Worongary State 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 **Worongary State School** from **4** to **6 September 2017**.

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 consider 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 SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Carmel Schaumburg	Peer reviewer
John Wessel	External reviewer

1.2 School context

Location:	Delta Cove Drive, Worongary
Education region:	South East Region
Year opened:	1993
Year levels:	Prep to Year 6
Enrolment:	723
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	3.50 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1009
Year principal appointed:	2015
Full-time equivalent staff:	51.55
Significant partner schools:	Nerang State High School, Merrimac State High School
Significant community partnerships:	Nerang Early Years Alliance, Little Explorers Early Childhood Education Centre (ECEC), Titans Program
Significant school programs:	CARS and STARS, Student Targeted Reading Instruction that Values Early Intervention (STRIVE), YuMi Deadly Maths, Seven Steps to Writing Success, Positive Behaviour for Learning (PBL), Words their Way, Getting Reading Right

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, acting principal, deputy principal, acting deputy principal, Head of Curriculum (HOC), Teaching and Learning Coordinator (TLC), Behaviour Advisory teacher, two special education teachers, teacher librarian, music teacher, Health and Physical Education (HPE) teacher, 38 teachers, 18 teacher aides, Business Manager (BM), administration officer, Parents and Citizens' Association (P&C) canteen and uniform personnel, guidance officer, schools grounds officer, cleaner, 34 parents and 46 students.

Community and business groups:
- Manager Helping Hands Outside School Hours Care (OSHC) and Director of Little Explorers Child Care Centre.

Partner schools and other educational providers:
- Principal of William Duncan State School, Deputy Principal of Merrimac State High School, Head of Department (HOD) Junior Secondary of Nerang State High School.

Government and departmental representatives:
- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School roles and responsibilities
Investing for Success 2017	Strategic Plan 2014 - 2017
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2017)
One School	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School ICP policy
School pedagogical framework - draft	Professional development plans
Coaching Plan and Policy	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	School Standards and Targets Overview

2. Executive summary

2.1 Key findings

Staff members have a shared commitment to realise improved learning outcomes for all students and the desire to see long-term success for the school.

Staff members provide a caring and nurturing educational environment and express there is an emerging range of measures to support and encourage student wellbeing connected to the recognised whole-school approach of Positive Behaviour for Learning (PBL). Parents speak positively regarding the professionalism and dedication of staff members that is strongly valued within the local community.

The tone of the school echoes a commitment to successful learning and the value of every student.

The school utilises PBL as a framework for achieving its aspiration of high level student behaviour and improved learning. Staff members willingly support and engage with the school's PBL framework. Staff members indicate PBL is a consistent, school-wide strategy to promote and support appropriate student behaviour. The behaviour teacher and behaviour support teacher aides offer a range of programs to support student engagement and positive student behaviour choices and are acknowledged by all staff members as proactive.

Members of the leadership team have a commitment to whole-school improvement.

The school's recent focus on reading was identified as an ongoing priority by a number of staff members. Staff members are committed to implementing effective teaching strategies to improve student learning outcomes in reading. There is a whole-school reading framework that outlines the what, how, when, where and assessment of reading for all year levels aligned to the region's focus on the Big 6. Staff members' capacity to clearly articulate the school's Explicit Improvement Agenda (EIA) varies across the school

Many staff members provide professional and personal support for each other within multiple school forums and through their day-to-day informal interactions.

Staff members express that they would like to work in a more structured and organised work environment where time and resources are allocated to promote a culture of sharing and collaboration. Staff members of the school express a strong desire for the long-term success of the school and wish to see the school recognised as a school of choice within the local community.

There is a documented roles and responsibilities statement for school leaders and members of the broader leadership team.

Newly appointed curriculum leaders, along with an established behaviour teacher, are identified by staff members as highly credible and heavily involved in supporting staff members and leading significant programs across the school. There is strong desire

expressed by school staff members to have the members of the senior leadership team be a more proactive and visible presence in supporting their work.

Class teachers are committed to implementing reading practices and strategies in their classrooms to improve student learning outcomes.

A reading framework with clear links to the AC English has been developed to provide whole-school and year level direction in the use of a range of evidence-based teaching strategies. School leaders recognise the need to support the embedding of whole-school approaches to reading with significant professional learning opportunities for all staff members.

The newly appointed Head of Curriculum (HOC) is developing a sequenced whole-school curriculum plan for the delivery of the AC.

The HOC expresses a desire to embed a process of developing curriculum units adapted from Curriculum into the Classroom (C2C) resource, to ensure stronger alignment with the Australian Curriculum (AC). The HOC recognises the need to continually build the knowledge, understanding and capacity of all classroom teachers. Teachers express value in this work regarding their capacity to deliver the core curriculum areas of English and mathematics.

School leaders have introduced Marzano's[1] Art and Science of Teaching (ASoT) as the evidence-based practice that will underpin teaching and learning into the future across the school.

There is a reference group working with school leaders on the implementation of the pedagogical framework across the school. Many staff members seek ongoing Professional Development (PD), clear expectations and accountabilities, supports and feedback to ensure the successful implementation of the agreed pedagogical practices across the school.

The school provides an attractive and stimulating physical environment that reflects a high level of pride that all staff members and students express.

The school enjoys well maintained grounds, and buildings are clean and tidy. Classrooms are inviting learning spaces with displays of student work that predominantly match the current curriculum work of students. A majority of parents take an obvious interest in their child's learning. Many parents indicate the open and timely communication from classroom teachers specifically noting the use of teacher emails and the Class Dojo application as supportive of their engagement with their child and their teacher.

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

2.2 Key improvement strategies

Collaboratively develop and clearly communicate an EIA with a sharp, narrow and deep focus on improvements in reading.

Collaboratively build a strong collegial culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure high levels of staff morale are achieved.

Develop and communicate an instructional leadership model that clearly articulates the roles, responsibilities and accountabilities for all school leaders aligned to the EIA.

Embed the agreed whole-school approach to the teaching of reading across Prep to Year 6 and continually strengthen the knowledge and practice of all staff members.

Prioritise the development of a whole-school curriculum plan aligned to the AC, starting with the core curriculum priorities of English and mathematics.

Refine and embed the school's pedagogical framework, and build staff member capacity and understanding of the agreed teaching and learning practices across the school.