School Improvement Unit
Report

Woombye State School
Executive Summary
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1. Introduction

1.1 Background

This report is a product of a review carried out at Woombye State School from 19 to 21 July 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Pine Grove Road, Woombye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1885</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>505</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>3 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>6 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1015</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2009</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>27 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Suncoast College, Nambour Christian College, Suncoast Grammar School, Palmwoods State School, Chevallum State School, Nambour State College, Burnside State School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Woombye Bendigo Bank, Woombye Independent Grocers of Australia (IGA), Woombye Men’s Shed, Country Women’s Association (CWA), Maroochydore Bunnings, Police-Citizens Youth Club (PCYC)</td>
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<tr>
<td>Significant school programs:</td>
<td>Al Taylor for Kids (ATFK), Sunnykids, Toolshed</td>
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</tbody>
</table>
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, deputy principal, master teacher, cluster Head of Special Education Services (HOSE), Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teachers and guidance officer, 23 classroom teachers and three specialist teachers
  - Business Services Manager (BSM) and Administration officer (AO)
  - 10 teacher aides, chaplain and cleaner
  - 20 parents and 70 students
  - Parents and Citizens’ Association (P&C) president
  - Principal of Nambour State College and deputy principal of Burnside State High School
  - Police Citizens Youth Club (PCYC) Outside School Hours Care Coordinator (OSHCC)
  - Director, Woombye Early Development Centre, Al Taylor For Kids (ATFK) representative and two community members

1.4 Review team

Ian Rathmell Internal reviewer, SIU (review chair)
Garry Lacey Internal reviewer, SIU
Suzanne Innes External reviewer
2. Executive summary

2.1 Key findings

- A positive culture which promotes high expectations is underpinned by the school motto, ‘Achievement through friendship’.

  Interactions between staff members, students and parents demonstrate high levels of care and respect. The classrooms are orderly and purposeful. Teachers and teacher aides at the school are committed to the students, the school and the school community. Students express high levels of pride in and loyalty to their school.

- There is a strong collegial culture among staff members.

  Year level teams work collaboratively to develop curriculum and share practice. Mutual respect and regard for the work of the leadership team is evident. Teacher aides are valued for the work they do with students in classrooms and are treated as professional team members by teachers, students and parents.

- The school has a strong focus on ensuring the wellbeing of students is effectively catered for.

  The Al Taylor for Kids (ATFK) program builds the social and emotional development of identified students through a range of team-building activities. The school’s chaplaincy program builds relationships with community agencies and organisations in order to support the needs of school families and students. The You Can Do It program assists in the development of students’ social skills.

- The school’s improvement agenda has been communicated to staff members.

  Teaching staff members can identify the priority areas of reading and numeracy. Some teachers report that writing is also a priority area. The clarity and understanding of the improvement agenda by all staff members and school community is yet to be fully established.

- The school has a comprehensive and well-documented curriculum framework in place.

  To deliver the Australian Curriculum (AC) there is currently a whole-school, facilitated focus on adapting Curriculum into the Classroom (C2C) resource units, developing some aligned integrated units and providing clarity regarding the work to be taught and assessed. This adaptation work is projected to roll out across all learning areas of the AC in all year levels.
The school has a team of experienced, enthusiastic, dedicated and professional teachers and aides who are focused on student learning and success.

Many current staff members have a long-standing relationship with the school and many years of teaching experience. Teachers share practice and offer their classrooms for observation. School feedback opportunities for teachers have been offered on a volunteer basis. Staff members involved in these activities indicate they are supportive of coaching opportunities and receiving feedback. A facilitated planned program of observation and feedback, and coaching and mentoring, for all staff to enhance teacher interaction and self-reflection is yet to be embedded.

The school undertakes planning to cater for a diverse range of students, some of whom require significant adjustments in order for them to participate in learning on the same basis as their peers.

A range of models currently exists across the school to support the learning and social and emotional needs of these students. There is an effort to coordinate a whole-school approach for identified students through the work of the student support team. The model of inclusion and intervention that best meets the needs of these students is yet to be fully established.

The school has developed strong and valuable relationships with a wide variety of community groups which bring benefit to the school and to the learning of students.

Opportunities to share school operations, curriculum initiatives and teaching and learning processes and strategies with other local schools, is currently limited. Relationships with schools on similar education journeys, and with organisations and educational institutions that would further enhance learning outcomes for students and benefit the professional practice of staff members are not yet fully developed.

The school has an explicit and comprehensive pedagogical framework which draws on research and provides clear direction for the school.

The school is deliberate in its use of the Gradual Release of Responsibility (GRR) model and the Art and Science of Teaching (ASoT) framework to develop quality teaching practices which are seen to promote school-wide high expectations for all students. Students are active participants in the GRR instructional model and show a strong understanding of the release sequence in classroom work.

The school is attractive and welcoming with clear evidence of respect for the learning environment.

The physical resources at the school are well-maintained. School grounds and facilities are attractively presented. Classrooms are vibrant with displays of student work and colourful stimulus material apparent throughout the school. Teaching spaces are thoughtfully set up to accommodate group work and to cater for the range of student learning needs. School facilities are used by the wider community.
2.2 Key improvement strategies

- Collaboratively review the Explicit Improvement Agenda (EIA) to provide a narrow and sharp focus on key school priorities monitored by specific targets and timelines.

- Consolidate work on the adaptation of C2C resource units and consider Professional Development (PD) options available to further support teachers and build teacher curriculum knowledge and capabilities.

- Develop a strategic and planned, site relevant, whole-school approach to the provision of observation and feedback, coaching and mentoring for all teachers.

- Develop 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.

- Strengthen networks with schools that are on similar education journeys and with other organisations and educational institutions that will bring benefit to the learning of students and the professional practice of staff members.