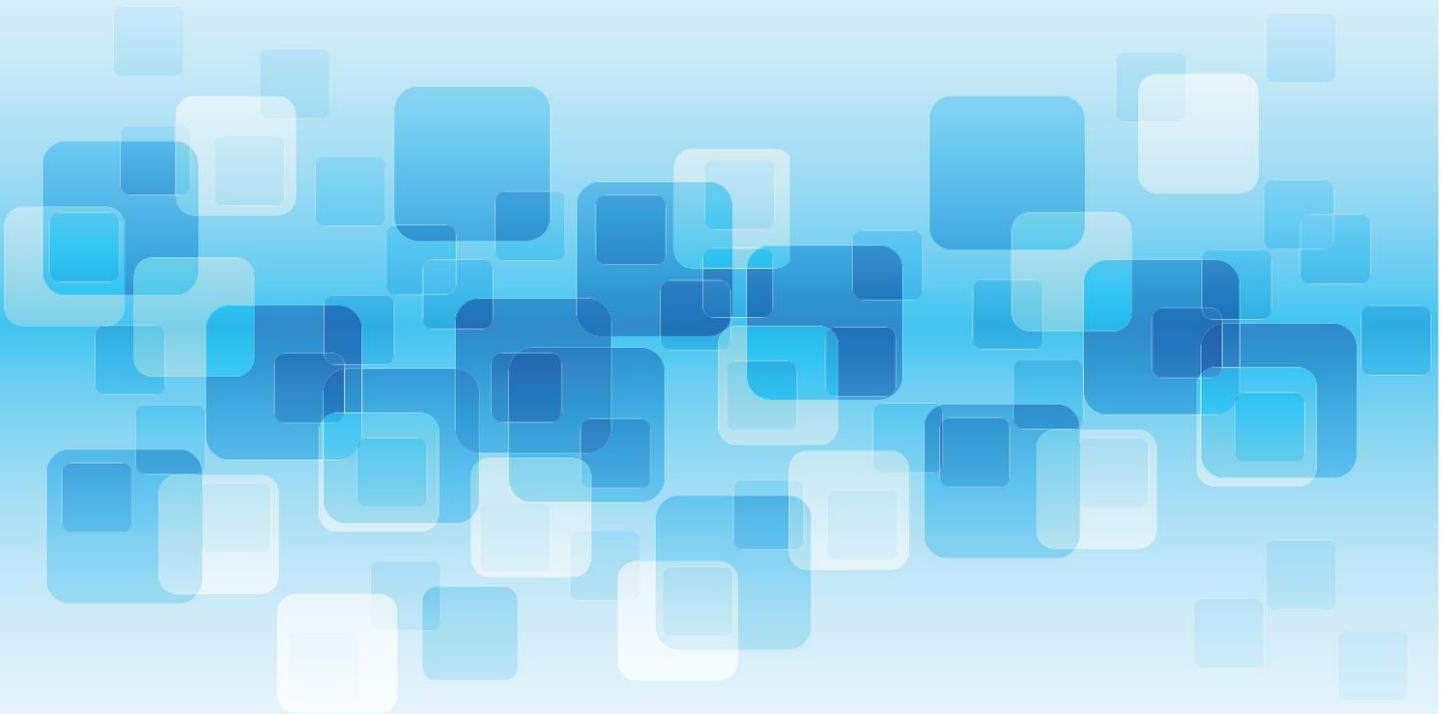




School Improvement Unit Report

Woodstock State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Woodstock State School from 26-27 March 2015. 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:	Woodstock Avenue, Woodstock
Education region:	North Queensland
The school opened in:	1890
Year levels:	Prep to Year 6
Current school enrolment:	69
Indigenous enrolments:	4.32 per cent
Students with disability enrolments:	2.16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	931
Year principal appointed:	2015
Number of teachers:	3 classroom teachers
Nearby schools:	Townsville West State School, Giru State School, Wulguru State School, William Ross State High School
Significant community partnerships:	Adopt-a-cop, playgroup, Healthy Habitats
Unique school programs:	Reef Warriors



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 / principal supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Administrative Officer
 - Six classroom and specialist teachers
 - Three teacher-aides
 - Two non-teaching staff
 - Bus driver
 - Eight parents
 - Parents & Citizens'(P&C) treasurer
 - Three cluster principals
 - Chaplain

1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Dale Magna	Internal reviewer
Tamara Wemyss	Peer reviewer



2. Executive summary

2.1 Key findings

- The school has an improvement agenda

The school has an improvement agenda that includes the teaching of reading, and coaching and feedback.

- There are clearly documented curriculum overviews

Curriculum overviews are comprehensive with particular attention given to reading. Curriculum into the Classroom (C2C) guides the planning of content. There is recognition that multi-age overviews of units in the upper school need to be reviewed.

- The school has an exemplary model of instructional coaching and mentoring

There is a culture of instructional coaching and provision of feedback to teachers and teacher aides. Formal observation templates based on the school's pedagogical model of explicit teaching are used to give feedback to staff. Staff value the feedback as part of their professional development.

- Expectations in learning behaviours of students are inconsistent

The school has adopted and adapted Positive Behaviour for Learning (PB4L) and You Can Do It programs. Expectations of the standard of work and behaviour vary across the school. There is evidence of some quality practice but this is not reflected across the school.

- The school, its staff and community have a strong culture of collaboration

The school staff work as a united team. Parents and other members of the community speak highly of the school and its teachers. The P&C support the school and are partners in the education of the students. Cluster partnerships extend to some moderation, coaching, peer observations and feedback.

- Differentiated practices are implemented in the classroom

Teachers address the particular needs of the students in their planning, implementation and assessment. Differentiation surfboards are used as a planning tool. Technology, personnel and physical spaces, are used to support student needs, particularly for students not meeting benchmarks.



2.2 Key improvement strategies

- Sharpen the focus of the explicit improvement agenda, including timelines and targets, and communicate these to the whole-school community.
- Revisit and revise the school's responsible behaviour plan for students with a focus on a united, whole-school approach to behaviour management reform.
- Develop teaching practices and programs that challenge student learning and raise the expectations and performance of high achieving students to meet their full potential.
- Develop strategic plans that make explicit the purpose of partnerships and review their effectiveness in meeting the needs of students.