



School Improvement Unit Report

Woree State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Woree State School from 16 to 18 March 2016. 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:	Corner of Rigg and Windarra Streets, Woree
Education region:	Far North Region
The school opened in:	1980
Year levels:	Prep to Year 6
Current school enrolment:	762
Indigenous enrolments:	45.5.per cent
Students with disability enrolments:	7.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	867
Year principal appointed:	August 2013
Number of teachers:	40.44 (full-time equivalent)
Nearby schools:	Woree State High School, White Rock State School, Balaclava State School, St Gerard Majella Primary School, Saint Mary's Catholic College.
Significant community partnerships:	Smith Family, Good Start, Families as First Teachers (FAFT), Early learning network (initiated Term 4, 2015), school community facilities hire agreements (Church and community organisations).
Unique school programs:	Student engagement programs, Road to Reading Success (Highly Commended Showcase 2015), Mt Isa oral language program, Reef Guardian School, Japanese (2016), eLearn Centre.



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 members, students, parents and community representatives, including:
 - Principal, three deputy principals, master teacher, Head of Curriculum (HOC), Head of Special Education Services (HOSES), pedagogical coach
 - 38 Classroom teachers, teacher/librarian, two Support Teacher Literacy and Numeracy (STLaN), three learning engagement teachers, guidance officer, community liaison officer and chaplain
 - ELearning co-ordinator
 - Business Services Manager (BSM), executive services officer and two administration assistants
 - 40 student leaders
 - Three Parents and Citizens' Association (P&C) representatives, 20 parents and tuckshop convenor
 - Three community service providers
 - State Member of Parliament
 - Principal, Woree State High School

1.4 Review team

Alan Whitfield	Internal Reviewer, SIU (review chair)
Majella Frith	Peer Reviewer
Tony McGruther	External Reviewer



2. Executive summary

2.1 Key findings

- School leaders are united and committed to improving the learning outcomes for all students.

The school leadership team has developed and is driving a detailed local school improvement agenda based on quality teaching, attendance, participation and engagement, safe and positive school culture, quality teachers and evidence-based decision making. Teaching staff and parents speak of the agenda in terms of improvements in reading, behaviour and attendance.

- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.

The school effectively implements Positive Behaviour for Learning (PB4L) procedures. The school has clear expectations for how students should behave and interact with one another. These expectations are strategically displayed across the school. Relationships are caring and respectful. The work of the student engagement team has impacted positively on the learning behaviours of most students.

- Parents and families are valued as partners in their child's education.

Many opportunities are planned annually to invite and engage parents in school activities. School expectations, goals and achievements are reported to parents through a range of media. The school community liaison officer has a crucial role in maximising student engagement and parent engagement in learning.

- The principal and other school leaders clearly articulate their belief that reliable data on student outcomes is crucial to the school's improvement actions

The school has established and is implementing a systematic plan for the collection, interpretation, analysis and use of student achievement and wellbeing data. This includes targets, timelines and analysis of diagnostic tests, classroom assessment, reading benchmarks, School Opinion Survey (SOS), attendance and behaviour referrals.

- Expectations that students can achieve at higher levels are present in many classes.

Goal setting is emerging as a whole-school practice to encourage students to take responsibility for their learning. Students and staff members report that higher levels of student aspiration would improve student engagement in daily class work.



- The school has a well-documented process for developing teacher capability.

There are structures in place for coaching, performance conversations, mentoring and profiling. These processes are evidence-based and respect the stage of development of teaching staff and are focused on the specific targeted teaching practices supporting the improvement priorities. At this early stage of implementation clear evidence exists of strong teacher support and initial engagement.



2.2 Key improvement strategies

- Maintain the sharp focus of the current improvement agenda to embed a school-wide understanding and commitment to identified priorities and targets.
- Strengthen PB4L processes across the school to build upon teacher expertise and student capability to engage in the classroom program.
- Engage the broader community in the development and implementation of an evidence-based parent engagement framework.
- Enhance the data literacy skills of all staff members.
- Build students capacity to know and understand personal vision and goals for their learning that reflects the community's high aspirations.