

Wavell Heights State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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 School Improvement Unit (SIU) at **Wavell Heights State School** from **20 to 24 April 2018**.

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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Darren Marsh	Internal reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Minore Street, Wavell Heights
Education region:	Metropolitan Region
Year opened:	1948
Year levels:	Prep to Year 6
Enrolment:	495
Indigenous enrolment percentage:	11.0 per cent
Students with disability enrolment percentage:	2.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2017
Full-time equivalent staff:	38
Significant partner schools:	Kedron/Wavell Cluster: Boondall State School, Geebung State School, Kedron State School, Kedron State High School, Virginia State School, Wavell State High School
Significant community partnerships:	Kedron-Wavell Returned and Services League of Australia (RSL), St Vincent de Paul, Windana Support Centre
Significant school programs:	Homework Club, Wellness Club, Garden Club, Art Team including Instrumental Music Program, Choirs, Vocal Group, Musical, Dance Group, Student Council, Cluster School Captains Leadership Program, Harmony Day celebrations, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting deputy principal, Support Teachers Literacy and Numeracy (STLaN), master teacher, teacher/librarian, Special Education Program (SEP) teacher, English as Additional Language/Dialect (EAL/D) teacher, 23 classroom teachers, three specialist teachers, 10 teacher aides, Business Manager (BM), two administration officers, three school cleaners, grounds person, 35 parents and 47 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives, Early Intervention worker – Windana Support Centre and family support representative - St Vincent De Paul Society.

Partner schools and other educational providers:

- Principal Kedron State School, principal Virginia State School and principal Wavell State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
School newsletters and website	School Opinion Survey
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data Schedule	School Data Profile (Semester 2, 2017)
Responsible Behaviour Plan for Students	Headline Indicators (Semester 2, 2017 release)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Diversity is embraced and the school appreciates and values the diverse cultural, linguistic and socio-economic backgrounds of its students and families.

The school is committed to the belief that *'Everyone Can Learn'* and there is an expectation that every student will achieve positive outcomes. Teachers demonstrate a commitment to the school and the learning of all students. The school views parents, families and community members as important partners in the life of the school. Parents are encouraged to play an active role in the school and to be directly involved in their child's education.

The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

A whole-school curriculum plan is developed that details expectations for teaching and learning at the school. Year level teams collaboratively plan with curriculum leaders each term. The school *2018 Unit Planning Process* documentation clearly outlines steps to be taken when planning classroom units of work. Teamwork is highly valued and year level cohorts have strong collegial working relationships. The time provided to work with year level colleagues and curriculum leaders is greatly valued in building teacher knowledge and understanding of the AC.

All school staff members are committed to the improvement of learning outcomes for students.

The school's Annual Implementation Plan (AIP) outlines three priority areas for implementation in 2018. These include improving outcomes for students in reading, numeracy and attainment. The school's current Explicit Improvement Agenda (EIA) encompasses a number of strategic elements, particularly in the key learning areas of English. The leadership team articulate the need to refine the EIA to have a narrower and sharper focus to prioritise areas for development. Processes to closely monitor the implementation of the school's EIA in terms of student outcomes and progress towards aspirational school targets are yet to occur.

The principal emphasises a collaborative approach to enacting the school's improvement agenda.

In recent years there have been changes to the leadership team and a new principal has commenced in Semester 1, 2017. The leadership team is recognised as being highly visible across the school, working closely with staff and students. This way of working is well received by all staff members who express genuine positivity regarding the school's future direction. The current statement of roles and responsibilities for all school leaders is yet to address specific strategic accountabilities, key actions and implementation timelines for priority areas relating to each leader's portfolio of responsibility.



The school's leadership team articulates a clear vision that the school gives a priority to collecting and analysing data to drive improvement in student learning outcomes.

The school implements a whole-school assessment and reporting schedule across each of the learning areas. Teachers and the leadership team track student English and mathematics A-E formative assessment data. Teaching staff report that the data is analysed with year level colleagues during staff meetings. At this time, next steps for teaching are identified, with adjustments made to teaching and learning overviews. Teachers report varying degrees of confidence in analysing student achievement data to inform the next steps for teaching and learning.

The leadership team recognises that the delivery of quality teaching practices across the school is vital to improving student learning outcomes for every student.

The school has reviewed and updated the pedagogical framework in 2017. Most teachers indicate they use the pedagogical framework to guide their teaching practice. The pedagogical framework is based on Knight's¹ High Impact Instruction supported by Fisher and Frey's² Gradual Release of Responsibility (GRR) model of teaching and learning. A number of other research-based models supplement the pedagogical framework. Most teachers articulate their understanding and use of High Impact Instruction and GRR. Some teachers indicate that the link between their classroom practice and the framework is still developing.

There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.

The staff feedback and coaching model has commenced, with most teachers reporting they understand and are comfortable with the current process. The leadership team conducts walkthroughs of classrooms providing feedback to teachers on agreed school improvement areas. Feedback is provided to teachers by email or through conversation. The process of teachers making links from this feedback to reflecting on their teaching practices is developing. A coaching/mentoring model for year level coordinators, master teachers, lead teachers and staff members in other leadership roles is yet to be established.

The school has good community partnerships demonstrated through high levels of community support, and participation and engagement with the school in academic, social and cultural events.

The school encourages parents to be actively engaged in the school. The school is an active participant within its cluster of state primary schools and high schools. The level and depth of collaboration from the staff members and the leadership team of the school within the local school cluster activities have benefited staff practice and student learning. The school has

¹ Knight, J. (2012). *High-impact instruction: A framework for great teaching*. Corwin Press.

² Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.



established a range of partnerships with allied health personnel, family support services and family and child counselling services. These partnerships support the participation and learning outcomes of students.



2.2 Key improvement strategies

Further refine the school's EIA, ensuring teachers have time to deeply embed key improvement strategies directly linked to the achievement of aspirational benchmarks and targets in learning for all students.

Refine the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to and understood by all staff members, and are explicitly linked to the EIA.

Further develop the data literacy skills of teachers to enable effective use of school data for identifying the next steps for student learning and modifying their teaching practice and pedagogy.

Refine the school's pedagogical framework providing clear expectations of expected teaching practice across the school.

Enhance the current teacher feedback model through the addition of coaching and mentoring processes for leadership teams and teachers.