

Woodridge 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 **Woodridge State School** from **15 to 17 June 2021**.

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

Scott Curtis	Internal reviewer, EIB (review chair)
Lee Gerchow	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Cnr Wembley Road and Railway Parade, Logan Central	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	739	
Indigenous enrolment percentage:	7.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	874	
Year principal appointed:	2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), two guidance officers, pedagogy coach, English as an Additional Language or Dialect (EAL/D) coach, Head of Department – Curriculum (HOD-C), Business Manager (BM), two administrative officers, chaplain, 22 teachers, 17 teacher aides, four Community Liaison Officers (CLO), community arts therapist, 27 parents and 33 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives, coordinator Community Hub and community Elder.

Partner schools and other educational providers:

- Director Pelican Point Early Learning Centre.

Government and departmental representatives:

- Federal Member for Rankin, Councillor for Division 2 Logan City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School pedagogical framework
Investing for Success 2021	Strategic Plan 2018-2021
School newsletters and website	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning overview	School data plan
School Opinion Survey	Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
Parent and Community Engagement Framework	Curriculum planning documents



2. Executive summary

2.1 Key findings

A strong sense of community has been created and nourished.

Students, staff, parents and community members have a strong sense of belonging and connection to the school. The school is considered a 'school of choice' in the area that encompasses a diverse and multicultural community. Parents, community Elders and stakeholders speak in glowing terms of staff members and their commitment to going 'above and beyond' in their dedication to learning and wellbeing.

Comprehensive curriculum planning processes are utilised as a basis for ongoing staff discussions.

Teachers are supported through a full day in their year level teams to collaboratively plan the next term's units in English and mathematics. At these planning meetings, year level teams of teachers work with the Head of Department – Curriculum (HOD-C) to analyse and align the formative and summative assessment tasks to curriculum learning intentions. Teachers recognise that this professional collaboration provides an opportunity to build their knowledge of the curriculum and to enhance their skills in curriculum planning and development.

The Annual Implementation Plan (AIP) identifies three Explicit Improvement Agenda (EIA) priorities.

For the priorities, there are a number of strategies and actions detailed. School targets and a responsible officer are identified. Through staff voice, stakeholder engagement regarding the development of the plan and target establishment is yet to be clear. How data is considered or utilised to inform strategies is yet to be detailed by these staff members. The manner in which tracking and monitoring processes, aligned to the achievement of priorities, are undertaken is yet to be articulated by staff.

Structures are developed to support teachers and leaders' monitoring of priorities.

Leaders identify that a renewed focus is being undertaken that supports line of sight accountabilities for stakeholders to facilitate the monitoring of school priorities and targets. This includes the formation of year level team structures. Leadership meetings are established enabling strategic conversations and responses. Some leaders identify that work has recently been undertaken to construct a roles and responsibilities statement aligning strategic and operational accountabilities to priorities. The embedding of these processes is identified as supporting line of sight processes and accountabilities.

A pedagogical coach is in place to support teacher implementation of practices.

Coaching is presently centred on the school's improvement agenda of reading. Several staff comment that they would appreciate the opportunity to work with a coach to enhance their practice. Several staff additionally indicate that they would like to be observed in their classroom and receive feedback on their use of teaching strategies in order to more deeply



reflect on their practice and build their capabilities. A collegial engagement plan that outlines the range of measures intended to further foster professional competency is yet to be developed.

There is a strong belief that all students are welcome and *will* achieve in their learning.

The school leadership team and many staff members describe the strong cultural inclusion at the school. Many staff make explicit links between inclusion and applying practices to cater for students with disability. A consistent understanding of, and collective responsibility for, inclusive practices as they relate to all students are yet to be fully developed.

Teachers describe a range of differentiation strategies utilised within their classrooms.

Strategies include levelled groups, the use of varying pedagogies, targeted teaching, small group supports, scaffolded teaching sequences, goal setting and the use of additional staffing. Teachers articulate varying levels of confidence in developing and implementing a range of differentiation strategies for the full range of students. They articulate a desire to engage in deeper professional learning to support all students.

Data cycle discussions and learning walks and talks are established.

Cohort English data representing Level of Achievement (LOA), in conjunction with reading growth charts drawn from reading diagnostics are presented as a discussion starter at individual and cohort level. A data conversation record outlining guided reading 'look likes', reading goals and student feedback mechanisms is completed. Learning walks and talks follow as a mechanism to support the collaborative building of strategies, professional learning, coaching and next steps.

The school values positive partnerships with parents and the community.

Staff commit to developing a safe, happy and welcoming environment that promotes learning with a focus on students. Their commitment is reflective of a school culture facilitating community and partnerships that support, embrace and enhance student wellbeing and engagement. The school has a documented Parent and Community Engagement (PaCE) framework that details the purpose and nature of the many and varied mutually beneficial partnerships that exist within the school.



2.2 Key improvement strategies

Systematically deliver through collaboratively designed structures and processes an EIA that is supported by clear actions, success milestones, targets and stakeholder accountabilities.

Design and enact systems that support line of sight mechanisms across the school, including a roles, responsibility and accountabilities statement that enables the driving and monitoring of, and leadership accountabilities against, school priorities.

Enact instructional leadership strategies for observation, feedback, coaching, and mentoring processes, and document in a collegial engagement framework.

Further develop a common understanding and mindset for inclusive practices across the school.

Build staff knowledge, understanding and capability in best practice high-yield differentiation practices.