School Improvement Unit
Report

Waterford West State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Waterford West from 2-4 February 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>John Street, Waterford West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>South East Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1976</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>602</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>7.1 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>11.9 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>908</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2014</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>28</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Ganyjui, Yagambeh Elders</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Homework club for Indigenous students, Yugambeh Language and Cultural Program</td>
</tr>
</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 and school administration team
  - Classroom teachers
  - Business Service Manager (BSM), office staff, enrolment officer
  - Teacher-aides
  - P & C President
  - Parents
  - Student leaders and students across the school
  - Executive Principal Marsden State High School
  - Ganyjuu staff
  - Local childcare centre director
  - Yugambeh Elder – Aunty Robyn

1.4 Review team

Esta Thiris  Internal reviewer (review chair)
Boyd Jorgensen  Internal reviewer
Lyal Giles  Internal reviewer
2. Executive summary

2.1 Key findings

- The school has a positive culture that is conducive to student learning.
  This is reflected in the calm, positive and friendly tone, the belief of staff in students’
  capacity to learn, the pride that students, staff and parents express in the school, the
  collegiality and supportiveness of staff, and the positive, caring relationships
  between staff, students and parents.

- The school has an improvement agenda that identifies five priorities for 2015 -
  reading, writing, numeracy, attendance and parent and community engagement.
  The improvement agenda is not known by all members of the school community. The
  leadership team articulate a commitment to improvement and recognise the need for
  an explicit improvement agenda, inclusive of targets and timelines, which is
  understood by all members of the school community.

- Overarching curriculum frameworks and programs are not embedded across the
  school.
  The leadership team are keen to develop a curriculum direction with a strong focus on
  teaching and learning.

- There is no formal process of teacher observation and feedback.
  The Principal has indicated a need to establish a systematic process to support
  teachers through mentoring, coaching and feedback.

- The school has adopted School Wide Positive Behaviour Support (SWPBS) as the
  foundation to develop a school-wide culture that promotes learning.
  Teaching staff demonstrate a high level of commitment to, and consistency of practice
  in behaviour management procedures. The school’s values are highly visible across
  the school, espoused by the staff and parents, and readily identified and understood
  by students.

- School attendance is an issue for a number of students with 31.7 per cent of students
  in 2014 having an attendance rate of less than 85 per cent of the year.
  The school has some strategies in place to promote attendance and follow-up non-
  attendance of students. There is a school-wide target of 92 per cent, however there is
  no strategy in place to engage with the whole-school community to achieve this
  attendance target.
2.2 Key improvement strategies

- Develop an explicit improvement agenda. Ensure the improvement agenda has targets, timelines and milestones informed by school data, and that strategies developed to improve student outcomes are research-based and are implemented in a systematic and strategic manner.

- Review the roles and responsibilities of the school's leadership team to ensure a clear expectation that every member of the team focuses on instructional leadership. Clearly communicate these roles to all staff.

- Develop a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teachers.

- Promote a school culture of high expectations for all students in their learning, attendance and behaviour.

- Develop innovative strategies to enhance attendance and student engagement. Engage the school community as part of this process.