

# Woree State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Woree State School** from **1 to 3 December 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Janet Bannah	Peer reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Cnr of Rigg and Windarra Streets, Woree	
<b>Education region:</b>	Far North Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	692	
<b>Indigenous enrolment percentage:</b>	42.6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4.7 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	11.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	866	
<b>Year principal appointed:</b>	August 2013	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSSES), Head of Curriculum (HOC), Head of Teaching and Pedagogy (HoTP), two Heads of Student Engagement (HoSE), Business Manager (BM), executive services/marketing and communications officer, first aid officer, four administration officers, 30 classroom teachers, two inclusion teachers, intervention teacher, two specialist teachers, two student engagement teachers, 12 teacher aides, five cleaners, groundsman, Community Liaison Officer (CLO), guidance officer, Speech Language Pathologist (SLP), Information Technology (IT) technician, 43 parents and 98 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president and secretary, operations manager, tuckshop convenor, tuckshop staff member, Outside School Hours Care (OSHC) nominated supervisor, The Smith Family representative, Goodstart Early Learning representative, Indigenous representative and North Queensland Cowboys school ambassador.

Partner schools and other educational providers:

- Woree State High School principal.

Government and departmental representatives:

- Councillor for Division 3 Cairns Regional Council and ARD.

## 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	2020 Annual Improvement Priorities
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School Staff handbook
Quality Teaching and Learning framework	Teaching and Learning handbook
2020 staff planner	Responsible Behaviour Plan for Students
Learning walls	Internal School Reviews
Diagnostic and Summative Assessment Schedule	School newsletters, website and Facebook page
School Opinion Surveys and Pulse Surveys	Assessment Literate Learners and Pedagogy posters
School based curriculum, assessment and reporting framework	Positive Behaviour for Learning (PBL) 2020 support materials





## 2. Executive summary

### 2.1 Key findings

#### **Parents comment on the positive culture that exists within the school.**

The school promotes a culture that prioritises lifelong learning, reflected in the high expectations for student learning, attendance and behaviour. The school's motto '*Discover, Strive, Shine*' communicates the high expectations held for the learning and success of all students and the work of staff. School leaders and staff members discuss their commitment to providing high quality education for every student and articulate a belief that all students are able to learn and be successful. Parents and students articulate their appreciation for the efforts of the principal, school leaders and staff members.

#### **School leaders and staff members express appreciation for the support provided for each other.**

Staff members share strong, highly valued collegial supports that are able to be accessed when and as required. Teachers appreciate opportunities for formal and informal collaboration. Most staff members indicate a strength of the school is the high level of collegial support within year levels and groups, and the level of support provided by the range of school leaders. Staff members readily identify colleagues that are instrumental in enhancing their knowledge and skills through formal and informal structures.

#### **The principal and school leaders acknowledge that highly effective teaching is critical to improving student outcomes.**

School leaders share the belief that every teacher is able to teach to a high standard. They spend time discussing and researching pedagogical practices. School leaders describe the previous pedagogical focus of the school as having been Explicit Instruction (EI). The school has recently been investigating Age-appropriate pedagogies (AAP). Some school leaders share the emerging interest in Universal Design for Learning (UDL). School leaders express the desire to revisit the school's pedagogy to identify and enact the valued and agreed school-wide pedagogical approaches for teaching and learning, understanding the importance of selecting the appropriate pedagogy and approach for the student, context and content.

#### **The school identifies the desire to develop students as assessment-literate learners.**

School leaders have identified five key elements – learning intention, success criteria, descriptive feedback, peer and self-assessment, and individual goal setting. They acknowledge the influence of the work of Lyn Sharratt in this endeavour. School leaders detail the initial work with teachers has been in exploring the use of learning walls. Some students are able to explain the purpose of learning walls, how they value feedback received through this process, and how it contributes to their learning. The principal articulates the intention to further support staff members in engaging students to develop as assessment-literate learners.



**School leaders and staff members place a priority on supporting and addressing the learning and wellbeing needs of all students.**

Staff members recognise that students are at different stages of development in their learning. Teachers articulate utilising a wide range of approaches to providing differentiated teaching and learning. School leaders recognise the importance of a whole-school approach to differentiation and clearly communicating agreed strategies. School leaders and staff members describe the school is on a journey in developing inclusive practices to support the full range of students, including students with disability and students with additional learning and wellbeing needs. School leaders articulate the importance of collaboratively developing and communicating a whole-school understanding and vision for the approach to inclusion at the school.

**School leaders recognise a coherent whole-school plan underpins curriculum delivery.**

A whole-school curriculum assessment and reporting plan, year level overviews and unit plans are being developed. Teachers indicate they value the curriculum planning model that includes opportunities for collaboration with peers working in year level teams. Teachers utilise a range of informal opportunities to undertake these collaborative planning processes. School leaders express a desire to establish deliberate strategic planning systems and processes. They share the importance of supporting all staff members to develop their understanding of the Australian Curriculum (AC), including the general capabilities and cross-curriculum priorities. Some staff members express a desire to rely less on Curriculum into the Classroom (C2C) resources and create more locally relevant curriculum.

**The school leadership team identifies the importance of building a professional teaching team to support student learning and wellbeing.**

Teachers discuss opportunities to be observed and receive feedback from school leaders each term. School leaders detail that all teachers are classroom profiled at least once per year. Leadership team members discuss providing coaching opportunities for staff members on an 'opt-in' basis. Most staff members articulate that they value collaborating with colleagues, and appreciate the opportunities to watch others work. Some staff members express a willingness to engage in further observation and feedback sessions with school leaders and colleagues. School leaders articulate the importance of prioritising the enactment of intentional collaboration processes to engage and support all staff members to work with and learn from each other.

**The principal and school leaders identify the importance of data-informed practices as the way to improve student outcomes at the school.**

School leaders place a high priority on the collection and use of data to monitor and track student achievement and progress. School leaders collate, analyse and share individual class and cohort data that some teachers use to determine next steps practices within their classes. The school systematically collects and monitors performance data relating to attendance and behaviour. School leaders detail they regularly communicate this information to staff members, parents and the school community.





**Students describe how staff members care about them and their learning, and support them to achieve their best.**

Staff members share their commitment to developing trusting, positive and caring relationships with students to support their learning and wellbeing. Students articulate that they value the positive relationships they have with staff members and the ongoing support and encouragement they receive during the learning process. The principal and staff members articulate the importance of developing and maintaining relationships with parents and the community. Parents share that school leaders and staff members actively seek opportunities to establish partnerships with parents to support student attendance, behaviour and learning. Parents and community members speak highly of the work of school staff members in supporting the learning and wellbeing of students.



## 2.2 Key improvement strategies

Collaboratively identify and enact agreed school-wide pedagogical approaches to inform consistent teaching and learning at the school.

Develop the capability of staff members to engage all students as assessment-literate learners through the use of goal setting, feedback, learning intentions and success criteria.

Collaboratively develop and communicate a whole-school understanding and vision for the approach to inclusion at the school.

Deepen staff member knowledge of the AC, including general capabilities and cross-curriculum priorities, to ensure a shared understanding and support the development of locally relevant curriculum.

Prioritise the enactment of systematic intentional collaboration processes to engage and support all staff members to work with and learn from each other.