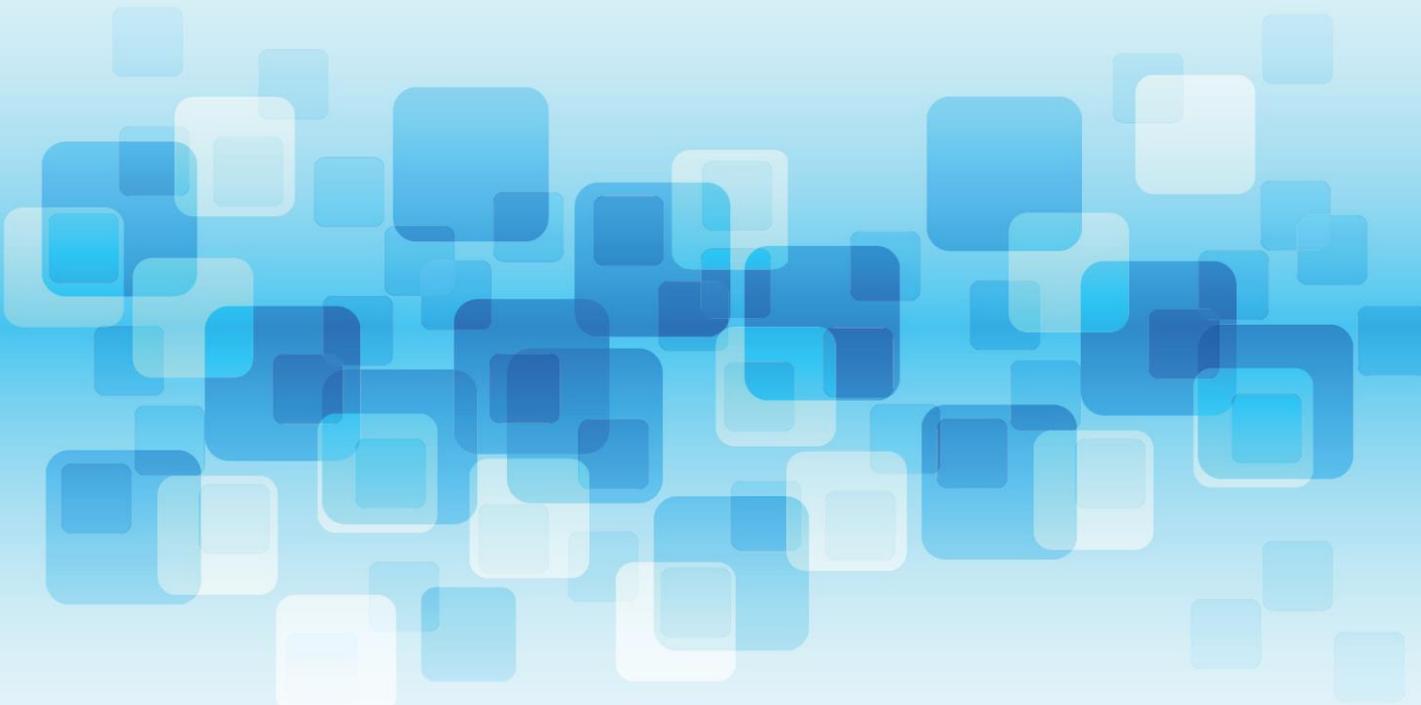




School Improvement Unit Report

Woodhill State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Woodhill State School** from **8 to 12 September 2016**.

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 which prioritise future directions for improvement.

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

1.1 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Vicki Baker	Peer reviewer
Brad Francis	External reviewer

1.2 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), guidance officer/behaviour advisory teacher, 15 teachers, four teacher aides, two administration officers, 12 parents, 62 students

Community and business groups:

- Chaplain, Adopt-a-Cop, Parents and Citizens' Association (P&C) president, community representative

Partner schools and other educational providers:

- Principal Jimboomba State School, principal Veresdale Scrub State School, deputy principal Beaudesert State High School, coordinator Woodhill C&K Centre

Government and departmental representatives:

- ARD

1.3 School context

Location:	Mt Lindesay Highway, Woodhill
Education region:	South East Region
Year opened:	1873
Year levels:	Prep to Year 6
Enrolment:	243
Indigenous enrolment percentage:	2.4 per cent
Students with disability enrolment percentage:	1.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	974
Year principal appointed:	2010
Full-time equivalent staff:	14.67
Significant partner schools:	Jimboomba State School, Flagstone State School, Veresdale Scrub State School, Gleneagle State School, Beaudesert State School, Beaudesert State High School
Significant community partnerships:	Crèche and Kindergarten (C&K) Childcare, Queensland Police Service (QPS), Logan City and Scenic Rim Councils, Police-Citizens Youth Club (PCYC), Chaplaincy, Family Connect, Muninjali House, Jimboomba Times, Returned Services League (RSL) Beaudesert
Significant school programs:	Higher Order Thinking (HOTS) groups, Woodhill Wonders Pre-Prep program



1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum Plan
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	Curriculum planning documents
Diagnostic assessment schedule	Reporting schedule

2. Executive summary

2.1 Key findings

School leaders articulate a shared commitment to improvement in student achievement.

The Explicit Improvement Agenda (EIA) outlines four distinct priority areas: increasing the percentage of students in the Upper Two Bands (U2B) in literacy and numeracy; improved outcomes in writing focusing on grammar, punctuation and spelling; Information and Communication Technology (ICT) proficiency for staff members and students; and mental health and wellbeing for the school community. Each priority is supported by a range of actions and school programs.

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.

Parents report that they feel welcome in the school and that teachers are focused on student learning and communicate readily with parents regarding achievement and behaviour. Parents report that access to classroom teachers and school leaders is readily available. Generally students, staff members and parents speak well of the school and the reputation of the school in the community is held in high regard.



The EIA is supported by an Annual Implementation Plan (AIP) that includes the EIA priorities and outlines a further three priority areas for attention.

The AIP outlines performance targets and assigns some roles and responsibilities for development and completion over time. Targets are broadly stated. A strategy to monitor targets and ensure programs are systematically evaluated for effectiveness in improving student outcomes is yet to be fully developed.

There is some evidence of Professional Development (PD) to further develop teacher capability in the use of data as a key classroom planning tool.

School leaders meet with classroom teachers each term to discuss planning. Data discussions feature as a component of these meetings. The depth of the data interrogation during these meetings is unclear, as is how these meetings assist in the monitoring of school-wide achievement and the progress made towards the school's improvement agenda.

School leaders are working towards building a school-wide, professional team of teachers and support personnel.

School leaders indicate that there are informal processes for observation of teaching practice. An invitational approach to observation and feedback is supported by school leaders. A formal, whole-school observation and feedback program is yet to be implemented. Formal strategies that assist teachers to develop and share deep understandings of how students learn and can be supported through high impact interventions are yet to be established.

The curriculum plan is currently being implemented.

Recent work has focused strongly on collaboratively developing a whole-school curriculum plan identifying the essential skills to be taught. Staff members indicate that this process was valuable and has sharpened individual understanding of the Australian Curriculum (AC). School leaders and teachers discuss having a guaranteed and viable curriculum. A deeper understanding of what this means for curriculum delivery across the school is emerging.

School leaders and staff members recognise that students are at varying stages in learning, and that differentiated learning experiences need to be provided.

School leaders monitor student achievement through a range of diagnostic and assessment measures and work with teachers individually to discuss student achievement. School leaders and specialist staff members have a significant role in determining the design of intervention programs. It is indicated that closer collaboration in regard to decision-making regarding classroom intervention would be welcomed.

A learning and wellbeing framework has been drafted and shared with school leaders.

A learning and wellbeing framework, focusing on learning environment, policies and procedures, curriculum and pedagogy and partnerships, promotes a whole-school strategy to guide effective practices.



A strong sense of community pride in the school is apparent in the interactions with student, parents, and staff and community members.

Parents are recognised as integral members of the school community and as partners in progressing student learning. Parents comment positively on the efforts of staff members to ensure that all students experience success at school.

2.2 Key improvement strategies

Narrow and sharpen the improvement agenda and ensure that staff members are supported in managing the implementation of each priority in the improvement agenda.

Engage all staff members in focused, ongoing PD to ensure enhanced data literacy skills to enable a deeper understanding of the use of assessment to better inform teaching practice and identify starting points for learning.

Develop a sharp focus on professional learning aligned to the school's EIA and pedagogical framework to ensure consistent classroom practices.

Build staff members' capability to implement the whole-school curriculum plan demonstrating alignment to the AC, formally scheduling opportunities for teachers and school leaders to work collaboratively to discuss, monitor and review effectiveness.

Develop the capacity of the school leadership team and staff members to work collaboratively to research and implement a range of high impact teaching strategies to enhance the performance of all students.