



# School Improvement Unit Report

## Woolloowin State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Woolloowin State School from 16 to 18 May 2016. 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

<b>Location:</b>	663 Lutwyche Road, Lutwyche
<b>Education region:</b>	Metropolitan region
<b>The school opened in:</b>	1884
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	315
<b>Indigenous enrolments:</b>	2.9 per cent
<b>Students with disability enrolments:</b>	3.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1078
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	14.8 (full-time equivalent)
<b>Nearby schools:</b>	Kedron State School, Eagle Junction State School, Windsor State School, Wilston State School, Stafford State School, Kedron State High School, Kelvin Grove College, Brisbane State High School
<b>Significant community partnerships:</b>	Brisbane Metro Cluster, Literacy Olympics, ACT for Kids, Ronald McDonald House, St Andrews Church
<b>Significant school programs:</b>	Marching Band, Wobbegongs Swim Club, Before and After school Hours School Sports Program



### 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 Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Curriculum (HOC) master teacher and two Support Teachers Literacy and Numeracy (STLaN) and an Inclusion teacher
  - 17 teachers
  - Guidance officer
  - Three specialist teachers and teacher librarian
  - Two Business Services Managers (BSM)
  - Five teacher aides
  - Six student leaders and 12 students
  - Parents and Citizens' Association (P&C) president and tuckshop convenor
  - Eight parents
  - Metropolitan Cluster Chair and two local State High school principals

### 1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
John Collins	Peer reviewer
Lynne Foley	External reviewer



## 2. Executive summary

### 2.1 Key findings

- Parents, staff members and students speak positively of the school and interactions are caring, polite and inclusive.

Relationships between the school and parents and families are well developed, valued and a key platform for the school's recognition as a good school within the community. The school views families as partners in student learning and staff members focus on communicating with families to support their child's learning. Students exhibit pride in the school.

- The school leadership team and staff members are focused on school improvement and every student's success.

There is school-wide commitment to inclusion and an evolving culture of professional learning. Teaching staff utilise student data to monitor learning growth. A sense of urgency in setting high expectations for student achievement has yet to be developed or communicated widely. The 2016 reading target has been set at 80 per cent of students achieving National Minimum Standards (NMS).

- The school leadership team research and reflect on a range of research-based strategies.

The Explicit Improvement Agenda (EIA) is focused on the consistent teaching of reading. The school is yet to develop processes for monitoring and evaluating the effectiveness of these priority programs.

- Observation and feedback is an integral part of the coaching program for teaching staff.

The school focus is on building capability in reading practices and pedagogy. The principal conducts *Learning Walks* in all classrooms. The process for giving and receiving feedback is yet to be clarified.

- The school leadership team consider reliable and routine use of student achievement data as essential to the school improvement agenda in reading.

The master teacher has provided a professional learning session in data analysis and interpretation. The Support Teachers Literacy and Numeracy (STLaN) and inclusion teacher meet regularly with teaching staff to discuss class and individual student progress. Teachers are yet to fully engage with analysing their own class data in an ongoing way.



- The school interacts with one early childhood centre and two local high schools.

Relationships exist with two neighbouring secondary schools, enabling student participation in regular extension activities. The school has connections with one early learning centre in the catchment to enable effective transition to Prep. Active transition programs into Prep and junior secondary are yet to be fully developed.

- There are three school rules that are visible around the school.

These rules are known and consistently applied by staff members, students and parents, reviewed on parade and in newsletters. Overall student behaviour is positive with parents, staff members and students identifying there is a well-established safe, tolerant and inclusive learning environment.



## 2.2 Key improvement strategies

- Build a climate of high expectations, develop aspirational learning targets and implement a communication strategy to engage the school and wider community.
- Develop a monitoring and evaluation process to ensure that priority programs are effective in achieving improved student learning.
- Collaboratively develop clear protocols for giving and receiving feedback, including the role of the principal.
- Provide Professional Development (PD) to increase staff data literacy skills and ownership of student learning data.
- Develop relationships with the early learning centres and local high schools to enable effective transition for students.