

# Wavell State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Wavell State High School** from **20 to 23 February 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.

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

### 1.1 Review team

Valerie Hadgelias	Senior reviewer, SIU (review chair)
James Box	Peer reviewer
Kathryn Kayrooz	Peer reviewer
Trevor Gordon	External reviewer



## 1.2 School context

<b>Location:</b>	Telopia Avenue, Wavell Heights
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1959
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1 573
<b>Indigenous enrolment percentage:</b>	6 per cent
<b>Students with disability enrolment percentage:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1022
<b>Year principal appointed:</b>	2006
<b>Full-time equivalent staff:</b>	106
<b>Significant partner schools:</b>	Wavell Heights State School, Kedron State School, Virginia State School, Nundah State School, Boondall State School, Aspley East State School, Northgate State School, Geebung State School
<b>Significant community partnerships:</b>	The Kedron-Wavell Services Club, Brisbane Broncos, Shake & Stir Theatre Co., Brisbane North Behaviour Services, Queensland Minerals and Energy Academy (QMEA)
<b>Significant school programs:</b>	Excellence programs in sport (rugby league and netball), The Arts (drama and dance), Engineering Trade Centre, Advanced Academic Programs (AAP), Wavell support centre (Special Education Program (SEP) and learning support), Australian Indigenous Mentoring Experience (AIME)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 14 Heads of Department (HOD), four year coordinators, 53 teachers, three teacher aides, Parents and Citizens' Association (P&C) president and school council chair, 14 parents, 176 students, guidance officer, school health nurse, chaplain, Business Services Manager (BSM), four administration officers, two scientific officers, two cleaners and two tuckshop staff members.

Community and business groups:

- President of Kedron-Wavell Returned and Services League of Australia (RSL) Sub-Branch, Principal of Kedron State School, recent Principal of Wavell State School, recent Principal of Virginia State School, and Director of Queensland Mineral and Energy Academy and Skills.

Government and departmental representatives:

- Member for Nudgee and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Improvement Plan 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators 2016	School Data Profile Semester 2, 2016
OneSchool	School budget overview
Signature practices	Curriculum planning documents
School pedagogical framework	Coaching for Improvement at Wavell SHS
School data plan	Professional Learning Plan
Responsible Behaviour Plan	School newsletters and website
School Curriculum Plan 2018-2021	School opinion surveys
School Curriculum Plan 2013-2017	Staff Handbook 2017
School council agendas	Induction Handbook



## 2. Executive summary

### 2.1 Key findings

**There is a happy and optimistic feel to the school with students, staff members and parents expressing a strong sense of pride and belonging in the school.**

All members of staff articulate the importance of positive, caring and supportive relationships to enhance successful student learning and they work collaboratively to ensure positive relationships are built across the school community.

**The school leadership team has established and is driving a strong improvement agenda.**

The leadership team has identified three components of the Explicit Improvement Agenda (EIA). These components are quality teaching, writing and student engagement. The leadership team has enlisted widespread commitment to the focus on continually improving the quality of teaching and learning throughout the school. Classroom teachers are aware that school-wide targets are developed. Some of these targets are not well known and are not driving the work of faculties or teachers.

**Classrooms are calm and purposeful and staff members and students state that behaviour is of a high standard.**

The school communicates clearly that it expects all students to learn successfully and has high expectations of student attendance, engagement and outcomes. Clear expectations regarding how students and staff members need to behave to support student learning are summarised in the code of classroom behaviour - *'Prepared, Punctual and Polite'*.

**A high priority is given to Professional Development (PD) aimed at building teachers' and leaders' data literacy skills.**

The principal demonstrates a sophisticated knowledge and understanding of student assessment and data concepts. Many other school leaders and teachers are able to articulate a high level of understanding of data concepts. Systematic processes for teacher analysis of and reflection on data is an embedded practice.

**There is a strong culture of collegiality amongst teachers and school leaders.**

There is a high level of trust between the teachers and the school leadership team with all teachers speaking very positively of the school, its learning culture, its leadership team and its students. Staff morale, at 87.9 per cent in the 2016 School Opinion Survey (SOS), is very high and teachers consistently state that they enjoy working at the school.



**All teachers use a level of differentiation to inform teaching and learning for individual students.**

The school provided extensive Professional Development (PD) in the gathering and analysis of data for class snapshots. All teachers use a snapshot to capture a range of information including academic achievement, learning disability and wellbeing. Differentiation strategies include group work and the scaffolding of tasks. The level of confidence amongst teachers in using a broader range of differentiated learning strategies is variable.

**School leaders view the development of staff members into an expert and coherent teaching team as central to improving outcomes for all students.**

Many teachers comment that there has been a significant shift in the school's culture with more deprivatisation of practice and a growing openness to constructive critique by colleagues. The showcasing of professional practice is encouraged and facilitated by school leaders and is viewed as an opportunity to celebrate the work of teachers and encourage the sharing of effective teaching strategies.

**School leaders have developed a 'Whole of School Curriculum Plan 2014- 2017' and this plan is recently updated for the period 2018 - 2020.**

The plan was collaboratively developed by school leaders and teachers, is very comprehensive and includes links between the Australian Curriculum (AC) and the 'Wavell Vision and Aims'. The format of work programs and assessment instruments varies significantly from faculty to faculty in the junior school and a process for the consistent oversight of the school's junior curriculum programs is yet to be developed.

**School leaders demonstrate a conviction that improved teaching is the key to improved learning and have a clear position on the types of teaching they wish to see occurring.**

The school's pedagogical framework is based upon Marzano's<sup>1</sup> The Art and Science of Teaching (ASoT), a research-based model identifying key design questions. Considerable PD on ASoT has been provided over several years. There is a strong adherence to the expected practices across the school.

**Strategic approaches are applied to identify, build and sustain partnerships that will improve support, opportunities and outcomes for students.**

The school's programs of excellence have developed extensive and strategic partnerships with a range of organisations. These partnerships are established in response to the needs of the students and are carefully monitored and evaluated to ensure they continue to add value. The school formalises many of their partnerships with Memorandums of Understanding (MOUs).

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<sup>1</sup> Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



**Teachers recognise the importance of regular, timely and purposeful feedback to students in order to empower them to improve their outcomes.**

A variety of feedback mechanisms are developed including proficiency scales, achievement ladders and written feedback. Students report considerable variation in the way feedback is offered across faculties and in the usefulness of feedback mechanisms across their classes.

**Individual Curriculum Plans (ICP) are prepared for some verified students.**

There are 46 verified students and four pending verification. Of these students two have an ICP. Most junior secondary verified students complete assessments within the Wavell Support Centre (WSC). Students without an ICP are given an A-E rating according to the criteria of the standard assessment.



## 2.2 Key improvement strategies

Set faculty targets for each year level with accompanying timelines, which are used to drive the work of teachers and faculty leaders.

Review the current Quality Assurance (QA) processes for the junior curriculum to improve consistency of practice across subject areas.

Develop and quality assure a consistent school-wide approach to student feedback and provide appropriate PD for teachers to build capacity in this area.

Review the school's ICP process in-line with departmental policy.

Provide opportunities for teachers to deepen their knowledge and expertise in developing, documenting and implementing differentiation strategies.