School Improvement Unit
Report

Wynnum West State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Wynnum West State School from 15 to 17 June 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>2036 Wynnum Road, Wynnum West</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1922</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>433</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>5 per cent</td>
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<td>Students with disability enrolments:</td>
<td>5 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>987</td>
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<tr>
<td>Year principal appointed:</td>
<td>2009</td>
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<tr>
<td>Number of teachers:</td>
<td>29</td>
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<tr>
<td>Nearby schools:</td>
<td>Wondall Heights State School, Manly West State School, Brisbane Bayside State College, Tingalpa State School</td>
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<td>Significant community partnerships:</td>
<td>Pre-Prep Liaison program, Child Aware Psychologists, Griffith University Student program</td>
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<td>Unique school programs:</td>
<td>Extension Prep to Year 6 before school reading and maths</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and the leadership team
  - Assistant Regional Director
  - Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), Master teacher, Literacy Coach, Guidance Officer, Prep to Year 2 Coordinator, Business Services Manager
  - 20 teachers
  - Special Education Teacher, Music Teacher, Teacher Librarian, Physical Education Teacher
  - 40 students
  - Nine teacher aides
  - Parent and Citizens’ Association president, ten parents and the tuckshop convenor.
  - Principal of Brisbane Bayside State College
  - Local Councillor and the State Member
  - Prep and pre-Prep project officer

1.4 Review team

John Enright  Internal reviewer, SIU (review chair)
Paul Herschell  External reviewer
Bec McGuren  Peer reviewer
2. Executive summary

2.1 Key findings

- A school pedagogical framework is known and implemented by all staff.

School leaders recognise that effective teaching is the key to improving student learning throughout the school. They encourage the use of the Fleming Model of Explicit Instruction in all classrooms. All teachers understand and use the Fleming model. There is evidence of the teaching practices ‘We are learning to (WALT), What I’m looking for (WILF)’ in every classroom including the Special Education Program.

- The school uses the Curriculum into the Classroom (C2C) resource to guide the implementation of units of work that relate to the Australian Curriculum.

There is little evidence of whole of school quality assurance and monitoring to ensure that all the Australian Curriculum content descriptors have been covered and that there are a full range of opportunities provided for students to demonstrate the Australian Curriculum Achievement Standards.

- The school has a formal assessment schedule and data plan.

The leadership team views reliable and timely student data as essential to support differentiation and the school’s improvement agenda. There is a documented school plan for the collection of student achievement data in a range of summative and diagnostic assessment but teachers were unclear about the timelines for collection and the relevant targets and standards.

- A school improvement agenda is clearly articulated and known by all staff.

The stated school improvement agenda focuses on the teaching of writing. Staff indicated that most of the targeted school resources were allocated to the operation of school-wide reading and numeracy groups.

- The principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as important to improving outcomes for all students.

The leadership team has consistently monitored the embedding of the Fleming model across the school. However at this time, there is no further extension into wider researched based teaching strategies, and teacher data analysis.

- A positive school culture is evident and presents a safe, respectful, tolerant and inclusive environment.

The community relationships with parents and students are regarded as positive and productive. Parents indicated that the school had a welcoming environment and they were invited to participate in their children’s education at the school.
2.2 Key improvement strategies

- Revisit the school improvement agenda to more accurately reflect that reading, number and writing are core priorities of the school. Identify clear targets and timelines for improvement, particularly in writing.

- Involve all school leadership and teaching staff in developing a whole school curriculum plan aligned with the Australian Curriculum that provides an explicit, coherent and sequenced plan for curriculum delivery across the years of schooling. Establish processes to quality assure implementation.

- Revisit the school assessment and data plan to ensure alignment. Clearly articulate and communicate the relevant timelines, targets and standards to all staff and the wider community.

- Further develop staff capacity to analyse data in order to enable teachers to continually monitor student progress and plan for and make adjustments to teaching in a timely manner.

- Investigate wider research-based teaching methodologies to support the development of teachers’ pedagogy and the learning of students.