manager (BM), three guidance officers, attendance officer, Indigenous Community Education Counsellor (CEC), Pacific Island CEC, industry liaison officer, employment connections coach, Parents and Citizens' Association (P&C) executive, tuckshop convenor and volunteer, 16 parents, four office staff, eight teacher aides, four cleaners and 56 students.

Community and business groups:
- Chief Executive Officer (CEO) FHEAL, social worker Access Community Services Ltd and trainer Strategix Training Group.

Partner schools and other educational providers:
- Principals of Berrinba East State School, Woodridge State School and Logan City Special School.

Government and departmental representatives:
- Councillor for Division 2 Logan City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2017-2020
Headline Indicators (October 2018)	School Data Profile (Semester 2 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets 2019	Intensive English and SWD Plan
School Opinion Survey	Collegial Engagement Policy
Roles and Responsibilities 2019	Woodridge State High Leadership Map
School data plan	School newsletters and website
2018Teaching and Learning : Our Pedagogical Framework	WSHS Analysis of Year 12 student folios 2017
QCAA letter regarding scaling anomalies	Responsible Behaviour Plan for Students
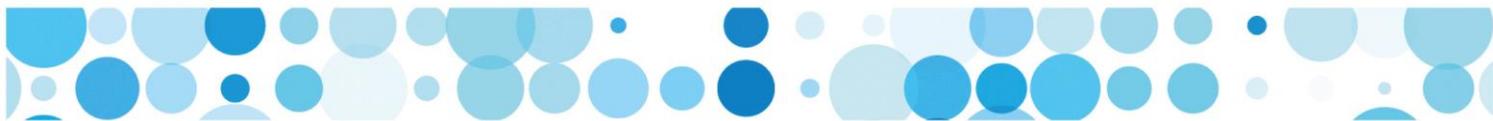
2. Executive summary

2.1 Key findings

The principal and staff of the school demonstrate an understanding of the importance of positive and caring relationships.

School staff members are highly committed to the wellbeing and learning of each student. Students articulate that they feel very supported and cared for by staff members and that positive relationships exist between students and staff.

Staff members take pride in accepting, supporting and encouraging the learning, social and emotional development of students.

There is a deliberate and authentic focus on meeting the needs of all students in the classroom and beyond. The school has a diverse range of students including Indigenous students, Pacifica students, refugees, students from a diverse range of cultures and students with disability. These students are embraced by the school community with a wide range of support provided.

The analysis of systemic and school data informs the allocation of resources to address priority areas for school improvement.

The school has established processes to identify the learning and wellbeing needs of students**.** School leaders give priority to understanding and addressing the needs of students in a school where students come from 41 countries and speak 56 languages. The school is able to source and deploy available resources to meet those needs.

The school leadership team has collaboratively developed and is leading a detailed Explicit Improvement Agenda (EIA).

The principal indicates the school vision of '*Connected to every world*' is at the base of all activities and, in conjunction with the EIA, provides the current school direction. The EIA outlines three priority areas for 2019 termed the *Big 3: Great Readers Exceptional Writers, Questioning to Cultivate Cognition, Empowered Learners*. Targets are stated in the EIA. The school is yet to develop all targets in terms of explicit measurable student outcomes. Some teachers are yet to identify all the targets in the EIA.

The school has developed roles and responsibilities statements for all leadership team members.

The roles and responsibilities are linked to the nine areas of the National School Improvement Tool (NSIT) and the School Improvement Hierarchy (SIH). Teachers indicate a degree of uncertainty regarding the purpose and clarity of roles for the senior leadership team, Heads of Department (HOD), pedagogy coach positions and specialists including support staff and year level coordinators.

The school's expectations of '*Safe, Respectful, Responsible and a Learner'* are highly visible across the school.

The school has a Responsible Behaviour Plan for Students (RBPS) and has adopted Positive Behaviour for Learning (PBL) as a framework for managing behaviour. Most teachers indicate there is inconsistency in implementation at a classroom level. Staff are not yet able to articulate the process and purpose of the framework. Staff and students vary in their understanding and implementation of the framework.

The school has a published Years 7 to 10 curriculum plan that has been completed for all subject areas.

The plan has been developed to address all aspects of the Australian Curriculum (AC) and includes unit description, AC content descriptions, assessment plan, cross-curriculum priorities, and vocabulary lists. Leaders and teachers indicate there is inconsistency in the implementation of the existing plan. The school is yet to develop a comprehensive curriculum, assessment and reporting framework that guides leader and teacher practice.

The school has a collegial engagement policy to consistently develop Marzano's[1] Art and Science of Teaching (ASoT) practices in classrooms

The collegial engagement policy outlines school practices to support enhanced teaching practice in the school, including the school's approach to walkthroughs, learning walks, peer observations, instructional coaching, videos of practice and instructional rounds. There is some evidence of consistent application of ASoT practices in classrooms. The leadership team acknowledges the collegial engagement policy is yet to be implemented. Teachers express their desire to have school-wide consistent implementation of the policy to assist with the development of their own and colleagues' teaching practice.

The senior leadership team articulates the belief that the use of reliable student data is essential for improvement in student learning.

Analysis of data is highlighted in the Annual Implementation Plan (AIP). Leaders acknowledge the need for the skills of all staff to become systematic and aligned with data analysis procedures. A systematic approach for analysing data to improve teaching and learning is emerging.

Parents speak highly of the school.

The school leadership team consistently articulates the belief that the learning and wellbeing of all students will be enhanced through partnering with parents, community organisations, education and training organisations, and local business groups. This is demonstrated in partnerships that the school has established.

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

2.2 Key improvement strategies

Collaboratively enact a research-based change management process to advance the priorities and targets of the school in the EIA.

Collaboratively review current role purpose, clarity of roles and accountabilities and communicate to the school community.

Build and communicate high expectations for student attendance, behaviour, and engagement, ensuring consistency in school-wide practice and commitment of all stakeholders through the rigorous implementation of the school's PBL systems.

Develop and implement a whole-school curriculum, assessment and reporting framework to guide school practice.

Develop and implement an effective feedback and coaching model to embed ASoT into classroom practices.