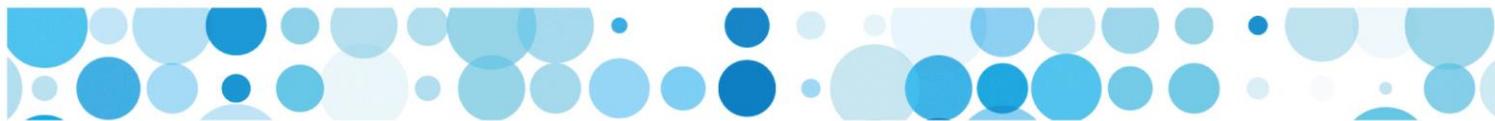


# Woombye State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

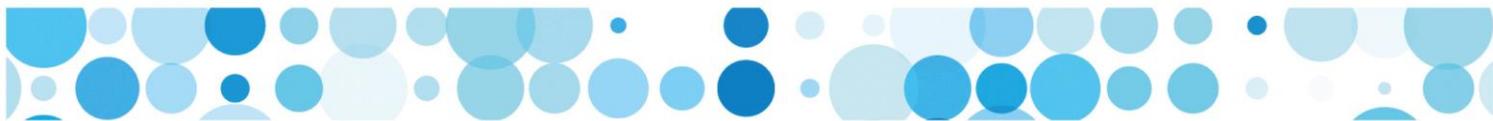
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Woombye State School** from the **27 February to 2 March 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.

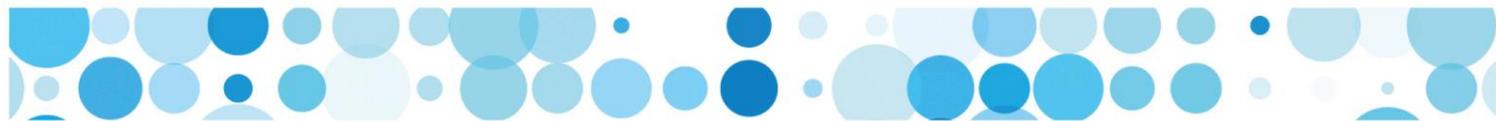
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

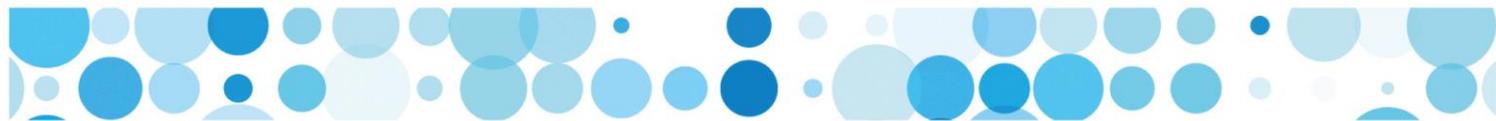
### 1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Richenda Wagener	Peer reviewer
Howard Nielsen	External reviewer

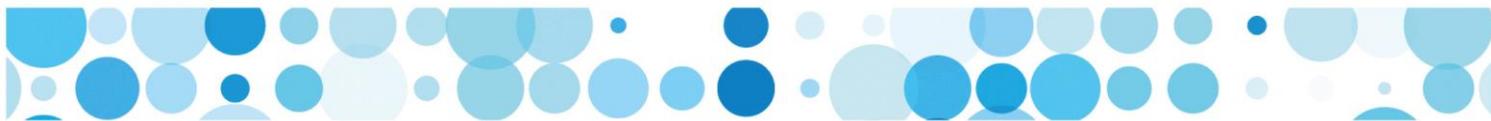


## 1.2 School context

<b>Location:</b>	Pine Grove Road, Woombye	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	477	
<b>Indigenous enrolment percentage:</b>	3.98 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	10.06 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	15.95 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1024	
<b>Year principal appointed:</b>	2007	
<b>Significant partner schools:</b>	Glenview State School, Suncoast Christian College, Nambour Christian College, Sunshine Coast Grammar School, Palmwoods State School, Chevallum State School, Nambour State College, Burnside State School, Burnside State High School	
<b>Significant community partnerships:</b>	Chaplaincy, Nambour Christian Church – IMOVE mentoring program, Sunshine Coast Nambour Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC), Sunshine Valley Men's Shed Woombye-Palmwoods – gardening and native bees, Sunshine Coast Council – Tatebayashi Sister Schools Exchange Program and Kids in Action program, Palmwoods Woombye Lions Club, Woombye and Districts Community Bank Branch Bendigo Bank, Woombye Community and Business Association, L'amour Dance Academy, Bilai Environmental Education Centre – science programs, Palmwoods Queensland Country Women's Association (QCWA), University of the Sunshine Coast (USC) – teacher practicums, Nambour Returned and Services League of	



	<p>Australia (RSL) – ANZAC Day services, The Daniel Morecombe Foundation – program launches and annual 'Walk for Daniel', local retirement villages – music tours and shows, local Early Childhood Education Centres (ECEC) – transition programs into Prep, Queensland Police Service (QPS) – Adopt-a-Cop program</p>
<p><b>Significant school programs:</b></p>	<p>Bring Your Own Device (BYOD) for Years 4 to 6, tool shed, garden program, forest program, Maker Space program, lunchtime interest groups, active after-school sports program, chaplaincy activities, IMOVE mentoring, equine therapy</p>



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Special Education Program (SEP) teachers, guidance officer, curriculum leader, 22 classroom teachers, specialist teacher, 39 students, 21 parents, three administration officers, Business Manager (BM), school chaplain and seven teacher aides.

Community and business groups:

- IMOVE, Men's Shed and Adopt-a-Cop.

Partner schools and other educational providers:

- Deputy principal Burnside State High School and director Little Characters Early Learning Centre.

Government and departmental representatives:

- Local councillor for Division 5, State Member for Nicklin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2019)
School Opinion Survey	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Whole School Approach to Inclusion
School newsletters and website	Professional development plans
Responsible Behaviour Plan for Students	Supporting School Improvement Through Professional Learning Teams
School data collection schedule and targets	Report card and NAPLAN update Semester 1 2019
School based curriculum, assessment and reporting framework	Headline Indicators (October 2019 release )



## 2. Executive summary

### 2.1 Key findings

#### **Staff members are committed to the school and to improving student learning and wellbeing outcomes.**

The leadership team acknowledges the importance of establishing a strong improvement agenda for the school. Many staff members speak proudly of a long employment history within education and their association with the school. Staff members comment on the collegial nature of their teams and the support they provide each other.

#### **The school is a school of choice in the district.**

Parents, students and teachers describe the relationship between members of the school community as caring and respectful. Staff members are admired and respected by students and parents as committed professionals who are open to communication regarding student learning and issues affecting that learning. Teachers express their appreciation of the support teacher aides provide to improve student learning and wellbeing. The school vision embraces diversity and the aspiration to provide 'a supportive and inclusive learning community that recognises individual needs and potential, empowering them to become lifelong learners'. Teachers, teacher aides and school leaders provide an environment in which student achievement and wellbeing is a core focus.

#### **Staff members readily discuss their individual classroom practice.**

These discussions include strategies utilised by teaching staff members to engage students in their learning, encourage attendance and foster student wellbeing. A clear and consistent understanding of the school's Explicit Improvement Agenda (EIA), and how it is enhancing classroom practice and impacting on improved student learning and wellbeing outcomes, is less apparent amongst staff and community members.

#### **Members of the leadership team acknowledge curriculum development as an important priority agenda for the school.**

Significant work regarding the development of school documentation that makes clear what teachers should teach and students should learn has been undertaken in the last two years. It is acknowledged that further work is required to establish consistent teaching and learning expectations, further develop teacher knowledge of the standards of the Australian Curriculum (AC) and build Quality Assurance (QA) processes to ensure the intended curriculum is enacted within classrooms.

#### **The leadership team has invested Professional Development (PD) resources into staff wellbeing sessions, focused team building, communication and individual accountability.**

Staff members indicate high levels of support from their teaching teams. Teachers demonstrate a commitment to their own development. The school has a 'Supporting School Improvement Through Professional Learning Teams' document that outlines the scope of



professional learning the leadership team envisages across the school. A professional learning plan that encourages mutual trust through classroom-based learning, including professional conversations, modelling, mentoring and coaching opportunities is yet to be fully developed.

**The school has high aspirations for student behaviour and wellbeing.**

These aspirations are apparent in the behaviour of most students. The processes for managing behaviour are yet to be fully understood and implemented on a whole-of-school basis. Staff members recognise that action is required to manage behaviour more effectively due to a recent increase in inappropriate behaviours being exhibited.

**School leaders articulate the importance of engendering a positive and inclusive culture that caters for the needs of all students.**

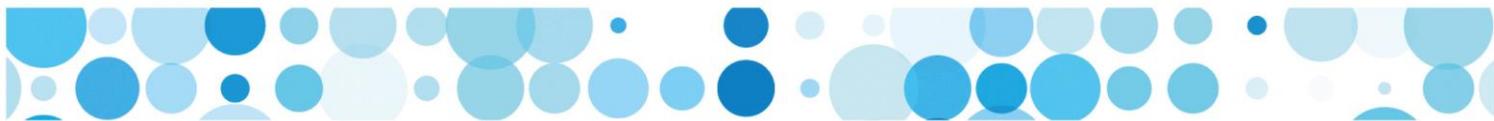
A whole-school approach to inclusion and differentiation, including opportunities for co-planning, co-teaching and flexible staffing arrangements, to ensure individual and collective responsibility for, and ownership of, students with diverse needs is yet to be fully embedded. The leadership team acknowledges the need to strengthen strategies to ensure inclusive education practices fully support a whole-school approach for students with disability and other students with diverse needs.

**Teachers demonstrate great care towards all students across the school.**

This is exemplified in the manner in which some teaching staff members open their classrooms for students prior to the commencement of the school day. Teaching practices acknowledge that students are at different stages in their learning and that they are progressing at different rates.

**The school recognises the broad positive impact that partnerships with parents, the community and networked schools is able to have on enhancing student learning and wellbeing.**

A broad range of activities is offered to enhance student wellbeing and learning. Volunteers from the Men's Shed assist students with the garden club and a number of community members provide mentoring to nominated students as part of the IMOVE mentoring program. Parents and community members engage in successful classroom volunteer activities and a range of community events, including sporting events and the music program. Parent and community volunteers express that they feel highly valued by the school community.



## 2.2 Key improvement strategies

Develop a sharp and narrow EIA that is clearly communicated to community members and consistently implemented across the school.

Provide PD opportunities for staff members to build a collaborative and consistent approach to curriculum planning, delivery and assessment processes aligned to a deep understanding of the AC.

Develop and enact a school professional learning plan that builds on a culture of mutual trust and includes collegial conversations, coaching, mentoring and peer observation opportunities.

Collaboratively redevelop and implement a whole-school approach to support positive student behaviour.

Review, define and implement strategies to ensure that the school's inclusive education practices genuinely support a whole-school approach for the full range of learners.