

Worongary State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Worongary State School** from **2 to 4 November 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

Bradley Clark	Internal reviewer, EIB (review chair)
Gayle Coleman	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Delta Cove Drive, Worongary	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	669	
Indigenous enrolment percentage:	5.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002	
Year principal appointed:	May 2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), Principal Advisor – Teaching and Learning (PATaL), Speech Language Pathologist (SLP), guidance officer, two Differentiation Mentors (DM), Science, Technology, Engineering and Mathematics (STEM) teacher, Behaviour teacher, teacher librarian, Parents and Citizens' Association (P&C) president, 16 teachers, seven teacher aides, 62 students and 39 parents.

Community and business groups:

- Little Explorers Child Care Centre, Kalwun Development Corporation and School Plus Outside School Hours Care (OSHC) provider.

Partner schools and other educational providers:

- Nerang State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 1, 2021)
School Literacy Framework	School budget overview
Professional Development Plan 2021	Curriculum planning documents
School Pedagogical Framework	School differentiation plan or flowchart
School Opinion Survey	Professional development plans
School Data Plan	Student Code of Conduct
School Reading Framework 2019-2021	School and staff newsletters and website
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

Staff identify the importance of positive caring relationships in underpinning successful learning.

Teachers speak highly of students and the school in supporting successful learning for students. The school has identified 'striving for excellence – an inclusive approach' as a priority in the Explicit Improvement Agenda (EIA). Some staff articulate a focus on high expectations for students, recognising that with the appropriate support, all students can succeed. Staff interactions with students are warm and respectful. Staff work to build mutually respectful relationships with the parent community. Parents speak highly of the communication with teaching staff.

Strong collegiality is apparent amongst year level teams.

The leadership team expresses a desire for teachers to be highly committed to the continuous improvement of their pedagogical practice, and on improving learning outcomes for all learners. Parents acknowledge the dedication and professionalism of teachers and express appreciation for the focused work commitment to their child's learning progression. School leaders articulate a desire to collaboratively develop and deliver opportunities for all staff members to work with and learn from each other on a regular basis.

The leadership team proposes a plan to refine the EIA as the school moves towards a new phase of strategic planning.

The leadership team outlines there has been a range of actions, expectations and approaches implemented over the past few years and acknowledge many changes to the way the improvement agenda is enacted. Staff members clearly express a desire to understand, embed and consolidate whole-school approaches through a collegial, unified approach.

Staff members articulate an appreciation for the manner in which the support staff and the leadership team are approachable.

The leadership team acknowledges a need for all leaders to have a united approach to leading the school improvement agenda. Some staff members articulate challenges presented by changes in the leadership team composition, and express a desire for clarity, unity, organisation and follow through from all school leaders to advance school priorities and agendas. The development and communication of roles, responsibilities and accountabilities for all school leaders and staff members, aligned to the delivery of the improvement agenda, is acknowledged as a priority by many staff members.



Teachers express appreciation for school leaders' actively engagement in the teaching and learning process.

Staff members express the desire to improve their own performance aligned to an EIA. Teachers discuss an interest in receiving feedback from school leaders and engaging in observations, mentoring, modelling and coaching processes. Most staff members express a desire to have agreed upon approaches to enhance their instructional practice through a collaboratively developed collegial framework. Teachers comment that they would like to have school leaders more actively involved in their classrooms and providing them with feedback on their teaching and ongoing support for their professional growth.

Staff members articulate the belief that a consistent whole-school pedagogical approach is the foundation to improving learning and wellbeing outcomes for all learners.

Teachers express a belief that greater cohesion, precision and implementation of evidenced-based approaches would promote continuity of learning for students and greater collegiality for staff members. Teachers acknowledge a range of beliefs and approaches to their instructional practice and some express a willingness to refine their pedagogy to ensure a more aligned approach. Staff members identify a need to develop greater consistency of teaching approaches and high-yield pedagogical practices across the school. Staff express a united commitment to students and articulate a view that a consistent whole-school approach to improving learning outcomes for students is yet to be apparent.

School leaders express a strong belief that all students are capable of learning when provided with appropriate learning opportunities and the required support.

School leaders acknowledge the need for a shared understanding of what inclusive practices look like and what these practices will mean for classroom practice. Staff express a range of views and opinions in relation to inclusion and what it means for teaching. A clear consistent understanding of inclusion is yet to be fully apparent across the school. Teachers detail a range of processes and strategies to understand where students are in their learning, and how to cater for their diverse learning needs.

The school leadership team outlines the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school.

A whole-school curriculum plan has been developed and responds to the diverse needs of the community and aligns with the school priorities of AC implementation in English and Science, Technology, Engineering and Mathematics (STEM). Explicit reference to AC general capabilities and cross-curriculum priorities is yet to be embedded in classroom curriculum practices. Regional staff have conducted Professional Development (PD) with staff on front-ending assessment and unpacking marking guides. Teachers detail that they value the opportunity to collaborate with colleagues through the planning process. Year level teams have recently been released for a full-day to review the English planning for the next term. Teachers are yet to map out the teaching and learning sequence for the term.

**The school offers excellence programs in sport, music and STEM.**

Students in Year 6 speak positively of the excellence programs that are offered to selected students to challenge and extend their learning. Students complete a written application to self-nominate for these programs. Currently more than 30 students from the Year 6 cohort participate in these extension programs. Students in some classes across the school share ways their teachers encourage students to monitor their own classroom learning by setting goals for future learning.

Students, parents, and community members comment positively in relation to the school.

Most parents acknowledge their child's teacher as being welcoming and approachable, with any concerns raised being resolved in a timely manner. Parents express appreciation for the ClassDojo system as a constructive way to build positive relationships between home and school. Some parents recognise the value of class teachers providing regular communication for parents, including the emails they receive detailing curriculum content. Parents and staff agree that school events provide opportunities to celebrate the achievements of students at the school.



2.2 Key improvement strategies

Develop and clearly communicate an EIA with a sharp, narrow and deep focus on improving outcomes for all students.

Refine and make explicit the roles, responsibilities and accountabilities, aligned to the EIA, of school leaders and staff members.

Define and identify the key pedagogical, evidenced-based approaches and collaboratively develop and implement these agreed practices to improve teaching and learning.

Build instructional leadership capability of all leaders to support and monitor agreed school-wide teaching and learning practices.

Collaboratively develop, implement and monitor a shared understanding of school inclusive practices, consistent with current systemic guidelines to cater for all learners, including high achieving students.

Build a deep knowledge and understanding of the AC across all learning areas to develop localised curriculum offerings aligned with the new P-12 curriculum, assessment and reporting framework (P-12 CARF) that meet the needs of all students.