

Wynnum State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Wynnum State High School** from **17 to 20 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for the improvement – to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

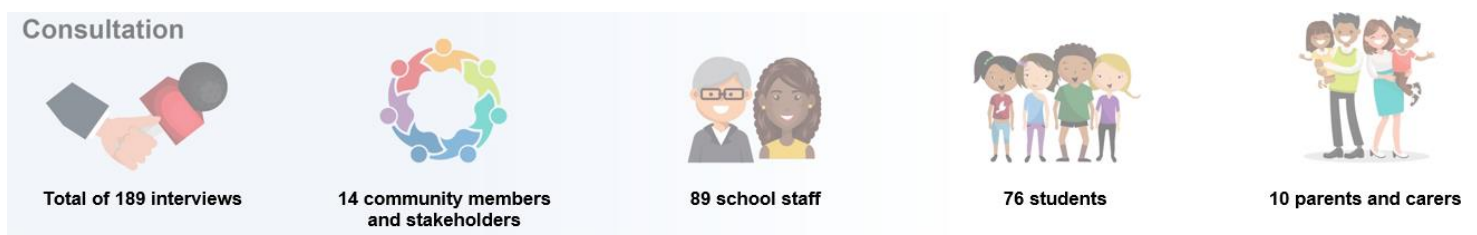
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Stacey Wood	Peer Reviewer
Matthew Horton	Peer Reviewer
Tom Robertson	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Winnam We acknowledge the shared lands of the Nunukul and Gorenpul of Stradbroke Island, and the Ngugi of Moreton Island and the Quandamooka people of the Jandai language region.
Education region:	Metropolitan South Region
Year levels:	Years 7 to 12
Enrolment:	1123
Indigenous enrolment percentage:	6.4%
Students with disability percentage:	17%
Index of Community Socio-Educational Advantage (ICSEA) value:	1033

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **12 to 15 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1015 and the school enrolment was 957 with an Indigenous enrolment of 6.2% and a student with disability enrolment of 6.2%.

The key improvement strategies recommended in the review are listed below.

- Embed clear, school-wide expectations regarding the timing, analysis and discussion of student data to inform planning and differentiation to meet the learning needs of the full range of students. (Domain 2)
- Develop a whole-school professional learning plan to drive staff capability development in alignment with the Annual Performance Development Plan (APDP), Explicit Improvement Agenda (EIA) and systemic priorities. (Domain 5)
- Develop the capabilities of the broader leadership team as instructional leaders. (Domain 5)
- Formalise processes to engage all staff members in opportunities to build their capability through observation, feedback, coaching and mentoring. (Domain 8)
- Enhance the capability of teachers and leaders to differentiate planning to meet the full range of student learning needs, including a focus on high-achieving students. (Domain 7)

2. Executive summary

2.1 Key affirmations

Multiple learning and training pathways are available for all students.

A significant range of academic, co- and extracurricular activities enrich learning programs. Long-standing and newer school-community relationships exist. A wide range of subject choices, student interests and service groups are available on campus. Industry, universities and other educational centre professionals facilitate further options. Businesses, training providers and community organisations collaborate with the school to deliver work experience, traineeships and apprenticeships. Students articulate they truly value the many opportunities available to them.

The school is an inclusive place for learning where student voice is valued.

The leadership team and staff recognise mutually respectful, caring relationships as essential to successful learning in classrooms. Students speak positively of the connections established with their teachers and leaders. They express that the school is an inclusive place where they feel valued and student voice is respected. Parents acknowledge the commitment and support of staff in fostering a positive and engaging learning environment.

High expectations are apparent for students and staff.

The 'We're Wynnum and we're PROUD' tagline articulates the school values of '*PROUD: Positive, Respectful, On Task, Unified, and Determined*'. Staff express a deep commitment to the belief that every student is a learner. High expectations, celebrations of student success and appreciation of tradition are features of the school. Many teachers and students acknowledge the impact the school's Positive Behaviour for Learning (PBL) approach has on enhancing the current learning environment.

Strong collegial relationships exist within the school.

The majority of staff speak positively of the professional relationships they experience with peers across the school. New and beginning staff are provided with a comprehensive induction process. Aspiring leaders are offered further learning experiences. The positive impact of leaders, their openness to feedback and the level of support they offer is repeatedly acknowledged. Staff express a shared view that the work environment is respectful, safe and a good place to be.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively refine the EIA, determining what this means for all staff in their work context, to realise the shared vision for improving student learning, engagement and wellbeing outcomes.

Domain 6: Systematic curriculum delivery

Embed consistent expectations for teachers regarding planning, documenting and moderating across Junior Secondary to ensure continuity and progression of learning in the Australian Curriculum (AC).

Domain 8: Effective pedagogical practices

Collaboratively enact an agreed, whole-school approach to pedagogy that reflects the suite of current and desired pedagogies and strategies, enhancing teacher capabilities to support ongoing student learning, engagement and achievement.

Domain 7: Differentiated teaching and learning

Expand the use of agreed, evidence-informed differentiated teaching strategies within every classroom, building the capabilities of all teachers to effectively provide the curriculum that meets the diverse learning needs of all students.