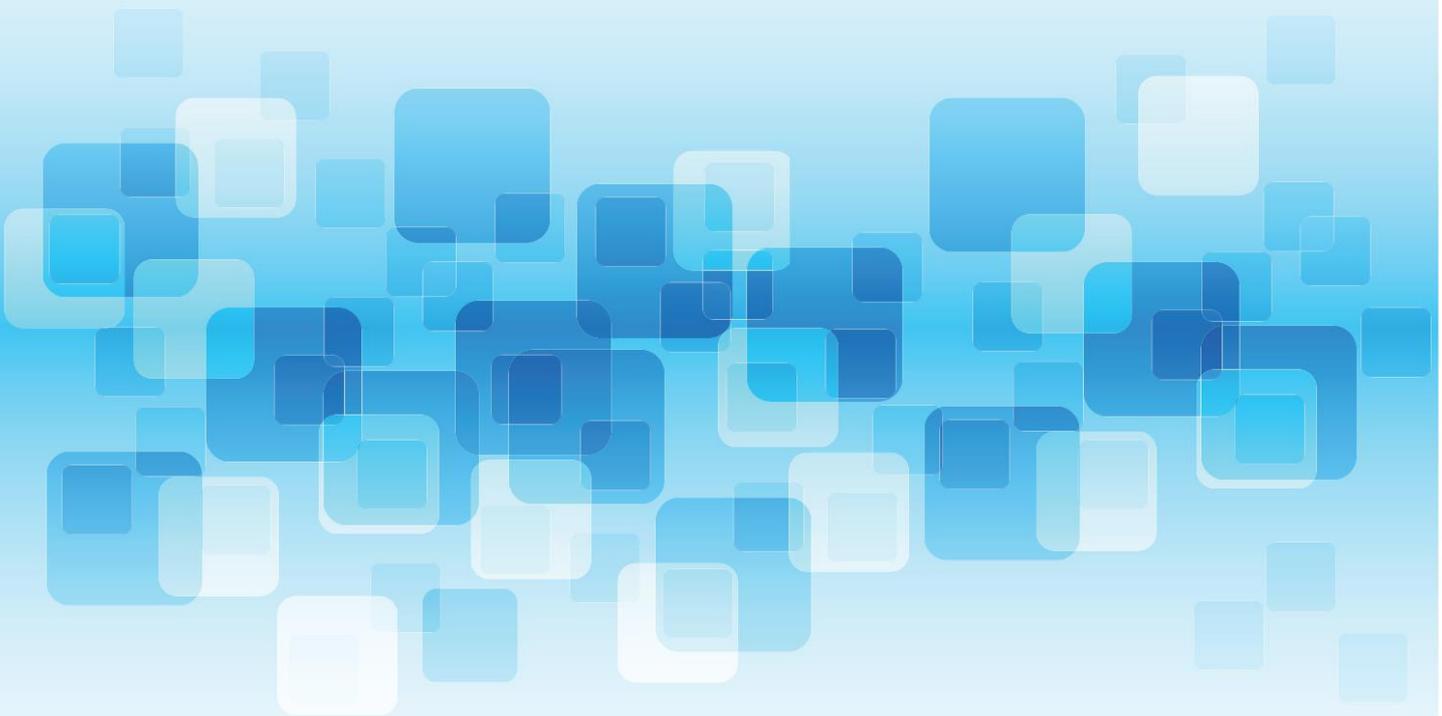




School Improvement Unit Report

Ormeau Woods State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Ormeau Woods State High School from 17 to 19 February 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:	Goldmine Road, Ormeau
Education region:	South East Metropolitan Region
The school opened in:	2009
Year levels:	Year 7 to Year 12
Current school enrolment:	1023
Indigenous enrolments:	2.8 per cent
Students with disability enrolments:	6.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2008
Number of teachers:	65
Nearby schools:	Ormeau State School, Norfolk Village State School, Woongoolba State School
Significant community partnerships:	Northern Collegiate, Griffith University, Hutchinson Builders, PWR Performance Products, Gold Coast City Council, Ormeau Shearers Football Club, Harrigan's, Lions Club of Ormeau, Ignition Athletics.
Unique school programs:	Excel 7, Excel 8, XLR8 Writing, iDance, Honours Program, Futures Classes, Sport Science Cert III Fitness

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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Leadership team – Principal, Deputy Principals, Heads of Department (HODs), Head of Special Education Services (HOSES), Guidance Officer (GO)
 - A range of classroom teachers Year 7 to Year 12
 - Non-teaching staff – Business Services Manager (BSM), teacher-aides
 - P & C President and Secretary
 - Principal, Ormeau State School and Principal, Norfolk Village State School
 - Parents of students in the Dance extension program and Honours Program
 - A range of students from Year 7 to Year 12

1.4 Review team

Internal Reviewer	Boyd Jorgensen (review chair)
Peer Reviewer	Tony Whybird
External Reviewer	Shelley Lewis



2. Summary of improvement strategies

2.1 Key findings

- The culture of the school is built upon positive behaviour and engaged learning.

School Wide Positive Behaviour Support (SWPBS) is fundamental to the drive for and establishment of positive behaviour standards and a learning culture in the school.

- The school leadership team has established a detailed improvement agenda for the school.

The improvement agenda identifies literacy and numeracy, the learning and wellbeing needs of all students and high standards of student performance in National Assessment Program – Literacy and Numeracy (NAPLAN), upper two bands, Junior Secondary and Senior Schooling phases. While staff is aware of the agenda, the school-wide targets and timelines for improvement are not embedded across the school.

- A focus on reading is identified as the key school-wide strategy for lifting overall performance in NAPLAN.

Approximately 80 per cent of teachers have currently been trained in whole-school approach to support the teaching of reading - *Tactical Teaching of Reading* (TTR). Teachers of the core subjects, Mathematics, English, Science and Humanities are beginning to embed some strategies. A systematic and strategic school-wide approach is in planning.

- A clearly documented whole school plan for curriculum delivery is being implemented effectively throughout the school.

A strong alignment exists between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. There is also strong 'vertical' alignment of the curriculum and which is substantially delivered through digital pedagogy.

- Ormeau Woods Learning Styles (OWLS) represents the school developed teaching framework.

The OWLS framework references Productive Pedagogies, Dimensions of Teaching and Learning, Bloom's Taxonomy and SWPBS. Teachers use OWLS to reflect on their classroom practice. Differentiated teaching practice is an emerging and targeted focus.

- There is an extensive range of partnerships in place to improve learning opportunities and outcomes for students.



The partnerships include the Gold Coast City Council, universities, TAFE, local businesses, industry and service clubs and the Northern Collegiate (local high schools) and feeder primary schools.



2.2 Key improvement strategies

- Refine the explicit improvement agenda to provide school leaders and teachers with a precise and sharp focus, which includes clear targets and timelines for student performance.
- Prioritise and engage all staff in the improvement of student attendance.
- Plan and implement a systematic and school-wide approach to the teaching of reading that is sharp, focused and rigorous. Support the implementation of the reading program with professional development, feedback, coaching and mentoring to build consistent practice across the school.
- Continue to develop OWLS through review, evaluation and refinement in order to identify, action and embed a consistent pedagogical approach, which includes explicit instruction.
- Develop and implement a systematic, whole-school approach to the provision of feedback, coaching and mentoring for all teachers.
- Implement systematic and consistent practices to provide feedback to students which enable them to self-monitor their learning progress. Implement a process for individual student target setting across all subjects and all year levels.
- Continue to refine the data collection regime in the school. Provide professional learning opportunities to develop teachers' data literacy and differentiation capabilities.