

Wonga Beach State 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 **Wonga Beach State School** from **1 to 2 August 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 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

Ian Rathmell	Internal reviewer, SIU (review chair)
Elizabeth Salmoni	Peer reviewer



1.2 School context

Location:	Snapper Island Drive, Wonga Beach
Education region:	Far North Queensland Region
Year opened:	1939 as Rocky Point State School moved to Wonga Beach 1999 became Wonga Beach State School
Year levels:	Prep to Year 6
Enrolment:	90
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	2015
Full-time equivalent staff:	5.68
Significant partner schools:	Mossman State High School
Significant community partnerships:	The Wetlands Project, Wonga Rural Fire Brigade, Mossman Library, Ron the Birdman, Tangaroa Blue, Almac Group, Cassowary Care, Habitat, Douglas Shire Council, Green Army, Jabalbina Aboriginal Corporation, Great Barrier Reef Marine Park Authority (GBRMPA) – Reef Guardian School, James Cook University (JCU) scientists
Significant school programs:	Wetlands, Reading Club, Community Garden, Birdwatching, lunchtime Robotics, Dance Club, afternoon athletics training



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Business Manager (BM) – small schools, six classroom teachers, four teacher aides, Parents and Citizens' Association (P&C) president, secretary and treasurer, 15 parents, two grandparents, carer, 19 students and student leaders.

Partner schools and other educational providers:

- Deputy Principal of Mossman State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Curriculum and assessment plan	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation planner/placemat
School pedagogical framework	Professional development plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan	Teaching and learning guidelines handbook
Headline Indicators (Semester 1, 2017 release)	School assessment schedule and data plan



2. Executive summary

2.1 Key findings

The school is driven by the belief that every child matters every day and that every child can be a high achiever.

All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build respectful relationships across the school community. Staff members have formal and informal discussions with parents regarding their child's progress and classroom activities.

Parent and community engagement in the school is recognised by all staff members as integral to school improvement.

Students are provided with opportunities to become involved in a range of extracurricular activities including the garden group, birdwatching, reading club, robotics, homework assistance, afternoon athletics and dance. Teachers, volunteers, parents, grandparents and teacher aides provide expertise and support for individual students and groups in their own time.

The leadership team and staff members are committed to the improvement of learning outcomes for all students in the school.

The leadership team has established and is driving a broad Explicit Improvement Agenda (EIA) of increasing teacher capability, improving student numeracy results through focused problem solving strategies, expanding vocabulary exposure to improve student writing and improving student reading results through focused work on inferential questioning. School performance data and individual student data are analysed and the school is aware of the trends in student achievement that inform the EIA.

The leadership team articulates the importance of reliable and timely student data as essential to improvement for student learning.

The ability of teachers to understand class data, and respond to the implications for differentiation, is developing across the school. The leadership team identifies the need to continue to develop teacher data literacy skills to build a data culture to reflect on the effectiveness of teaching and school-wide practices.

Assessment of learning is drawn from Curriculum into the Classroom (C2C) summative assessment tasks.

Assessment processes align to Guide to Making Judgments (GTMJ). Formal moderation of English occurs between teachers at a school level. The school participates in cluster moderation of student assessment tasks in writing. Further opportunities to moderate student work for all learning areas to ensure consistency of teacher judgement against the achievement standards of the Australia Curriculum (AC) are yet to occur.



The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, and a range of community groups.

Some staff members acknowledge the need to continue to involve parents and community members in the school to build communication, partnerships, collaboration, decision making, and participation to improve student learning outcomes.

Staff members prioritise the individual learning and wellbeing needs of all students.

Staff members acknowledge that although students are at different stages in their learning and progressing at different rates all students are able to learn effectively. The principal and staff members are committed to providing a caring and supportive educational environment. Enthusiastic and dedicated staff members work together as a team to provide continued development of student wellbeing and improved student learning outcomes.



2.2 Key improvement strategies

Collaboratively review the EIA to provide a narrow and sharp focus on a key school priority monitored by specific targets, identified strategies, actions and term-by-term timelines.

Engage all staff members in ongoing Professional Development (PD) to ensure teachers' data literacy skills enable deeper understanding of data to better inform differentiated teaching practices.

Develop further opportunities for formal moderation within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

Develop and implement a Parent and Community Engagement (PaCE) framework with all stakeholders that outlines school processes for engaging with parents, community groups and businesses to promote the school and work together to maximise student learning outcomes.