

# Windaroo Valley State High 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 Education Improvement Branch (EIB) at **Windaroo Valley State High School** from **3 to 6 August 2020**.

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

Cameron Hodges	Internal reviewer, EIB (review chair)
Phillip Sweeny	Peer reviewer
Kerri Holzwart	Peer reviewer
Ken Rogers	External reviewer



## 1.2 School context

<b>Location:</b>	Beaudesert Beenleigh Road, Bahrs Scrub	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	1218	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	7 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	18 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	983	
<b>Year principal appointed:</b>	2016 – substantive 2019 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), 14 Heads of Department (HOD), Head of Special Education Services (HOSES), 51 teachers, two guidance officers, four administrative officers, Youth Support Coordinator (YSC), Indigenous support worker, Industry Liaison Officer (ILO), School Based Youth Health Nurse (SBYHN), tuckshop convenor, five teacher aides, nine cleaners, 76 students, 12 parents and Parents and Citizens' Association (P&C) president and vice president.

Community and business groups:

- Yatala Rams Rugby Union representative and Indigenous Community Education Coordinator.

Partner schools and other educational providers:

- Principal Windaroo State School and deputy principal Edens Landing State School.

Government and departmental representatives:

- Councillor for Division 4 Logan City Council, State Member for Macalister and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Headline Indicators (May 2020 release)
Investing for Success 2020	Strategic Plan 2017-2020
Professional development plans	School Data Profile (Semester 1 2020)
OneSchool – Classroom Dashboards	School budget overview & budgeting process
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Know Your Student Profile samples
School pedagogical framework	Executive Team Portfolios
School data plan 2020	School newsletters and website
School Opinion Survey 2019	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Explicit Improvement Agenda 2020 – Whole-school & junior secondary





## 2. Executive summary

### 2.1 Key findings

#### **School leaders, teachers and support staff promote and maintain an environment characterised by high expectations that all students will learn successfully.**

The school tone and culture is predicated on the values of *'Safe, Timely, Active and Respectful'* (STAR). Staff, students and parents indicate that relationships in the school are warm, supportive and respectful. School leaders, teachers and parents articulate that the school has made significant progress in this area in the last four years and there is a commitment to a continuation of this work. Parents and community members speak highly of the school. Parents indicate that they select the school due to the high expectations for students, and the range of opportunities and pathways available to their child. The school has been experiencing continued enrolment growth. Many staff members speak of the strength of collegial relationships in the school. They value the willingness of their colleagues to share resources and strategies and the professional and personal support provided in all workspaces.

#### **School leaders are united in the belief that the systematic use of data is a key driver for student improvement.**

School leaders recognise that the systematic analysis, monitoring and sharing of student academic, engagement, transition, attendance, behaviour and wellbeing data is essential to informing all school improvement priorities. All strategic programs, initiatives and decisions are informed by data. All teachers complete the Know Your Student Profile (KYSP) for all classes at the start of each year or semester. There are three versions of the KYSP – junior school, senior school and Vocational Education and Training (VET). The KYSP records current student achievement, whole-class improvement strategies and individual strategies for specific students requiring additional support.

#### **The school is as an attractive environment in which to work and learn.**

Classrooms are inviting learning spaces with samples of student work and artefacts relating to the learning area, school culture and improvement agenda. Teachers express pride in their classrooms and students view them as warm and inviting. The school has undertaken extensive work to provide usable shaded seating areas for students and to upgrade landscaping. Staff and students applaud the positive impact of this initiative to create a safe and calm place in which to work. School leaders responded to student input by creating a dedicated study space for senior students in the school library. School leaders identify Information and Communication Technology (ICT) as a priority area for the coming years. A Bring Your Own Device (BYOD) program is being implemented from 2021 with a focus on Year 7 Gifted, Talented and Extension Kids (GTEK), Year 10 general subject students and senior students.



**The pedagogical framework is clearly articulated and evidence-based, with many teachers expressing strong support and implementation of the school's pedagogical approaches.**

Explicit Instruction (EI) involves teachers developing expertise to specifically teach students all learning concepts across all faculties. Teachers express a high degree of support and consistency of practice with this teaching methodology. Faculties articulate a high degree of cohesion, including common learning goals, success criteria and cognitive verbs. Staff express support to continue the implementation of eLearning into their teaching and curriculum practice. The use of Blackboard as a learning platform has been well received by staff. A whole-school approach for the implementation of digital pedagogy to support quality teaching and learning at this school is yet to be developed.

**The school has a sequenced whole-school curriculum plan from Year 7 to Year 12 that articulates a pathway approach to student learning.**

Parents and some members of the wider community express an awareness of the curriculum structure within the school including reference to the excellence programs, GTEK program and the three-year senior approach. Some parents, including those from outside the school catchment, indicate that the approach to curriculum structure was an attraction to the school. There is a shared approach to curriculum planning within faculties with a clear focus on alignment to the Australian Curriculum (AC) from Year 7 to Year 9, and new Queensland Certificate of Education (QCE) General and Applied Syllabuses in Years 11 and 12. Learning support programs, known locally as 'Corrective' programs exist in Years 7 and 8 for identified students for reading and mathematics. Students engage in these programs in place of humanities and science classes where students complete three lessons of English in addition to three lessons of 'Corrective Reading' per week.

**Students, staff and parents from the school consistently refer to the high expectations of students.**

The leadership team is a cohesive team united in the belief that all students are able to succeed when provided with a responsive curriculum, expert teachers, tailored support and high expectations. Staff members articulate a clear understanding of their accountabilities in relation to the delivery of the curriculum, classroom management, data analysis and pastoral care. School leaders support teachers in implementing school policies and procedures. The documented 'Executive Team Portfolios' outlines the roles, targets, line management allocations, and key performance indicators. Each executive member's role includes individual and team responsibilities in the implementation of the School Improvement Agenda (SIA). The roles, responsibilities and accountabilities of other school leaders are currently being revised.

**The school prioritises attracting, retaining and developing quality teachers to join the dedicated teaching team.**

The school's professional learning plan articulates a strong emphasis on developing learning and a growth mindset through a continuous cycle of improvement with the objective to, 'build high capacity staff with expertise to lift student performance'. The school has a clearly



articulated plan for supporting preservice teachers, beginning first year teachers and early career teachers in their second and third years. School leaders express a desire to strengthen the training of mentors as part of their New and Beginning Teachers (NBT) program.

**School leaders and teachers appreciate the diversity of learners in the school.**

The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. This includes the systematic use of teacher-developed and standardised assessment data. School leaders articulate an expectation that all teachers are familiar with and develop a KYSP for each of their classes. Teachers acknowledge the value of using this approach in conjunction with strategies outlined in the 'STAR classrooms' handbook to establish the pre-conditions for all students to enjoy success with their learning. Teachers across the school articulate that they use high level differentiated teaching strategies to cater for learners.

**The principal and school leaders actively develop and make use of strategic partnerships with families, local businesses, community organisations and other educational and training institutions.**

These partnerships provide opportunities to access intellectual, physical and other resources not available within the school for the purpose of improving student learning opportunities and outcomes. Community members express appreciation for the opportunities provided by the school for them to be genuine partners with the school in mutually beneficial initiatives. School leaders value parents and families as partners in their child's education. The Parents and Citizens' Association (P&C) works collaboratively with the school and provides additional funding to assist the school in projects to benefit all students.





## 2.2 Key improvement strategies

Develop, communicate and implement a strategic school-wide ICT and BYOD plan.

Develop a suite of signature eLearning pedagogical practices and integrate with existing practices.

Review the whole-school curriculum plan for Years 7 to 10 against the AC, current policy settings and the needs of students as they transition to the world of work and further education and training.

Enhance the current documented roles and responsibilities of all school leaders with a focus on alignment with the SIA, key performance indicators and key accountabilities.

Formalise the training of NBT mentors to support the professional growth of early career teachers.