

Wavell Heights State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	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 **Wavell Heights State School** from **26 to 30 May 2022**.

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

Len Fehlhaber	Internal reviewer, EIB (review chair)
Nicole King	Peer reviewer
Howard Nielsen	External reviewer



1.2 School context

Indigenous land name:	Turrbul
Location:	Minore Street, Wavell Heights
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	439
Indigenous enrolment percentage:	11.6 per cent
Students with disability percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	994
Year principal appointed:	2017



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), seven teacher aides, 28 teachers, Business Manager (BM), two administration officers, 89 students, occupational therapist and Speech Language Pathologist (SLP).

Community and business groups:

- Four Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Principal of Kedron State School, executive principal of Wavell State High School and coordinator of Childcare and Kindergarten (C&K) Wavell Heights Kindergarten.

Government and departmental representatives:

- State Member for Stafford and two ARDs.



2. Executive summary

2.1 Key findings

School leaders and staff members are united in their values of delivering an inclusive, positive and disciplined learning environment where diversity is embraced.

The school motto *'Ever onwards'* is reflected through the attitudes and work of leaders and staff. Parents articulate that the school and its teachers genuinely care for their child and that the school resonates a real sense of community. Interactions between staff, students, parents and families are polite, caring and inclusive. Parents express their deep gratitude for the high levels of professionalism and dedication of teachers, the principal and school leaders.

The school's assertion that *'Every Student Matters'* is apparent in the pervasive engagement of students in inclusive and supportive learning experiences.

There is a fervent atmosphere of respect and care for each other with students commenting, 'we look after each other'. This is apparent in the way that students embrace the needs and wellbeing of classmates who may experience social, emotional and learning difficulties. The significant multicultural nature of the school provides a platform for building mutually respectful relationships that transcend culture, gender, ability and socio-economic status. Parents, students and teachers articulate that there is a very high expectation within the school community that all students will learn successfully.

The school has further refined the Explicit Improvement Agenda (EIA), ensuring that teachers have time to deeply embed key improvement strategies.

Staff explain that since the development of the strategic plan, the EIA has moved from student goal setting and feedback to English and learning walls in 2022. Most teachers reference learning walls, with some referencing goal setting in reading as the school's EIA. The principal acknowledges the need to deepen staff understanding and clarity regarding key strategies, actions and targets within the EIA. Aspirational benchmarks and targets in learning for all students are directly linked to the EIA.

School leaders are committed to providing students with high quality education through the delivery of a sequenced and aligned curriculum plan.

Teachers articulate dedication towards supporting all students to learn through engaging and meaningful curriculum practices. They explain that the school has moved to delivering one unit per term and that this has required significant adjustment to Curriculum into the Classroom (C2C) units and assessment tasks, and understanding of the Australian Curriculum (AC). Leaders describe a natural next step towards 'merged' units of work, refining and condensing units in two or more learning areas, and acknowledge that a stronger understanding of the AC will be required by all teachers, along with collaborative cluster and regional partnerships. The principal articulates a desire for the school to participate fully in cluster moderation activities to help build teacher and middle leadership capability in teaching and leading the AC.



School leaders and teachers are united in their commitment to ensuring all students are engaged, challenged and learning through the application of high-yield teaching practices.

The school's pedagogical framework identifies classroom culture and wellbeing, content planning and preparation, effective teaching and learning, and the assessment and use of data as the four key pedagogical elements that underpin the current pedagogical framework. School leaders and some teachers acknowledge that the school's pedagogical framework requires review to match the current high impact strategies reflected in classrooms. The leadership team describes pedagogies associated with visible learning as next steps for sharpening and deepening the school's signature pedagogical practices.

There is strong recognition by all staff that students learn at different paces and at different levels.

The school funds three inclusion teachers who work in collaboration with teachers and teacher aides to deliver differentiation strategies to meet the needs of all students, highlighting the school's focus on providing an inclusive environment. Weekly student support meetings comprised of the inclusion team and specialist, school-based stakeholders, are conducted to monitor, plan and support the delivery of learning activities for students with identified cognitive and social emotional needs. Leaders acknowledge the need to review and strengthen whole-school differentiation processes including the development of all staff's capability in inclusive practice. Leaders acknowledge that the referral process for students with high level needs requires review to accelerate the process of meeting students' differentiated needs.

School leaders and teachers prioritise the analysis of school-wide data through collaborative discussions held throughout the year.

The school has a high percentage of English as an Additional Language or Dialect (EAL/D) students and the highest percentage of First Nations students on the northside of Brisbane. School staff express feeling privileged that the school's demography is rich and varied. High expectations are held for all students to achieve whole-school targets. Leaders acknowledge the need to develop systematic processes for collecting and responding to data to improve learning outcomes for First Nations students and priority student groups.

A culture of continuous improvement is encouraged and modelled by the school's leadership team.

The school prioritises building teams of highly effective teachers, support staff and leaders. Success of students is at the heart of decision making and school leaders actively encourage a culture of shared responsibility for the academic and wellbeing outcomes of the range of students attending the school. Teachers express appreciation for the support and encouragement they receive from leaders to improve their professional practice. School leaders are intentional in their actions to develop the capability of staff, and teachers express a common belief that they are supported and encouraged to develop skills in identified areas of need. Teachers and school leaders work together to deeply understand what they are teaching, the range of student abilities and learning profiles within their classrooms.



The school possesses and utilises a variety of key community partnerships that acknowledge the needs of the diverse local community.

The school has an active and hardworking Parents and Citizens' Association (P&C). Parents articulate numerous fundraising activities held throughout the school year. They speak of a strong working relationship with leaders and school staff. Extensive transitions exist for students commencing in Prep and those transitioning to high school, with a large number of productive and ongoing partnerships that ensure smooth transitions into and out of the school. Local Early Childhood Education and Care (ECEC) providers describe having the school's transition teacher working with their children as a privilege that encourages more parents to choose the school for their child. Local feeder high schools speak positively of the relationship with the school. They describe transition processes as measured and articulate that the school's support team provides relevant and timely data that creates a seamless transition ensuring students are well prepared for high school.



2.2 Key improvement strategies

Deepen staff understanding and clarity regarding key strategies, actions and targets within the EIA.

Strengthen teacher knowledge of the AC to support the development and implementation of quality assured and streamlined curriculum units including multiple opportunities for teacher and middle leadership collaboration at a school, cluster and regional level.

Review and collaboratively develop the school's signature pedagogical practices including opportunities for modelling, coaching and co-teaching connected to agreed pedagogical practices.

Review and strengthen whole-school differentiation processes including the development of all staff's capability in inclusive practice.

Collaboratively develop and share whole-school, year level and class targets for all students including for First Nations students, students with disability, and EAL/D students, aligned to the school's EIA.