

Ormeau Woods 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 **Ormeau Woods 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.

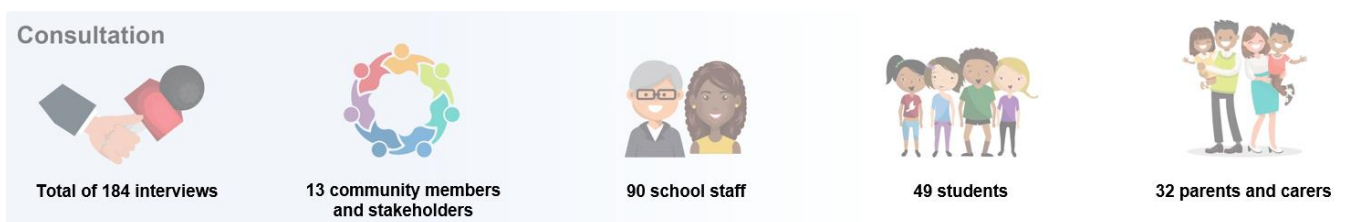
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Leanne Knight-Smith	Peer Reviewer
Gavin Bryce	Peer Reviewer
Valerie Hadgelias	External Reviewer

1.3 Contributing stakeholders



1.4 School context

1.5 Snapshot of previous school review

Indigenous land name:	Bullogin We acknowledge the shared lands of the Yugembeh nation and the Bullogin people of the Yugembeh language region.
Education region:	South East Region
Year levels:	Year 7 to Year 12
Enrolment:	1463
Indigenous enrolment percentage:	3.2%
Students with disability percentage:	19.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1001

The

last review carried out at the school was conducted from **25 to 28 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1010 and the school enrolment was 1368 with an Indigenous enrolment of 2.8% and a student with disability enrolment of 6.1%.

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

- Further refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities. (Domain 1)
- Collaboratively develop a whole-school Curriculum, Assessment and Reporting Plan (CARP) that aligns to the P-12 curriculum, assessment and reporting framework (P-12 CARF), including the 3 levels of planning, moderation, documentation, systems and processes. (Domain 6)
- Prioritise the identification of a school-wide pedagogical framework and the development of a comprehensive implementation plan, to include key responsibilities, timelines, actions, and milestones to measure progress. (Domain 8)
- Develop a systematic and school-wide commitment to observation and feedback, coaching and mentoring to support teacher engagement and drive capability development in alignment with the identified pedagogical framework. (Domain 8)
- Establish a clear leadership model to drive an unrelenting focus on the implementation and development of school-wide pedagogy. (Domain 8)

2. Executive summary

2.1 Key affirmations

The school motto, 'Linking learning with Life' is described by many staff as the catalyst for ensuring learning is meaningful for students.

The school promotes and maintains an environment reflective of its high expectations of a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. School resources are used in a targeted manner across the school as the learning and wellbeing needs of students are prioritised. Staff and students refer to a culture of learning through sequenced curriculum, assessment and reporting and the provision of opportunities to meet diverse pathway needs.

Teachers and leaders indicate they have a sense of ownership and deep understanding of the school's direction.

Leaders are student-focused and active in driving agendas for positive outcomes, which the principal describes as a culture of continuous improvement. Teachers express how a consultative process finessed the whole-school strategic documents to compose a Teaching Staff Improvement Plan. Leaders describe how this developed a shared, collegial understanding. Many staff express that their understanding of their role and their contribution to the improvement agenda is clear through this process.

A case-management process provides targeted individual student support.

Staff and parents express appreciation for the Whole School Intervention Model (WSIM) as multi-tiered systems of support for students through a case management process. Students, staff and parents are grateful for the wraparound intervention to support students at risk in the areas of academic progress, social/emotional wellbeing, attendance and behaviour. Staff speak of their commitment to student wellbeing, citing this approach as an example of best practice.

A culture of professional learning is apparent across the school as leaders focus their efforts on developing staff as expert teachers.

Teachers are identified as the crucial enablers of positive student outcomes by providing quality curriculum and expert pedagogical practice. A strong teams approach permeates this work and an ethos of collaboration and collegiality is apparent. A broad range of collegial engagement strategies are established or are being developed to support building staff expertise. Teachers describe an environment focused on excellence and improvement to further support their development as expert teachers.

Leaders and staff have established positive working relationships with families and developed strategic partnerships with local industries and the wider community to enhance students' wellbeing, academic, and vocational needs.

Numerous formal agreements, alliances and networks contribute to and strengthen the broad range of opportunities available to students. Community partners convey confidence in the positive relationships, effective processes and shared goals that underpin partnership arrangements. A broad range of school events showcase student achievement, and strong sporting and cultural programs enhance the school's reputation in the local area and promote parent engagement. Parents are recognised as valued partners in their child's education.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Systematically enact Quality Assurance (QA) processes for all school processes and policies to ensure they are being implemented with fidelity and are achieving anticipated outcomes.

Domain 6: Systematic curriculum delivery

Refine moderation processes to target the student work that needs the most attention and ensure all teachers align their teaching and assessment to the Australian Curriculum (AC).

Domain 4: Targeted use of school resources

Review human resource allocations, including leadership positions, to determine their impact on students' academic and wellbeing outcomes and teaching practice.

Domain 7: Differentiated teaching and learning

Broaden teachers' confidence and capability to provide effective differentiation strategies to enable all students to access and progress through the curriculum.

Domain 6: Systematic curriculum delivery

Collaboratively establish processes for school and curriculum leaders to participate in planning and observing learning to monitor that the intended curriculum is enacted.