



# School Improvement Unit Report

## Woree State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Woree State High School from 27 to 29 April 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>	Rigg Street, Woree
<b>Education region:</b>	Far North Queensland region
<b>The school opened in:</b>	1985
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	901
<b>Indigenous enrolments:</b>	39 per cent
<b>Students with disability enrolments:</b>	9.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	869
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	70 (full-time equivalent)
<b>Nearby schools:</b>	Woree SS, White Rock SS, Balaclava SS, St Gerard Majella Catholic School, Our Lady Help of Christians Catholic School, Trinity Bay SHS, Bentley Park College, St Marys Catholic School, Trinity Anglican College
<b>Significant community partnerships:</b>	Technical and Further Education (TAFE) North, CAPTA Group, Skills 360, James Cook University (JCU), International Marine College, Vocational Pathways Group, Central Queensland University (CQU), Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF), University of Queensland (UQ)



<b>Unique school programs:</b>	SchoolTech , Indigenous Leaders of Tomorrow, Scripture Union Connect and A to B Program, TREK program, Homework Study Centre, Duke of Edinburgh Award program, BEACON, Academic Supervision program
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### 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 three deputy principals
  - Ten Heads of Department (HOD) and head of Special Education Program (SEP)
  - Master teacher, 30 teachers and two teacher aides
  - School chaplain, two community education counsellors, youth support counsellor
  - Business Services Manager (BSM) and two office administration staff
  - Schools officer, grounds and cleaning staff
  - 60 students
  - President of the Parents and Citizens' Association (P&C), canteen convenor and three parents
  - Councillor Cathy Zieger, Cairns Regional Council
  - Principal of Woree State School
  - Three community and business partners



## 1.4 Review team

Jenny Maier

Internal reviewer, SIU (review chair)

Darren Wallwork

Peer reviewer

Graham Trevenen

External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school leadership team has documented and is driving a broad improvement agenda based on four key priority areas: Systems Development based on 'Systems Leadership Theory', Attendance, Learning, and Teaching (SALT).

The school's improvement agenda is directly aligned with the nine domains of the National School Improvement Tool. Specific actions and targets within each of these priority areas are described and communicated to staff members. The implementation of the improvement agenda is well underway.

- The school ethos reflects a school-wide commitment to purposeful, successful learning.

The school leadership team is committed to ensuring that all students in the school experience success. There is commitment by school staff members to wellbeing and learning for each student. Building and maintaining positive and caring relationships between staff, students and parents is seen as a high priority in the school. The school has clear expectations for how students should behave and interact with one another.

- The school has a coherent, comprehensive, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all faculties and year levels.

The plan makes explicit what and when teachers should teach and students should learn. The plan is a living document, developed collaboratively by teaching staff under the guidance of Heads of Department (HODs) and a designated lead teacher curriculum.

- The leadership team view reliable and timely student data as essential to the effective leadership of the school.

A wide range of data is collected and utilised by specific staff members for particular purposes. All teaching staff are trained in the use the OneSchool dashboard to access information regarding students and their performance. The depth of analysis of data and the degree to which it is used to inform teaching and learning is varied.

- Teaching practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different levels, all students are capable of learning successfully.

The school has a documented *Standard of Practice for Differentiation* which provides information regarding how differentiation should occur at the school. Structural differentiation in the Junior Secondary school is apparent. A consistent whole-school process for specific differentiation within individual classrooms is not yet developed.



- A detailed transition program which enables students to move seamlessly across the primary to secondary sectors is developed.

The proportion of students transitioning from neighbouring state primary schools to the school currently sits at 86 per cent. Strategic relationships between the school and other schools in the cluster are yet to be developed.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus of the future improvement agenda to one that focuses specifically on developing high quality teaching strategies that contribute directly to improved student outcomes.
- Provide further Professional Development (PD) for teaching staff to increase data literacy skills across the range of data to inform teaching practice and improve student learning outcomes.
- Sharpen and deepen the focus on differentiation at the classroom level by collaboratively developing a data-gathering and analysis process that informs specific differentiation strategies and responds to the learning needs of individual students at the classroom level. Document, monitor and share these strategies.
- Enhance partnerships with feeder primary schools to include a shared approach and common practice in areas such as attendance, pedagogy and classroom management.