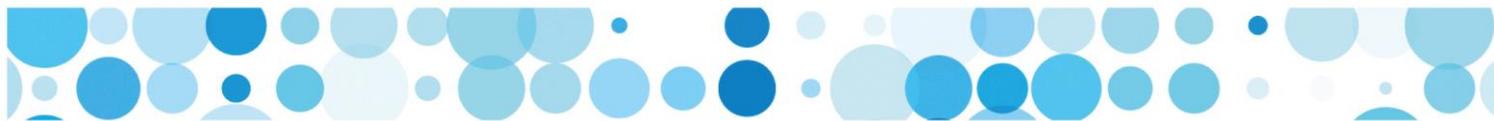


Wynnum State High School

Executive Summary



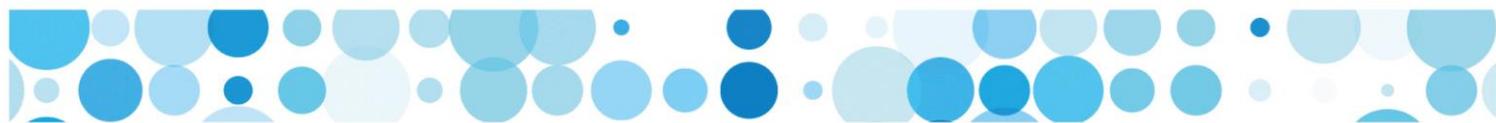


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

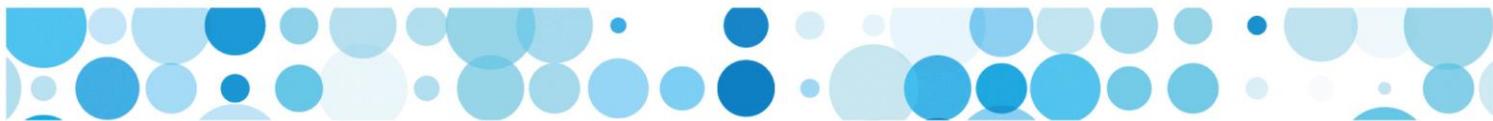
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Wynnum State High School** from **12 to 15 August 2019**.

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.

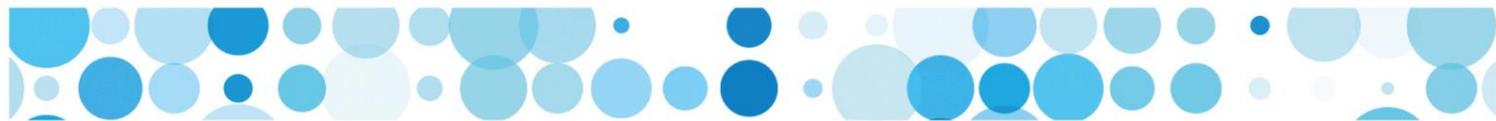
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

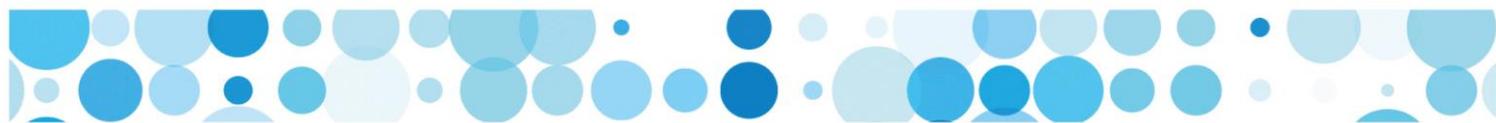
1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Kerri Dunn	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Peel Street, Manly
Education region:	Metropolitan Region
Year opened:	1942
Year levels:	Year 7 to Year 12
Enrolment:	957
Indigenous enrolment percentage:	6.2 per cent
Students with disability enrolment percentage:	6.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015
Year principal appointed:	2017
Day 8 staffing teacher full-time equivalent (FTE):	68.2
Significant partner schools:	Manly State School, Moreton Bay Environmental Education Centre, Wynnum State School
Significant community partnerships:	Savoyards, BABI Youth and Family Service
Significant school programs:	Reading 2 Learn (R2L), Cogmed



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, nine Heads of Department (HOD), Business Manager (BM), Head of Special Education Services (HOSES), four Heads of Houses (HOH), 38 teachers, three teacher aides, guidance officer, schools officers, cleaner, two administration officers, career education officer, chaplain, 49 students and eight parents.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives and two community partners.

Partner schools and other educational providers:

- Two primary partner school principals.

Government and departmental representatives:

- Councillor for Wynnum Manly Ward, State Member for Lytton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional development plan 2019	Curriculum planning documents
School improvement targets (in AIP)	Attendance Framework
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Learning at the school is underpinned by a deep and unrelenting belief that all students can learn, reach potential and be successful.

The school has collaboratively developed a 'PROUD' mantra – *'Positive, Respectful, On-task, Unified and Determined'*, capturing the essence of a progressive and distinctive school where learning and achieving are celebrated. The principal and school leaders exploit the mantra to drive a powerful narrative regarding what it means to be a 'Wynnum student', and create expectations for performance and engagement. The PROUD mantra is central to the nurturing of the school's positive culture.

The principal and staff members attribute a high priority to building and maintaining positive and caring relationships between staff, students and parents.

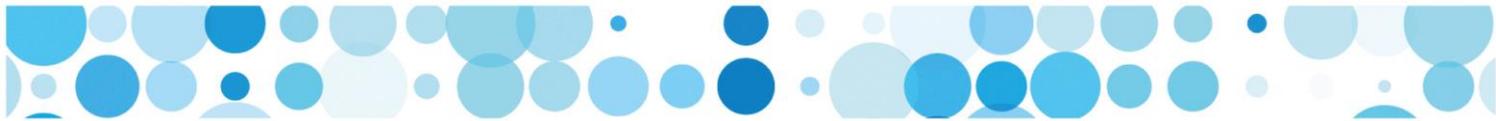
The school's PROUD mantra underpins engagement and relationships at the school, and is a positive driver of school culture. Throughout the school there is a vibrant, respectful and united atmosphere. Staff, students and the community speak proudly of the school environment and facility, the rich traditions and links to community. Teachers speak of a united and broad commitment to developing positive and caring relationships with students. They describe quality teacher-student relationships informed by the PROUD mantra as fundamental to positive school culture and engaged student learning. Students and parents agree that teachers provide a caring, supportive and inclusive learning environment as a foundation for quality learning.

The principal and leaders afford a high priority to school-wide analysis and discussion of systemically collected student learning outcomes data.

A whole-school data plan is established and identifies a range of data sets to be collected. Data literacy is currently being developed in targeted areas across the campus to establish rigorous strategies for data analysis, reflection and evaluation. Teachers indicate that consistent practices to drive ongoing engagement with and analysis of performance data to inform planning are yet to be clearly established.

The school leadership team and teachers are united in their commitment to continuous improvement of their own learning.

Staff members express a genuine desire to engage in continuous improvement of their professional capabilities. Teachers articulate that they have had extensive opportunities to informally develop their skills and reference a culture of collegiality and collaboration amongst staff members and support from their Heads of Department (HOD). A professional learning plan that distils and aligns focus from the Annual Performance Development Plan (APDP), Explicit Improvement Agenda (EIA) and systemic priorities is yet to be fully established.



Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

There is a documented leadership responsibilities matrix. Some staff express a degree of confusion regarding the roles and mandates of some leaders and suggest that the roles and responsibilities of leaders would be enhanced through regular communication and clarification. Many staff describe a desire for increased opportunities for leaders to work with them as instructional leaders to build staff capability.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

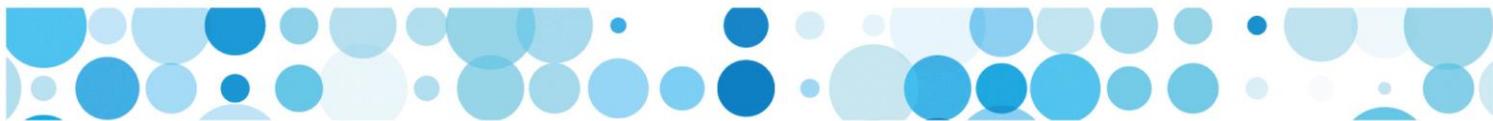
Leaders and teachers are committed to developing precision in teaching and learning across the school to ensure that students are optimally engaged, supported and challenged. All staff feel supported in the school expectations for teaching and learning and can access assistance when required through a strong collegial culture. The school is developing formal structures to enable teachers to observe colleagues and participate in modelling, coaching and feedback cycles related to the development of their pedagogical practice. Investing for Success (I4S) funds have recently been utilised to employ a pedagogy coach. An initial focus for the pedagogy coach is beginning teachers who are actively embracing this emphasis on pedagogy. Teachers indicate they would greatly value increased opportunity to develop their capabilities through engagement in ongoing processes of observation and feedback, coaching and mentoring.

Leaders articulate that a whole-school strategy to promote planning for differentiation is an emerging priority within the school.

Many staff express a desire for enhanced capabilities and understanding regarding effective use of data to inform deliberate and differentiated planning for the full range of student learning abilities within their classes. Reading 2 Learn (R2L) provides opportunities for teachers to collect data regarding student growth in literacy. This data is subsequently used to inform planning regarding individual student literacy improvement. Leaders acknowledge the need for further use of learning progression data to enhance the school approach to planning for the individual learning needs of all students, including highly capable students.

Productive partnerships are valued in the school's efforts to attain excellence in education and pride in the school.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses, government departments and community groups. Local community leaders support and speak highly of the school, recognising high levels of parent and community confidence. Parents are extremely appreciative of the efforts of staff and the commitment to their child. Conversations with parents and community members indicate that the school is an important part of the community.



2.2 Key improvement strategies

Embed clear, school-wide expectations regarding the timing, analysis and discussion of student data to inform planning and differentiation to meet the learning needs of the full range of students.

Develop a whole-school professional learning plan to drive staff capability development in alignment with the APDP, EIA and systemic priorities.

Develop the capabilities of the broader leadership team as instructional leaders.

Formalise processes to engage all staff members in opportunities to build their capability through observation, feedback, coaching and mentoring.

Enhance the capability of teachers and leaders to differentiate planning to meet the full range of student learning needs, including a focus on high achieving students.