

Woodcrest State College

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Woodcrest State College** from **19 to 22 April 2021**.

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 implement in consultation with its regional office and school community.

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

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.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Wayne Troyahn	Internal reviewer, EIB (review chair)
Julie Pozzoli	Peer reviewer
Troy Barath	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Nev Smith Drive, Springfield	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 12	
Enrolment:	1772	
Indigenous enrolment percentage:	7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, dean of college, primary principal, secondary principal, six deputy principals, two deputy principals–inclusion, 11 Heads of Department (HOD), pedagogy coach, Business Manager (BM), 61 teachers, two early career teachers, Wonderlab/Zen Den team members, two guidance officers, M-Thrive team, three year level coordinators, Community Education Counsellor (CEC), chaplain, success coach, human resources manager, office manager, events and marketing officer, enrolments officer, Pasifika support officer, pathways officer, attendance officer, two Information Technology (IT) staff, finance manager, finance support officer, eight teacher aides, four secondary school captains, 52 students, president Parents and Citizens' Association (P&C) and 18 parents.

Community and business groups:

- Western Technical Excellence Centre (WestTEC) – Trade Training Centre (TTC), University of Southern Queensland (USQ), Mater Education, Screamin' Beans Café, Technical and Further Education (TAFE) Queensland South West and Springfield City Group.

Partner schools and other educational providers:

- Principal Springfield Lakes State School, principal Camira State School, principal Forest Lake State High School and principal Bundamba State Secondary College.

Government and departmental representatives:

- State Member of Parliament for Jordan and ARD.



1.4 Supporting documentary evidence

Annual Improvement Plan 2021	Strategic Plan 2021-2024
Investing for Success 2021	Bank reconciliation report
School improvement targets	School Data Reflection November 2020
Professional learning plan 2021	Curriculum planning documents
Professional learning guide	2019 School Opinion Survey
School pedagogical framework	OneSchool
Pedagogy Action Plan 2021-2023	School newsletters, Facebook and website
Professional Development Planner 2021	2021-2024 Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
School Data Profile (Semester 1 2020, and Semester 2 2020)	



2. Executive summary

2.1 Key findings

The college tone is one of collegiality.

This is reflected in a campus-wide commitment to quality teaching, culture, people, alignment and ingenuity. Positive relationships are apparent between members of staff, students, parents and community members. Students and parents speak highly of the support they receive from teachers.

The college celebrates the rich tapestry of cultural backgrounds of its students.

All leadership team members and staff recognise that early intervention is essential to meet and address the diverse learning needs of students. The value placed on students' backgrounds and individual circumstances is reflected in the 2021-2024 Strategic Plan that notes the opportunity to enhance the college community by valuing inclusion and diversity.

Teachers express strong support for the college belief in a '*P-12 Seamless Education*' to develop desired student pathways.

Many teachers identify areas of the college where a P-12 approach is viewed as uniting the college. Some teachers indicate the P-12 approach has been enhanced and acknowledge that further progress is desirable. Teaching staff articulate a fully developed P-12 approach across all parts of the college is yet to be embedded. Many teachers indicate that considerable change has occurred across the college in the past 18 months. Teaching staff express their support for maintaining the current focus on quality teaching for the future college direction.

Teachers work at understanding where students are in their learning to identify starting points for teaching.

College staff express the belief that all students benefit, academically and socially, when provided with a high quality inclusive education, and strive to ensure that all students are included and valued in the college community. Any obstacles to participation are identified and minimised. The extent to which inclusion is embedded in all aspects of college life, and is supported by culture, policies and everyday practices, varies across the college. A consistent model for inclusion teacher and classroom teacher co-teaching is yet to be embedded.

The college delivers an extensive curriculum aligned to the learning areas.

A whole-of-college curriculum plan is being developed from Prep to Year 10, referencing the Australian Curriculum (AC) and presented in individual learning areas. Senior secondary subject guides have been developed. Teachers articulate that this sequenced plan has provided opportunities to move learning activities to different year levels according to student developmental levels. Teaching staff display a high level of knowledge of the curriculum. A curriculum, assessment and reporting overview for the college is yet to be developed.



High expectations for consistent student behaviour are apparent in classrooms and in the playground.

The college has developed a 2021-2024 Student Code of Conduct. Artefacts reinforcing the college values of *'Respect. Responsibility. Resilience.'* are displayed prominently throughout the college. Behaviour management practices and processes are apparent across the college and in all classrooms. Teaching staff express a desire for a more consistent approach to management of behaviour across the campus.

The college has established productive relationships and partnerships across the wider community.

Parents speak highly of the partnership with the college and the range of opportunities provided for their child. Parents and community members express high levels of confidence in the college with many staff reporting that their own child attends the college. Students articulate that they are proud of their school, with staff and students reporting the college as being a calm learning environment. Some students, staff and parents indicate a previous negative perception being held by some members of the community, and that this view is changing. A goal of the college is to be a 'school of choice'.

A strong culture of feedback and improvement is apparent throughout the college.

All teachers speak positively of the commitment and willingness of their colleagues to support each other in their ongoing Professional Development (PD). This culture is enabled by the processes, structures and time that is allocated to building an expert teaching team, including the use of key members of the leadership team and experienced teaching staff as knowledgeable experts.

The executive principal and other college leaders recognise that highly effective and seamless teaching is the key to improving student learning throughout the college.

The college pedagogy framework supports a purposeful shift to student-centred learning and is characterised by a series of scaffolds, whereby students are guided through the learning process with clear statements regarding the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. The framework provides the college community with the structure for developing learning autonomy and transferable skills for students. The models of instruction enacted through this framework are known as RESPECT: R – ready to learn, E – explicit modelling, S – shared practice, P – peer collaboration, E – explore and expand independently, C – celebrate and critique, and T – transfer knowledge.



2.2 Key improvement strategies

Embed current college initiatives and establish a consistent base for further college development to enact a P-12 focus and ethos for all programs.

Fully document and implement the college differentiated teaching and learning plan to ensure a consistent approach for classroom teachers and inclusion teachers to identify, plan and deliver differentiated learning experiences for the range of learners within their classrooms.

Develop, publish and share a whole-of-college curriculum framework that details curriculum, assessment, moderation and reporting.

Formalise, document and embed college-wide behaviour management practices and processes for consistent use across the college.

Market and promote the college as a 'school of choice' to positively enhance 'Brand' perception in the community.