

Widgee State 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 **Widgee State School** from **21 to 23 June 2022**.

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

Len Fehlhaber

Internal reviewer, EIB (review chair)

Amanda Moy

Peer reviewer



1.2 School context

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|--|------------------------------|
| Indigenous land name: | Kabi Kabi (Kaiabara) |
| Location: | Gympie-Woolooga Road, Widgee |
| Education region: | North Coast Region |
| Year levels: | Prep to Year 6 |
| Enrolment: | 52 |
| Indigenous enrolment percentage: | 9.6 per cent |
| Students with disability percentage: | 27 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 937 |
| Year principal appointed: | 2022 |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, two Support Teachers Literacy and Numeracy (STLaN), four teacher aides, guidance officer, Business Manager (BM), two cleaners, eight parents, three Parents and Citizens' Association (P&C) representatives and 27 students.

Community and business groups:

- Community fire brigade volunteer.

Partner schools and other educational providers:

- Principals of Gympie State High School and James Nash State High School.

Government and departmental representatives:

- ARD.



2. Executive summary

2.1 Key findings

The principal, staff, students and parents have a positive and strong belief in the school supported by the motto '*Pride and Right*'.

Parents and families are encouraged to take a genuine interest in their child's learning at the school. Parents speak highly of the school principal, staff and the opportunities to engage with teachers regarding their child's learning at any time. Parents articulate that all teachers are approachable to discuss children's learning and this is regularly conducted informally before and after school. The principal and staff indicate the caring relationships at the school are based on the school motto and a true sense of community.

Parents and the wider school community have a strong and growing partnership with the school.


Parents and community members acknowledge the dedication and hard work of the principal and school staff to support the social, emotional, academic and wellbeing needs of the students at the school and Widgee community. A range of partnerships exist between the school and the local organisations, both locally and within the wider community. The Horse Paddock Project - Environmental Education (HoPE) focuses on caring for the environment and creating opportunities for the students to experience outdoor learning and play. This area will create a sense of care for the students and the school environment. The Parents and Citizens' Association (P&C) host a major fundraising event in the form of a rodeo at the local showgrounds. The Widgee Pro Rodeo is now an annual event on the school calendar and highly supported and anticipated by the Widgee and wider community.

The principal articulates that the current Annual Implementation Plan (AIP) is a direct reflection of the strategic plan and regional priorities.

The principal and staff articulate the Explicit Improvement Agenda (EIA) of the school as being reading. The principal expresses the desire for writing to be a future EIA. A clear understanding of the key improvement priorities, actions and strategies from the AIP, and roles, responsibilities, and accountabilities regarding implementation, are yet to be articulated by staff members. The principal communicates a belief in building the capacity of all staff and the intention to ensure all key school activities are guaranteed through targeted work-shadowing practices. A desire to ensure that collegial practices are established for staff to observe and learn from one another is expressed by the principal.

The principal and teaching staff are committed to implementing quality curriculum across all subject areas.

The principal outlines that due to the multi-age structure of the school, the Australian Curriculum (AC) is delivered through a two-year cycle. Teachers demonstrate an emerging level of curriculum knowledge and acknowledge that significant, ongoing work has been undertaken to develop and refine the 'Whole-school curriculum plan' in alignment with the North Coast Region (NCR) Small Schools Year Plan. The principal articulates the desire to



consolidate teachers' knowledge of the P-10 Literacy continuum as a means of monitoring student achievement.

The principal recognises that highly effective teaching is the key to improving student learning across the school.

The principal acknowledges a desire to collaboratively develop an agreed whole-school pedagogical approach that enables teachers to draw on a range of high impact practices and strategies in alignment with the EIA, curriculum, and student needs. They describe the importance of providing sufficient time for teachers to embed these as part of their repertoire of practice and monitoring implementation to develop consistency. The principal describes pedagogies associated with 'Visible Learning'¹ as next steps for sharpening and deepening the school's signature pedagogical practices.

Staff members are dedicated to creating a safe and supportive environment that engages all students in learning and caters to individual needs.

An emerging case management process for identified and priority students is being utilised by teachers, though discussion with the Support Teacher Literacy and Numeracy (STLaN) regarding student data and observation. Teachers work with the STLaN to complete a checklist describing the social and emotional differentiation currently being offered in the classroom to support the identified student. The STLaN responds with advice regarding further strategies and adjustments. The principal acknowledges a desire to embed an agreed, formalised model of case management to identify student needs, and build strategies to support learning and wellbeing of identified and priority students.

The school has a caring and supportive culture that is nurtured by all staff, students and parents.

Respectful and positive relationships are apparent across the school and a school-wide culture of successful learners is established. Staff members know and understand the students and circumstances that may impact behaviours. The principal acknowledges that while the school is not currently a Positive Behaviour for Learning (PBL) school, it follows the ethos of the framework. The principal comments that with the predicted increase in enrolments due to the opening up of land development, the school will need to reconsider this ethos and develop a behaviour framework to set high expectations for all students.

The principal and staff articulate a dedication to creating an inclusive environment where all students feel welcome, safe and supported.

The principal and staff articulate a dedication to creating an inclusive environment where all students feel welcome, safe and supported. The school delivers the 'Tree of Life' social emotional program to support students and families affected by trauma within the community. The program is based on a tree in the community where the roots are the

¹ Visible Learning. (2022). *Professor John Hattie*. Vision Education. (2020). *Dr Alison Davis*. http://visioneducation.co.nz/welcome/?page_id=100



families embedded in the community, the trunk is the strengths of students and families and branches are students' personal goals and how they may give back to the community.

The principal recognises the importance of ensuring that there is clear alignment between student achievement, school priorities and the allocation of human and financial resources.

The physical environment is highly conducive to learning. Staff and parents express pride at the physical improvements made throughout the school, including new undercover basketball courts, murals co-created with an Indigenous community member, upgrades to gardens and play areas and the continued development of the horse paddock through the HoPE. Staff and parents describe the improvements as adding to the beauty of the school and environment. The school is supported by a strong P&C that provides significant funding to support key events and school upgrades.



2.2 Key improvement strategies

Review and refine the EIA to develop precision and clarity regarding staff understanding of roles, responsibilities and accountabilities in implementing the actions and strategies outlined.

Deepen understanding of the AC, inclusive of the three levels of planning, and how all curriculum planning practices align to enact the AC and enable a consistency of implementation by all staff.

Collaboratively develop an agreed whole-school pedagogical approach that enables teachers to draw on a range of high impact practices and strategies in alignment with the EIA, curriculum and student needs.

Develop and embed an agreed, formalised model of case management to identify student needs and build strategies to support academic achievement and wellbeing.

Document and implement a positive behaviour process to continue to build a consistent whole-school culture focused on student wellbeing and review data regularly to support consistency, intellectual rigour and high expectations for all students to achieve.