

Wynnum State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the tribes that make up Quandamooka nation, namely the Nughri of Moorgumpin (now known as Moreton Island) and the Nunukul and Gorenpul of Minjerribah (Stradbroke Island), the people of the sand and the water. The language spoken is Jandai.

About the school

Education region	Metro South Region
Year levels	Prep to Year 6
Enrolment	690
Indigenous enrolments	9.4%
Students with disability	16.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1018

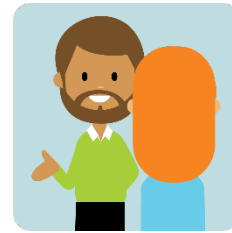
About the review

 3 reviewers from 30 April to 2 May 2024	 134 participants	 42 school staff
 62 students	 22 parents and carers	 8 community members and stakeholders

Key improvement strategies

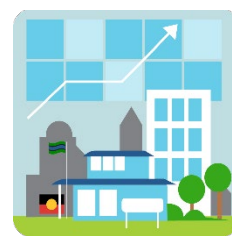
<p>Domain 6: Leading systematic curriculum implementation Establish consistent opportunities for teachers and leaders to jointly plan curriculum and discuss relevant achievement standards to foster shared staff understanding of curriculum expectations.</p> <p>Domain 1: Driving an explicit improvement agenda Review and communicate instructional, strategic and operational roles and responsibilities of leaders to provide greater clarity of accountabilities for enacting the Annual Implementation Plan (AIP).</p> <p>Domain 6: Leading systematic curriculum implementation Collaboratively prioritise reviewing and refining unit plans, including aligned sequences of teaching and learning, to ensure alignment of curriculum and assessment and provide clarity to teachers on what to teach.</p> <p>Domain 3: Promoting a culture of learning Strengthen the whole-school Positive Behaviour for Learning (PBL) approach to ensure evidence-informed strategies are understood by teachers and implemented consistently.</p> <p>Domain 8: Implementing effective pedagogical practices Develop opportunities for leaders and teachers to engage in discussions focused on pedagogy to foster a shared understanding and language about pedagogy.</p>
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Key affirmations



Leaders and staff work together to build a culture where diversity is valued and celebrated and parents are partners in their child's learning.

Parents and students describe a school where a strong sense of community is established. Parents indicate they feel welcome at school and that staff are approachable and responsive. The school has a diverse student population. Leaders plan to build student and staff cultural awareness to ensure they are responsive to the diverse needs of students and families. Parents and staff speak proudly of the prominence of the school within the local area and its tradition of community connections.



Staff articulate a strong commitment to growing First Nations perspectives within the school.

The teacher facilitator of the First Nations committee, Wynnum Bajara, defines the overall goal to embed Aboriginal and Torres Strait Islander perspectives widely across the school and local community. A number of committed staff, parents, students and local Indigenous Elders from the Quandamooka nation are working together to support cultural capability initiatives, including the development of a comprehensive Reconciliation Action Plan (RAP).



Staff describe a strong sense of collegiality across their teams and value the personal and professional support provided.

Teachers speak appreciatively of a culture of sharing and ongoing collaboration with year level colleagues. Teachers and leaders value the role of teacher aides and support staff within the school. Teacher aides express they feel valued and supported as team members. Staff acknowledge leaders are approachable and responsive to professional and personal matters.



Teachers express appreciation for the opportunity to engage with cohort colleagues in Professional Learning Teams (PLT).

Teachers acknowledge the benefit of PLT meetings fortnightly for collaborative planning and targeted professional learning. Leaders acknowledge teachers actively use student data to inform practices that lead to improvements in academic performance. Teachers articulate PLTs are opportunities to monitor marker students through the academic case management process. Teachers identify the new appointment of 8 Leaders of Learning (LOL) positions to lead PLTs, deepen teacher leadership and broaden curriculum expertise.