

Wynnum West 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 School Improvement Unit (SIU) at **Wynnum West State School** from **27 to 29 May 2019**.

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

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Renee Howard	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Location:	Wynnum Road, Wynnum West
Education region:	Metropolitan Region
Year opened:	1922
Year levels:	Prep to Year 6
Enrolment:	404
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981
Year principal appointed:	June 2018 – June 2019 (acting)
Day 8 staffing teacher full-time equivalent (FTE):	29
Significant partner schools:	Wondall Heights State School, Manly West State School, Brisbane Bayside State College, Tingalpa State School
Significant community partnerships:	Prep Outreach Program, playgroup, Moreton Bay Environmental Education Centre, Strong Start Strong Learners, Wynnum Manly school education alliance (WMsea) cluster, Griffith University student program
Significant school programs:	Early years reading groups, Science, Technology, Engineering and Mathematics (STEM), before school reading program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, acting deputy principal, acting Head of Curriculum (HOC), two Support Teachers Literacy and Numeracy (STLaN), special education teacher, STEM coach, Speech Language Pathologist (SLP), Business Manager (BM), two administration officers, groundsman, 22 classroom and specialist teachers, seven teacher aides, 28 parents and 53 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representative, two tuckshop co-convenors and Helping Hands Outside School Hours Care (OSHC) representative.

Partner schools and other educational providers:

- Brisbane Bayside State College – head of junior secondary, Wynnum Bayside Childcare Centre educator, Moreton Bay Childcare educator, Strong Smart Team project officer and Strong Smart Team early years coach.

Government and departmental representatives:

- Brisbane City Councillor – Wynnum Manly Ward and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Opinion Survey
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 1, 2019)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning Schedule 2019	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Explicit Improvement Agenda Reading Rocket 2019	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide willingness to provide successful learning opportunities for all students.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. Classrooms are orderly, with most students readily engaging in the learning process. Students report they like coming to school and express the belief their teachers care for them.

Multi-generational links to the school are spoken of with pride by a number of community members.

All visitors are welcomed and most staff, students, parents and community members speak highly of the school. The diversity of the family backgrounds from which students originate is acknowledged by staff members who identify that building relationships is a key contributor to school success. The school values the varied cultural and socio-economic backgrounds of students and their families. Staff members are committed to the belief that every student can be a learner.

The school leadership team has undergone a number of changes in the past few years with changes to principal leadership and other key personnel.

The staff and community are committed to the development of a learning environment whereby students can be happy and where learning is the ongoing focus. Some staff and community members identify that leadership team changes impact on the clarity of school direction and consistency of practices across the school. The acting principal articulates an awareness of these issues and expresses a commitment to collaboratively exploring strategies to address these areas.

Staff members are dedicated to improving learning outcomes and opportunities for students and articulate the importance for the need of consistent teaching practices across the school.

All staff articulate that improving student outcomes in reading is the key focus for the school. Conversations with staff identify that the range of strategies to improve reading performance include modelled, shared, guided and independent reading, exploring Explicit Instruction (EI) for the teaching of reading, one-on-one reading with staff members, reading groups supported by teacher aides multiple times each week, online reading programs and commercially produced reading comprehension programs. A range of teaching practices is used to engage students in reading learning experiences with commonly agreed ways of teaching yet to be established and embedded across the school. Teachers identify that the school is yet to develop a whole-school reading framework to guide classroom practices.



The acting principal is working to develop a cohesive team to drive school improvement through the establishment of consistent practices and pedagogy.

A roles and responsibilities statement that outlines a model of shared leadership to implement school programs and operations is developed. The principal articulates the current statement of roles and responsibilities for school leaders requires enhancing to detail specific accountabilities, key actions and implementation timelines for priority programs being implemented by members of the leadership team.

The school leadership team views the development of staff as central to improvement in student outcomes.

The school leadership team, parents and students speak highly of the professional, committed and capable teaching and non-teaching members of staff. The school has a documented professional learning schedule that clearly outlines Department of Education (DoE) mandated Professional Development (PD) and some professional alignment to reading. Clarity regarding how the professional learning plan is aligned to the Explicit Improvement Agenda (EIA) and to staff Annual Performance Development Plans (APDP) to incorporate professional support, growth and monitoring is emerging.

The school leadership team views reliable and timely data regarding student outcomes as essential to effective leadership.

There is a documented school plan and timetable for the collection of a range of formative, standardised and diagnostic assessments. Data placemats are populated by teachers at the beginning of each year as a basis for getting to know students in the class and for differentiation. There is an expectation that updating of these placemats occurs at the beginning of each term. Some staff indicate that the use of this placemat as a tool to guide their teaching and learning is emerging.

Teachers in year level cohorts are provided with release time each term to meet for collaborative curriculum planning.

The initial part of the curriculum planning process includes unpacking of the Australian Curriculum (AC) achievement standard and content descriptions that will be the focus for teaching and learning. In conjunction with the AC, teachers consider the assessment task and marking guide, and undertake a pre-moderation process to fully understand the standards required for success. They analyse students' baseline data, grade them according to the Guide to Making Judgements (GTMJ), identify the literacy demands of the unit and decide on the AC content the students need to learn and teachers need to teach. Differentiation adjustments are made on the unit document and post-moderation is undertaken at the end of the unit.

Staff indicate a strong, supportive staff culture is established.

Staff openly state that a valued feature of the school is the support offered to each other. Staff are positive regarding their role as teachers and teacher aides at the school. Teachers speak of having a commitment to the improvement of teaching and an openness to increased sharing of practice with colleagues.



2.2 Key improvement strategies

Collaboratively work with all school stakeholders to review and re-establish the school's vision and statement of purpose, particularly aligned to the improvement focus areas.

Work with teachers to embed the collaboratively agreed non-negotiable practices relating to improvement focus areas, what these look like in classrooms, and monitor implementation to ensure consistency of practice.

Develop and embed an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA, and ensure these are effectively communicated to, and understood by all staff.

Develop a professional learning plan that includes all professional learning opportunities within the school, including coaching, mentoring, modelling and feedback that has clear alignment between the school budget, staff APDPs and the EIA.

Broaden the scope of the data placemat to include student wellbeing data and prioritise the use of this tool as a focus for deep discussion between teachers, and between teachers and school leaders.