



School Improvement Unit Report

Woodlinks State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Woodlinks State School from 14 to 18 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

Location:	Woodlinks Way, Collingwood Park
Education region:	Metropolitan Region
The school opened in:	2011
Year levels:	Prep to Year 6
Current school enrolment:	565
Indigenous enrolments:	6.5 per cent
Students with disability enrolments:	4.95 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	956
Year principal appointed:	2015 (acting)
Number of teachers:	23 (full-time equivalent)
Nearby schools:	Collingwood Park State School, Redbank Plains State School, Riverview State School, Redbank Plains State High School.
Significant community partnerships:	Woodlinks Village, Ipswich City Council.
Unique school programs:	4 Reads model, Stephanie Alexander Kitchen Garden Program.



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 (acting)
 - Deputy principal, Head of Curriculum (HOC), master teacher and Support Teacher Literacy and Numeracy (STLaN)
 - 26 class teachers and specialists
 - Nine teacher aides
 - Business Services Manager (BSM) and two administration officers
 - 21 parents and 43 students
 - Parent and Citizens' Association (P&C), president and treasurer
 - Guidance officer
 - Two ancillary staff members
 - Mayor of Ipswich City Council, Mr Paul Pissasale
 - Woodlinks Village Development Manager, Mr Sam Burgess
 - Four community representatives

1.4 Review team

Andrew Helton	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU
Howard Nielsen	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team and staff members demonstrate a strong and confident commitment to their core objective of school improvement and the success of every student.

There is evidence of a school-wide commitment to improve current student outcomes. The team are united and optimistic regarding the school's future and the capacity to continue to improve student achievement levels.

The school is building a professional team of skilled and able teachers who have multiple opportunities for leadership roles outside the classroom. A coaching and feedback culture is developed across the school. Members of the leadership team and designated coaches spend scheduled time working with teachers.

- The school leadership team has established a sharp and narrow improvement agenda in the priority area of reading.

This explicit development focus is grounded in evidence from research and practice from a range of successfully proven strategies. There is considerable evidence to demonstrate that staff members, parents and students understand and are committed to the school's improvement agenda. The mantra '*If you can read you will succeed*' pervades the school community.

- The school has high aspirations for learning by students, teachers, teacher aides, ancillary staff members and parents.

The leadership team leads an articulate and nurturing process which is underpinned by compelling data and supportive processes. Classroom teachers, teacher aides and the school leadership team have a clear sense of purpose and create a collegial environment of trust. Successful strategies for coaching, mentoring and professional development facilitate the acquisition of the necessary skills and knowledge bases.

- Parents, students and teachers describe the relationship between all members of the school community as caring, trusting and respectful.

The wellbeing of students is supported by a process of Positive Behaviour for Learning (PB4L) which is aimed at providing a consistent approach to improved student behaviour and engagement. Students from varying backgrounds and cultures are included fully in the life and learning of the school.



- Teachers are clear on the curriculum expectations for reading and can see the positive benefits that have occurred for teaching, learning and student outcomes.

The school has developed year level curriculum overviews which summarise Curriculum into the Classroom units of work across English, mathematics, science, history and geography. School-wide expectations for other curriculum areas including time allocations are yet to be developed. School leaders are aware of the need to develop and implement a whole-school curriculum plan.

- The school leadership team clearly articulates their belief that collection and analysis of student data is critical to the implementation of the school's improvement agenda. A culture of self-evaluation and reflection is evident in the school.

The school focus on reading is driving current analysis of diagnostic and achievement data. Teachers have a clear expectation of the collection of data aligned to this improvement agenda. A school-wide assessment and internal monitoring schedule guides the collection and monitoring of student outcomes. A range of student achievement data is collected. There needs to be further clarity regarding the reason and timelines for the collection of some data.

- The school identifies the challenges of resourcing for the current and expected enrolment.

The model of Public Private Partnerships is working positively for the school in the area of facilities management. The school leadership team and members of the wider school community have identified that the current enrolment management plan boundaries will impact future enrolments and associated resourcing levels.

- The school recognises the broad positive impact that partnerships with parents and the community can have regarding enhancing student learning and wellbeing.

The leadership team at the school has a demonstrated capacity to draw together a cross-section of people and organisations to facilitate the achievement of the school's vision through distributed leadership.

The school has established a range of informal partnerships with businesses and community organisations which has created a sense of optimism regarding the school's future. The Parents and Citizens' Association (P&C) is increasing in numbers and in contributions. It is a valuable partner in the education process and in the provision of future resources. Systems to identify other potential partnerships are in the early stages of development.



2.2 Key improvement strategies

- Collaboratively develop and implement a whole-school curriculum plan that enables the Australian Curriculum (AC) to be delivered in accordance with departmental expectations.
- Review assessment and monitoring schedule to ensure that all data is collected in a central location and is used for analysis and to inform teaching and learning programs.
- Engage with the Department of Education and Training facilities unit to review the enrolment management.
- Engage a broad cross-section of the school community in the establishment and use of partnerships.