Woodridge State High School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Woodridge State High School** from **21** to **24 March 2022**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Cameron Hodges	Senior reviewer, EIB (review chair)
Brian O'Neill	Peer reviewer
Raelene Fysh	External reviewer
Ken Rogers	External reviewer

1.2 School context

Indigenous land name:	Yuggera We acknowledge the shared lands of the Yuggera nation and the Gugingin people of the Yugembeh language region.
Location:	Wembley Road, Logan Central
Education region:	South East Region
Year levels:	Year 7 to Year 12
Enrolment:	1276
Indigenous enrolment percentage:	8.1 per cent
Students with disability percentage:	13.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	889
Year principal appointed:	2018

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, link and launch manager, Business Manager (BM), 15 Heads of Department (HOD), 62 teachers, guidance officer, six administrative officers, youth support worker, Community Liaison Officer (CLO), two Speech Language Pathologists (SLP), Community Education Counsellors (CEC), School Based Youth Health Nurse (SBYHN), tuckshop convenor, uniform convenor, art therapist, 21 teacher aides, three cleaners, three non-teaching staff, 126 students, 14 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Beyond the Broncos, Access Community Services, Multilink Community Services and Multicultural Australia.

Partner schools and other educational providers:

- Woodridge State School principal, Woodridge North State School principal, Logan City Special School principal and Berrinba East State School principal.

Government and departmental representatives:

- Councillor Division 2 Logan City Council and ARD.

2. Executive summary

2.1 Key findings

The leadership team and staff members express commitment to the belief that students are capable of learning successfully when supported and challenged appropriately.

All teaching and interventions at the school are based on this belief and the school is committed to inclusive education. Students and parents speak positively of the support students receive, and praise the development of their child's social and academic progress through the combined work of class teachers and case managers. Teachers articulate the significant support they have received from support staff – interventionalists, case managers and teacher aides, in being able to effectively differentiate and provide support for students who experience challenges in the classroom.

School leaders demonstrate commitment to providing all staff with opportunities to further their growth and development.

Many teachers articulate that Heads of Department (HOD) and other school leaders, including the principal, conduct walkthroughs and they welcome feedback on their teaching practices. School leaders and teachers express commitment to collegial engagement and intentional collaboration to further develop effective pedagogical and curriculum practices within an expert teaching team to maximise student learning. Pedagogy, Learning and Curriculum (PLC) streams focus on collaborating to achieve outstanding teaching and learning, with students central to all decisions. Most staff articulate that their teams provide shared practice, support, collegiality, pedagogical change and the sharing of resources to enhance capability.

School leaders outline being united in the belief that the systematic use of data is a key driver for student improvement.

Leaders recognise that the systematic analysis, monitoring and sharing of student academic, engagement, transition, attendance, behaviour and wellbeing data are essential to informing all school improvement priorities. All strategic decisions at the school are informed by data. The principal develops and publishes a 'Whole School Scorecard' following each reporting cycle and this is shared with school staff. The scorecard outlines the school's progress against a range of key data sets including 'the measures that guide us', and provides an opportunity to celebrate the positive impact of staff on student outcomes.

The tone of the school is warm, calm, and inviting and students are welcoming, confident, and respectful.

School leaders and staff demonstrate commitment to the development of an environment that is reflective of the high expectation that all students will learn successfully. The school sets clear expectations for students to be punctual and ready for learning at each class. These expectations are outlined on posters and in school documents such as the student diary and teacher planner. Teachers and students identify that student learning is enhanced

when expectations outlined in the Positive Behaviour for Learning (PB4L) policy are adhered to. School leaders and staff indicate that significant progress has been made to implement PB4L in recent years. They express the belief that it would be beneficial to review and revise this framework to clarify expectations for staff and students to enhance its effectiveness.

The school community places a high value on a coherent, sequenced and challenging curriculum as a means of achieving this vision.

The school has conducted extensive curriculum work through the development of a Curriculum Assessment and Reporting Framework (CARF) aligned to the Department of Education (DoE) CARF that outlines the three levels of planning across Years 7 to 12. Internal moderation practices are apparent in some faculty areas. Faculty Year Level Co-ordinators (YLC) organise teams of three to quality assure and moderate each other's assessment instruments and marking. Teachers speak proudly of their involvement in this moderation process. Moderation processes across the school vary. School leaders articulate that the implementation of a whole-school moderation framework is a school priority.

Great pride is demonstrated by many staff in the role they play in supporting the diverse school population.

The school principal and leadership team are united and passionate in the belief that all students are able to experience success when provided with appropriate wellbeing support, an inclusive classroom environment, differentiated teaching, and access to appropriate resources within an environment of high behaviour and academic expectations. There has been significant development in line of sight since the previous review. Many leaders praise the role of the principal in developing their leadership capacity through effective line management and exposure to research-based leadership models. Staff understand and are able to articulate the role that Executive Leadership Team (ELT) members play in the enactment and monitoring of the Explicit Improvement Agenda (EIA). Some staff express that the development of detailed roles and responsibilities statements for all school leaders would provide greater clarity.

'The Woodridge Way' documents pedagogical practices that apply across the whole school.

Teachers articulate that a central purpose for them being at the school is ensuring students feel welcomed, accepted and valued. All teachers are expected to know their students and use strategies to ensure student success. Students indicate that most teachers engage them in learning and communicate high expectations. Digital pedagogies are emerging to support student learning. Staff comment they engage in professional learning to support students participating in online programs at home. School leaders are committed to collegial engagement and intentional collaboration to further develop effective pedagogical and curriculum practices within an expert teaching team to maximise student learning.

The principal demonstrates utmost priority is given to understanding and addressing the wellbeing and learning needs of students, and deploying appropriate resources.

The school allocates human, financial and physical resources to meet the identified teaching, learning and wellbeing needs of all students. Resources are allocated to provide students with the support and resources they require to achieve success. Curriculum is flexibly delivered for students who are operating below year level, through the provision of Individual Curriculum Plans (ICP), Personalised Learning Plans (PLP) and behaviour support plans. Co-teachers are assigned to some classes with students requiring additional support. They work closely with a teaching partner to ensure alignment with planning and pedagogy.

School leaders make deliberate and strategic use of partnerships with families, local businesses, community organisations, local primary and secondary schools and tertiary providers.

Through these partnerships, the school has been able to access intellectual, physical, and other resources not available within the school for the purpose of improving student outcomes. The principal is recognised as a leader in both the primary and secondary principals' clusters, and acknowledged for their influence in increasing the focus on leadership development and enhancing professional collegiality. Many students indicate that one of the strengths of the school is the commitment of teachers to the care and development of students, and that partnerships greatly assist this.

2.2 Key improvement strategies

Collaboratively review, refine, and communicate clear expectations for staff and students to enable the PB4L framework to be implemented with fidelity across the school.

Implement and quality assure a whole-of-school moderation framework incorporating agreed systems and processes with an associated Professional Development (PD) plan.

Collaboratively develop and communicate explicit roles and accountabilities for all school leaders and the explicit role they play in implementing the EIA.

Collaboratively develop and quality assure agreed digital pedagogical practices and routines for all classrooms.