

# Woodcrest State College

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Woodcrest State College from **10 to 13 July 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

Alan Sampson	Internal reviewer, SIU (review chair)
John Bosward	Internal reviewer
Raelene Fysh	External reviewer
Ian Hall	External reviewer
Yvanna Jones	External reviewer



## 1.2 School context

<b>Location:</b>	Nev Smith Drive, Springfield
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1998
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	1671
<b>Indigenous enrolment percentage:</b>	19.2 per cent
<b>Students with disability enrolment percentage:</b>	15.19 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	966
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	Teaching: 120.88 Non-Teaching: 35.89
<b>Significant partner schools:</b>	Redbank Plains State High School, Forest Lake State High School, Springfield Central State High School
<b>Significant community partnerships:</b>	Woodcrest Community Network, Western Technical Excellence Centre (WestTEC) - Trade Training Centre, Cummins International, Komatsu Australia, Penske, Ipswich City Council, Marjack, Technical and Further Education (TAFE) Queensland South West, McDonald's Springfield, McNamara & Associates Solicitors, Greater Springfield Orthodontics
<b>Significant school programs:</b>	WestTEC Trade Training Centre, Pathways Centre, Science, Technology, Engineering, Mathematics (STEM), AFL Queensland (QLD) Excellence Program, Woodcrest Academy Sports Programs, CrestCrew



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two heads of school, leadership team, 91 teachers, 13 teacher aides, Business Services Manager (BSM), six administration officers, 107 students, four Parents and Citizens' Association (P&C) executives, two parents, two guidance officers, attendance officer and director of investments.

Community and business groups:

- WestEC Trade Training Centre coordinator and Cummins International representative.

Partner schools and other educational providers:

- Principal of Camira State School and principal of Carole Park State School.

Government and departmental representatives:

- Councillor for Ipswich City Council and two ARDs.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2016
Headline Indicators (2017 release)	School Data Profile 2017
OneSchool	School budget overview
Annual Report 2016	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Curriculum, assessment and reporting framework	Responsible Behaviour Plan



## 2. Executive summary

### 2.1 Key findings

**The college leadership team is committed to enhancing consistency and alignment of practices and policies across the college and to improving learning outcomes for all students.**

There is a strong sense of staff collegial support across the college and a belief that further improvement is possible. Support staff members and leaders commend the recent improvements in communication and policy protocols introduced by the executive principal and leadership team.

**Priorities for the year are articulated under the four goal areas of school-community partnerships, school curriculum, teaching practice and leadership capacity.**

A large number of improvement strategies sit under these goal areas. Staff members predominantly indicate reading, student behaviour management and curriculum development are the college priorities. A whole of college reading strategy and curriculum plan is being developed. Whole-college targets are established in relation to National Assessment Program - Literacy and Numeracy (NAPLAN) Upper Two Bands (U2B) achievement in reading and A to E results. Most teachers indicate a need to condense and clarify the college priorities. Conversations with teachers and leaders across the college identify a range of responses regarding the use of college targets to inform actions and review.

**College leaders are explicit regarding their desire to see effective teaching occurring throughout the college.**

High quality teaching is apparent in classrooms across the college. Various pedagogical strategies are utilised to different degrees. Some students comment that they would like the opportunity to be further challenged and engaged in their learning. Most students indicate teachers provide quality feedback regarding how to progress their achievements and learning. There is a published pedagogical framework that is not yet enacted across the college. A systematic process for college leaders to provide regular and timely feedback on teaching and to promote a broad range of evidence-based teaching strategies is yet to be developed.

**Roles and responsibilities for college leaders are documented.**

A clear understanding of the roles, responsibilities and accountabilities of the leadership team members in relation to the Explicit Improvement Agenda (EIA) is emerging. Some members of the leadership team are new to their role. The executive leadership team identifies the need to build instructional leadership across the college.



**The leadership team utilises reliable data on student outcomes, behaviour and attendance to develop college priorities.**

Data from state, national and local feeder schools is analysed to support effective college decision making. A systematic plan for the collection of data is developed for the college. A systematic practice across the college that utilises data to drive in-depth conversations regarding student outcomes and future learning episodes is yet to be implemented.

**A focus for improving teaching methods in reading across the college is developing.**

Explicit approaches in the teaching of reading are apparent in the primary sub-school. Informal feedback from some leaders to teachers regarding reading is apparent in the primary sub-school. The artefact Strategies for Reading Success is apparent in most classrooms and is yet to be applied by most teachers and leaders.

**There is commitment by college staff members to the wellbeing and learning for each student.**

Students communicate they feel cared for by the staff and that positive relationships within the college exist between students and staff members. There is a growing interest and commitment to the college from the Parents and Citizens' Association (P&C) and wider college community to improving opportunities for students.

**Deliberate and strategic use is made of partnerships with families, local businesses and community organisations.**

There are clear benefits for the partnerships in terms of the outcomes for all stakeholders. This is particularly apparent with the establishment of the Western Technical Excellence Centre (WestTEC) - Trade Training Centre, and includes three other cluster schools, Redbank Plains State High School, Springfield Central State High School and Forest Lakes State High School. Identified partners include South West Technical and Further Education (TAFE), Cummins International, Komatsu Australia, Penske, All Trades, Ipswich City Council, Marjack, Toll Logistics, and Lindsay Transport. They are committed to the purposes and objectives of their partnership through a Memorandum of Understanding (MOU). It is apparent that the personal contact with staff members and the executive principal at the college is having a positive impact on the success of these partnerships.



## 2.2 Key improvement strategies

Develop a collaborative, data-driven strategic planning process to condense, clarify and enact key college priorities and targets accompanied by formal modelling, monitoring and review processes actioned by instructional leaders.

Revisit and redevelop the reading priority so as to ensure a Prep to Year 12 plan is established, supported by clear classroom targets, Professional Development (PD), coaching, and formal review and feedback.

Review, refine and communicate roles, responsibilities and accountabilities for college leaders and key staff members that detail key actions, accountabilities and implementation timelines.

Develop a current research-based pedagogical framework identifying exemplary practices in the engagement of students with an aligned explicit process of feedback, coaching and PD.

Build the data literacy of leaders and teachers to enable in-depth conversations to occur across the college that utilise data for the continuous improvement of leadership, teaching and learning.