

Waterford West State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Waterford West State School** from **9 to 13 February 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU
John Bosward	Internal reviewer, SIU



1.2 School context

Location:	John Street, Waterford West
Education region:	South East Region
Year opened:	1976
Year levels:	Prep to Year 6
Enrolment:	692
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	921
Year principal appointed:	2014
Full-time equivalent staff:	47.6
Significant partner schools:	Loganlea State High School, Marsden State High School
Significant community partnerships:	Aunty Robyn Williams – Indigenous Elder, Police-Citizens Youth Club (PCYC), Parents and Citizen’s Association (P&C), chaplain, Griffith University, Adopt-a-Cop, Prep Transition Program
Significant school programs:	Yugambeh language, Spelling Mastery, Speech Sound Pics (SSP) program, Explicit Instruction (EI)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, three teachers of supplemental needs, behaviour support teacher, guidance officer, 28 classroom teachers, specialist teachers in visual art, physical education, music and cultural studies, Business Services Manager (BSM), three administration officers, school cleaner, 14 parents and 43 students.



Community and business groups:

- Indigenous Elder and school chaplain.

Partner schools and other educational providers:

- Acting coordinator Community Kids Waterford Early Education Centre and Griffith University careers outreach program coordinator.

Government and departmental representatives:

- Federal member and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Guaranteed and Viable Curriculum overviews
Investing for Success 2016	Explicit Improvement Agenda 2017
Headline Indicators (2016 release)	Strategic Plan 2014-2017
OneSchool	School Data Profile (Semester 2, 2016)
Professional learning plan 2017	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	



2. Executive summary

2.1 Key findings

Attendance is identified as an ongoing focus for school improvement in 2017.

There is a strong belief across the school that improving attendance is the business of all stakeholders and will help to improve learning outcomes for students. Teachers work hard to provide all students with a sense of belonging in their classrooms so that they are keen to attend school. Engagement with the community is a focus in an endeavour to change some existing mental models regarding the importance of regular attendance at school.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

Teaching staff members and curriculum leaders have undertaken to plan a guaranteed and viable curriculum for English and mathematics. The guaranteed and viable curriculum details agreed content descriptions relating to the AC that are implemented consistently across year levels. As part of this process to maintain the intent of the AC teachers work with colleagues from other year levels to ensure vertical alignment of the curriculum.

Partnerships are developed and maintained with a range of Indigenous organisations and community members.

The Yugambeh Museum, Language and Heritage Research Centre works with the school to build cultural activities into the school curriculum. Ganyjuu Family Support Services work to support the social and wellbeing needs of Indigenous students and their families. A new partnership with the Arthur Beetsen Foundation will support the school's attendance strategies and academic success of Indigenous students. The school offers Indigenous cultural studies to all students including the study of the local Yugambeh language.

Teachers report they regularly refer to the content descriptions and achievement standards of the AC when planning curriculum units.

Most year levels delegate planning responsibilities to individual teachers to assist in reducing planning workloads. Regular collegial conversations occur to ensure collective agreement of planned teaching and learning experiences enabling horizontal alignment of the curriculum. A Quality Assurance (QA) process is in the beginning stages of implementation, with the Head of Curriculum (HOC) reviewing curriculum units to ensure the integrity and rigour of the AC are maintained and a consistency of practice for curriculum implementation is established across the school.

The school's leadership team and teaching staff members recognise that highly effective teaching is the key to improving student learning outcomes.

The school is developing an observation and feedback model to complement the existing Watching Others Work (WOW) and collegial coaching processes. This model is developed



through consultation with staff members. The leadership team and school staff members are committed to commencing the agreed protocols of observation and feedback in the school.

School staff members clearly articulate the belief that reliable data regarding student outcomes is critical to the achievement of the school's improvement agenda.

The school has established and is implementing a systematic plan for the collection, analysis and use of a range of student achievement data. Teachers are in the early stages of using the class dashboard to access and analyse class data sets. A Professional Learning Team (PLT) strategy has commenced with year levels teams meeting regularly to share effective practice and check progress through discussions regarding student data. Some teachers indicate further work is required for them to effectively analyse class achievement data and appropriately respond to the implications of this for student learning.

The school's leadership team gives a high priority to understanding and addressing the learning needs of all students in the school.

The principal reports that it is increasingly difficult to attract and maintain high quality teachers to the school. Currently there is a number of school staff members in acting leadership positions. The principal is continuing to liaise with regional human resource personnel to establish permanent positions for staffing stability and to meet the current and future needs of the school.

School leaders and class teachers are committed to continuous improvement in teaching practices across the school.

A particular focus is on improved teaching practices in reading. Explicit Instruction (EI) is an agreed pedagogical practice in the school. Components of the Gradual Release of Responsibility (GRR) and other high-yield strategies are features of teachers' practice. A documented pedagogical framework to set the agreed pedagogical practices for the school is yet to be developed.

The school presents as calm and orderly and is focused on learning.

Relationships between staff members and students are positive and respectful. The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, colleagues, parents and the community.

The Positive Behaviour for Learning (PBL) framework is embedded into the school's culture.

Staff members and students have a clear understanding of the expectations regarding school rules with PBL artefacts displayed throughout the school. Students readily engage in classroom learning experiences with their teachers who indicate that interruptions to the teaching and learning process are minimal due to the consistent processes established. Student successes in achieving positive behaviours are acknowledged regularly at school assemblies.



2.2 Key improvement strategies

Ensure curriculum programs and assessment tasks are quality assured to maintain the integrity and rigour of the AC and embed a consistency of practice for curriculum delivery across the school.

Implement a formal classroom observation and feedback process, involving all teachers, to provide timely support and advice on classroom practices in the priority areas and in areas for individual development.

Engage all staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understanding of data to better inform differentiated teaching practice and support the PLT process.

Develop a workforce plan, in consultation with regional human resource personnel, to ensure that high quality teachers and school leaders are attracted to and maintained as part of the teaching team at the school.

Develop a pedagogical framework which describes agreed high-yield teaching strategies for consistent implementation across the school.