

# Wavell State High School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Wavell State High School** from **27 to 30 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

Alan Smith	Internal reviewer, EIB (review chair)
Julie Learoyd	Peer reviewer
Heather Murry	Peer reviewer
Raelene Fysh	External reviewer



## 1.2 School context

<b>Location:</b>	Telopia Avenue, Wavell Heights	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	1840	
<b>Indigenous enrolment percentage:</b>	8.1 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	20.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1017	
<b>Year principal appointed:</b>	2006	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, four deputy principals, 13 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), two guidance officers, 66 teachers, two teacher aides, four administration assistants, two cleaners, two facilities officers, chaplain, 52 students, 16 parents, two canteen staff and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Kedron-Wavell Returned and Services League of Australia (RSL) Club school liaison officer, Queensland Minerals and Energy Academy (QMEA) skills education and diversity policy director, RAISE program area manager, Beyond Broncos representative, Binnacle Training director, Technical and Further Education (TAFE) Queensland representative, Multi Agency Re-engagement (MARA) Award Scheme Development and Accreditation Network (ASDAN) representative and Shake & Stir Theatre Company youth engagement officer.

Partner schools and other educational providers:

- Kedron State School principal and Wavell Heights State School principal.

Government and departmental representatives:

- State Member for Stafford, State Member for Nudgee and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 1 2020)
Professional development plan 2021	School budget overview
School pedagogical framework	Curriculum planning documents
School data management timeline	Professional development plans
School Opinion Survey	School newsletters and website
Student Code of Conduct	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting plan	



## 2. Executive summary

### 2.1 Key findings

**The school prides itself as having traditional standards and a modern curriculum.**

The school is named in honour of Field Marshall Earl Wavell, a distinguished soldier who served in the Boer War and World War I and World War II. The executive principal articulates that 'We value the best of the past while seeking to meet the challenges of the present and the future'. Staff members demonstrate a commitment to young people. Students speak positively of the pathways, opportunities and support afforded to them.

**The school's motto, '*Esse Quam Videri*' translates as 'to be, rather than seem to be', and provides inspiration to students and staff alike as they strive for excellence.**

The executive principal has high expectations for students, and expresses these in terms of achievement, behaviour, engagement, attendance, and appearance. A shared understanding of these expectations amongst staff members and students is apparent.

**School leaders express a belief in staff continually striving to build their capability to refine their teaching and learning practices, individually and collectively.**

The support of a culture of continuous professional learning and improvement is viewed as the key to developing an expert teaching team where there is a focus on 'haven't taught my best lesson yet'. There is a commitment by school leaders to provide staff with opportunities to further their growth and development through extensive Professional Development (PD).

**School leaders comment the collegial engagement of staff in professional learning is a high priority.**

Each year, there is an expectation requiring staff to choose and engage in an observation, feedback and coaching process. School leaders indicate that Coaching for Improvement (CFI) and Education Impact (EI) advance the priorities of the school including consistent, comprehensive and improved instructional coaching, observation and feedback. Teachers speak favourably of their involvement in these initiatives.

**The school has established a comprehensive array of strategic partnerships.**

These partnerships comprise community groups, higher education and training institutions, and businesses that expand enrichment and learning opportunities for the full range of students. Members of the community, parents, staff and students are strong supporters and advocates of the school and speak passionately of the opportunities afforded to students.

**The executive leadership team has established an extensive strategic improvement agenda.**

Widespread support from staff members for the school's Explicit Improvement Agenda (EIA) of Quality Teaching is apparent. The executive principal recognises the need for rigorous practices that drive a strong performance agenda and guide implementation of all school



priorities. The executive principal acknowledges the need for an ongoing focus of developing the instructional leadership capabilities of all key members of staff to ensure continued successful implementation of all school priorities.

**Leaders give priority to targeting human resources, funding and expertise towards the school's improvement agenda.**

Of primary importance is addressing the learning and wellbeing needs of students. Some teachers articulate their enthusiasm to innovate their curriculum through a range of digital platforms. Leaders identify the need to develop teachers' capabilities in the area of digital pedagogies.

**Leaders identify the importance of, and teachers are focusing significant energy and attention on systematic curriculum delivery.**

Staff members are proud of their efforts in successfully introducing the new Queensland Certificate of Education (QCE). The executive principal articulates the belief that the school is providing the best possible opportunities for senior students to succeed. School leaders recognise the importance of monitoring the enactment of the junior secondary curriculum. A systematic whole-school approach to moderation including calibration at the planning stage and throughout the teaching and learning sequence is emerging.

**School leaders and teachers articulate a belief that the collection and use of data regarding student performance outcomes is important to inform classroom differentiation.**

The school's data plan outlines processes for collection and analysis of academic and reporting data, timelines for data collection and analysis of data, school targets and data operations. Teachers are aware that school-wide data informs whole-school decisions, interventions and initiatives.

**School leaders identify highly effective teaching practices as the key to their school improvement agenda.**

Teachers acknowledge the value and positive impact of consistent pedagogical practices across the school on student engagement and outcomes. Commitment to effective teaching strategies that support intellectual engagement, connection to the wider world, supportive, inclusive classroom environments, and differentiation is apparent. A planned and deliberate approach to the implementation of the school's research-based pedagogical framework for the past several years is apparent.



## 2.2 Key improvement strategies

Enhance the instructional leadership capabilities of key members of staff, and implement effectively across the school.

Review school-wide approaches to utilisation of Information and Communication Technology (ICT) with a view to establishing agreed digital pedagogical practices in each classroom.

Further develop and systematically enact agreed and consistent moderation processes across junior secondary.

Refine and systematically implement school-wide processes to further build a whole-school ethos for precise collection, use and analysis of student performance data.

Fully implement all aspects of the New Art and Science of Teaching (NASOT) and embed its consistent and effective use across the school.