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1. Introduction

1.1 Background

This report is a product of a review carried out at Walloon State School from 2 to 4 March 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Karrabin-Rosewood Road, Walloon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1877</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>252</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>8.3 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
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</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>963</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2015</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>14.67 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Rosewood State High School, Rosewood State School, Haigslea State School, Mount Marrow State School.</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Robust Vocabulary, War Games</td>
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</table>
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 Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN)/literacy coach, Special Education Program (SEP) teacher
  - 10 teachers
  - Librarian
  - Six teacher aides
  - Chaplain
  - 30 students from Prep to year 6
  - Two administration officers
  - Rosewood State High School principal
  - Parents and Citizens’ Association (P&C) president and tuckshop convenor
  - 24 parents and community members
  - One cleaner, one groundsmen
  - Member for Ipswich West – Mr Jim Madden

1.4 Review team

Stephen Bobby  
Internal reviewer, SIU (review chair)

Maureen Colman  
Peer reviewer

Christine Tom  
External reviewer
1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.
2. Executive summary

2.1 Key findings

- The leadership team articulates an explicit agenda for school improvement

  The school improvement agenda is effective in focusing, and to some extent narrowing and sharpening, the whole-school’s attention on core learning priorities. The leadership team analyses school performance data linked to the improvement agenda and is aware of trends in student achievement levels over a number of years.

- All teachers utilise diagnostic testing in reading to inform their planning and make adjustments for individual student learning.

  The school has recently established a reading data wall that tracks student progress using PM benchmarks and PROBE. Data meetings, using the data wall as a foci are scheduled with the class teachers, Support Teacher Literacy and Numeracy (STL&N)/literacy coach and the principal.

- The school has a friendly, welcoming tone.

  Parents, students and staff member responses indicate a strong sense of pride in the school grounds and its learning environment. Parents and Citizens’ Association (P&C) representatives appreciate the strong team leadership of staff working together to achieve greater student outcomes.

- The leadership team utilises human and material resources to address school and student needs.

  Teacher aides have been deployed to support literacy and numeracy group rotations and classroom learning using targeted timetabling. The school utilises the services of a speech language pathologist through the purchase of additional time to support the number of students requiring intervention for speech language.

- The leadership team place a high priority on the professional learning of teachers and teacher aides.

  There is an expectation that all teachers be highly committed to continuous improvement of their own teaching.

- The school has a coherent, well-sequenced whole-school curriculum plan.

  The leadership team plays a strong lead role in the continual refinement of the whole school curriculum plan for the school. Teachers plan collaboratively around the Curriculum into the Classroom (C2C) units.
• The leadership team places a high priority on teachers having comprehensive and relevant data about individual student's capabilities and learning needs.

Student achievement and outcomes data placed on the data wall provide teachers with the relevant information on individual student's levels of achievement and identify the starting points for teaching and learning. Data is updated each term and leads to the grouping of students for reading.

• The leadership team is focused on evidence-based pedagogical models that support effective teaching and learning.

The leadership team has accepted personal responsibility for driving improvements in planning, teaching and learning throughout the school and clearly articulates expectations to teachers, students and parents. The leadership team demonstrates sound knowledge of research that is relevant to the school’s focus on effective teaching practices.
2.2 Key improvement strategies

- Refine and embed the model of Explicit Instruction (EI) which is supported by a culture of modelling, coaching, mentoring and feedback.

- Refine the school processes used to monitor student attendance. Implement specific strategies to decrease absentee rates of students with less than 85 per cent attendance.

- Collaboratively review and revise the school Responsible Behavior Plan for Students (RBPS) and widely communicate the updated document.

- Collaboratively develop and implement data collection cycles focused on student well-being and behaviour. Analyse this data to inform improved student learning outcomes.

- Collaboratively review the present format of the reflective comments on student progress report to better inform parents on what content was taught and learnt and what the next steps are for individual student learning.

- Align the adapted C2C curriculum, pedagogy and assessment.

- Ensure a variety of higher order thinking tasks are included in group activities and assessment tasks to cater for the differentiation of abilities within the groups.
3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The leadership team articulates an explicit agenda for school improvement.

High expectations are expressed by some staff and reflect a whole-school commitment to consistent, successful teaching and learning.

The school improvement agenda is effective in focusing, and to some extent narrowing and sharpening, the whole school’s attention on core learning priorities.

Classroom Icons such as *T.E.A.C.H the Walloon Way – this is how we roll*, pedagogical framework, classroom expectations and high quality lessons are displayed in all classrooms.

The leadership team analyses school performance data linked to the improvement agenda and is aware of trends in student achievement levels over a number of years.

Some staff members are able to articulate school wide targets that are aligned with the improvement agenda.

The school’s improvement agenda is communicated to parents through the newsletter, school Facebook page and parent-teacher interviews. Parents express varying degrees of understanding and interest in the improvement agenda.

Reading is the focus of the improvement agenda and has been for a number of years. Teachers articulate that they use an explicit reading program and incorporate a range of approaches including; Cars and Stars, Read it Again, Robust Vocabulary and *Words Their Way*.

The school is moving towards a greater focus on numeracy and is relying on the Support Teacher Literacy and Numeracy (STLaN) to progress the improvement agenda through modelling, mentoring, coaching and professional development activities.

The leadership team is committed to improving the quality of teaching and learning as evidenced through the development of agreed research based Explicit Instruction (EI) practices. There is evidence that the model of EI is implemented in all classrooms although this is yet to be fully embedded.

Quality professional development is provided by the leadership team and external experts. There is an established process of observation and feedback to teachers. Plans are in place for peer observation opportunities to be introduced and developed.
Supporting data
Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

Improvement strategies
Refine and embed the model of EI which is supported by a culture of modelling, coaching, mentoring and feedback.

Further develop and embed the curriculum learning priorities, such as reading, writing and numeracy.

Implement further strategies to reinforce and communicate school-wide understanding of targets.
3.2 Analysis and discussion of data

Findings

There is evidence the leadership team view reliable data as essential to the effective leadership of the school.

National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates that the school is performing above Queensland State Schools (QSS) in terms of the percentages of students meeting National Minimum Standard (NMS) in reading and writing in Year 3. The percentage of students meeting NMS in writing in Year 5 is below QSS in writing and similar to QSS in reading.

The school’s relative gain (2013-2015) is similar to Similar Queensland State Schools (SQSS) in all areas with the exception of numeracy which is below SQSS.

The school’s Mean Scale Scores (MSS) are statistically above SQSS in Year 3 writing. MSS in Year 3 reading and Year 5 reading and writing are similar to SQSS.

The percentages of students in the Upper Two Bands (U2B) in reading and writing in Year 5 is statistically similar to SQSS. The percentages of students in the U2B in reading and writing in Year 3, is statistically above SQSS.

The school has a diagnostic testing timetable and documented diagnostic testing standards and targets. Student achievement data is collected at various junctures throughout the year. The school uses a range of instruments including PM Benchmarking and PROBE, to track and monitor student progress and to inform pedagogical practice in reading. Further data collection tools are used monitor student learning in other learning areas. Teachers enter some data on OneSchool. Teachers indicate additional student data is stored in class mark books.

All teachers utilise diagnostic testing in reading to inform their planning and make adjustments for individual student groupings. A number of teachers expressed a desire to further build their data literacy capacity.

There is evidence that some class teachers maintain a data recording tools in reading and other learning areas to track and monitor individual student progress. Some staff members use this data to set individual learning goals for students. The goals setting process is not systematic.

The school has recently established a reading data wall that tracks student progress using PM benchmarks and PROBE. Data meetings, using the data wall as a foci are scheduled with the class teachers, STL&N/literacy coach and the principal. Staff members comment this process is generating professional conversations about student achievement in reading. This information forms part of the discussion and leads to a plan for student learning intervention.

Data meetings are conducted each term between the leadership team and class teachers.
The collection of behaviour data is lodged on OneSchool. No evidence was provided that student well-being data is collected. Analysis of well-being and behaviour data is yet to be commenced.

Whilst parents can describe how the school provides information on learning progress through scheduled interviews and report cards, some parents and some staff members describe the desire for more individual learning depth to be added to the learning area comments.

All parents commented on the positive relationship they had with their child’s teachers.

**Supporting data**

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement target, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

**Improvement strategies**

Develop a process for the consistent implementation of SMART (specific, measurable, attainable, relevant and time bound) student learning goals in all classrooms.

Collaboratively develop and implement data collection cycles focused on student well-being and behaviour. Analyse this data to inform improved student learning outcomes.

Collaboratively review the present format of the reflective comments on student progress report to better inform parents on what content was taught and learnt and what the next steps are for individual student learning.
3.3 A culture that promotes learning

Findings

The school has a friendly, welcoming tone. Parents, students and staff member responses indicate a strong sense of pride in the school grounds and its learning environment. Parents and Citizens’ Association (P&C) representatives appreciate the strong team leadership of staff members working together to achieve greater student outcomes.

Students describe positive relationships with teachers, reflect positively on the way teachers assist where difficulty is experienced and observe that teachers make learning fun.

“Every student matters every day and can achieve higher” is a statement on the school’s pedagogical framework and reflects a commitment to purposeful and successful learning.

The vast majority of staff members focus strongly on quality learning and create a classroom climate in which all students can achieve. Some teachers have an overt and shared commitment to the improvement of teaching and welcome feedback.

The current student attendance rate is 95.4 per cent. The percentage of students with less than 85 per cent attendance is 9.4 per cent. The school has attendance follow-up procedures. The impact these procedures have on improving attendance rates is yet to be realised.

Respectful and caring relationships are reflected in the interactions between staff members, students and parents in formal and informal settings. Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning. Some staff members indicate limited parent participation in the classroom.

Some staff members use their specific talents to provide additional opportunities for students through music, dance and sport.

A collegial culture is evident amongst teachers, who provide professional and personal support for each other through informal interactions and partnerships.

All classrooms have positive reward systems which are known and valued by students. Strategies to promote appropriate behaviour can be articulated by all staff members and students. All staff members and students engage in the school’s five step process for inappropriate behaviour. Some parents are aware of and understand the process. There is some evidence the incidences of inappropriate behaviour are recorded in OneSchool.

The current Responsible Behaviour Plan for Students identifies Pathways to Peace as a key strategy in developing a student’s self-responsibility for managing his or her behaviour. Pathways to Peace artefacts evident in some areas of the school.
Some staff members indicate there is inconsistent implementation of processes to address inappropriate behaviour and student self-responsibility.

The leadership team report an intent to move towards a consistent whole-school approach to managing behaviour through the implementation of the positive behaviour and learning strategy.

**Supporting data**

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

**Improvement strategies**

Refine the school processes used to monitor student attendance. Implement specific strategies to decrease absentee rates of students with less than 85 per cent attendance.

Collaboratively review and revise the school Responsible Behaviour Plan for Students and widely communicate the updated document.

Implement strategies to increase parent participation in the classrooms.
3.4 Targeted use of school resources

Findings

The leadership team utilise human and material resources to address school and student needs.

Targeted use of personnel is evident. Teacher aides have been deployed to support literacy and numeracy group rotations and classroom learning using targeted timetabling. Teachers comment favourably of this structure.

The school's budget is initially prepared by the principal and the administration officer (AO2). Consultation of budget expenditure is then collaboratively discussed with the full leadership team. The final budget is presented annually to the P&C for endorsement. Monthly budget review meetings are conducted between the principal and the AO2.

Great Result Guarantee (GRG) funding in the amount of $75,647 was unspent in 2015. All carryover GRG funding and Investing for Success (I4S) funding is fully allocated for 2016.

The school utilises the services of a speech language pathologist through the purchase of additional time to support the number of students requiring intervention for speech language. This support has enabled the adoption of programs such as Robust Vocabulary across the school.

Information and Communication Technology (ICT) is readily available throughout the school including desktops, and Smartboards in classrooms. Some teachers and parents report that the ICT resources are underutilised to support student learning. There is scope for teacher mentoring in the use of digital technologies that support teaching and learning.

The current school bank balance is $295,060. This includes current targeted funds for asset replacement and I4S funds.

Supporting data

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

Improvement strategies

Ensure all targeted funding is utilised to support student learning outcomes in a timely manner.

Build staff and student capacity in the use of digital technologies to ensure that ICT resources are more utilised to enhance learning outcomes for students.
3.5 An expert teaching team

Findings

The leadership team places a high priority on the professional learning of teachers and teacher aides. Staff members take a personal and collective responsibility for improving student outcomes.

The leadership team is highly visible in the school and works alongside teachers in modelling expected practice and takes an active part in professional learning.

There is clear evidence that the leadership team views the development of an expert teaching team as essential to improving learning outcomes for students. There is an expectation that all teachers be highly committed to continuous improvement of their own teaching.

The leadership team recognises the importance of sharing and implementing best practice. All teaching staff intend to conduct exemplar EI lessons for Queensland Association State School Principals’ (QASSP) delegates in Term 3.

The leadership team undertake classroom *walk-throughs* and formal observations as a means of providing feedback to individual teachers. These observations assist the leadership team to celebrate good practice and to identify opportunities for additional development.

Teachers are open to coaching, mentoring, observing others work and receiving feedback on their teaching through a formalised school-wide process. Peer observations and feedback are yet to be formally established.

There are strong links between the school’s professional improvement agenda and enhancing the skills and capacity of all teachers in EI methodology and practice. The school has invested significant resources to enhance teachers’ pedagogical knowledge.

Role and responsibilities are documented, in draft, for key leadership positions in driving the improvement agenda. Distribution and discussion of these roles and responsibilities are yet to be established across the school.

All teaching and non-teaching staff members report they are well supported by the leadership team and their peers.

All teaching and some support staff members report that they participated in mandatory training and curriculum professional learning at the beginning of the year. Some teachers report that the induction process, addressing school operational processes does not currently provide sufficient information in a timely manner.

Documented Professional Development Plans (PDPs) 2016 for teachers are submitted to the leadership team. PDPs are yet to be implemented for teacher aides.
Teachers with particular curriculum expertise have opportunities to share practices through team teaching approaches, these practices are encouraged by the leadership team.

A mentor teacher is working with the beginning teacher to support teaching skill development. This is implemented through fortnightly mentoring meetings.

Moderation practices between year level teams are conducted regularly. No current networks with local schools exist to moderate student work and align judgements. There is planning in place for this to occur from the beginning 2017.

**Supporting data**

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

**Improvement strategies**

Build long-term explicit induction program that addresses the ‘Walloon Way’. This is to include operational processes, current school priorities and teaching practices.

Implement a formalised approach to peer observation, coaching and feedback.

Document and publish the leadership team’s roles and responsibilities.

Develop and implement PDPs for all school staff members.
3.6 Systematic curriculum delivery

Findings

The school has a coherent, well-sequenced whole-school curriculum plan. The leadership team is scaffolding the curriculum planning process leading towards alignment between C2C and the Australian Curriculum (AC).

Teachers plan collaboratively around the C2C units, but there is no evidence that the assessment tasks are modified to reflect the adapted C2C units.

Teachers are supported by the Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN) in using a range of materials that give students the opportunity to practise and demonstrate the skills taught.

Interviewed students stated the curriculum is not challenging nor meeting the needs of high achieving students in the school. In some classes activities focusing on digital technologies present exciting and challenging experiences for students. Extra-curricular activities such as science club initiated by a student, guitar, orienteering and golf provide opportunities for students to be creative and engaged.

The instrumental music teacher aims to engage students in a brass and woodwind school band to provide performance opportunities. Staff members have initiated after-school teaching sessions for students to learn to play the guitar and drums with the intent of forming a school rock band. The school choir is trained by a class teacher and performs on celebratory occasions at the school.

The leadership team ensures all curriculum areas meet departmental time allocation and delivery requirements.

The teacher librarian coordinates with class teachers to resource and enhance curriculum delivery, especially in literacy and provides an attractive and welcoming environment that encourages reading and research.

Excursions build on students’ existing knowledge and skills and provide authentic, historical, real-life and relevant experiences. There are some locally relevant experiences presented to the students but limited opportunities to celebrate local historical or indigenous.

The leadership team plays a strong lead role in the continual refinement of the whole-school curriculum plan, however there is no representative curriculum committee established in the school to allow for staff member participation.

The reporting of student performance is aligned to the AC standards of A to E and provides care-givers and students with information about the student’s achievement of expected curriculum outcomes. Parent-teacher interviews provide relevant and informative discourse about student learning but the written report card is less informative and based on summary statements about what has been taught with an achievement standard allocated along with a rating of the student’s effort.
Student learning is monitored systematically across the years of schooling and opportunities for parents to understand the focus of the learning each year is provided by year level parent information nights conducted annually early in term one by each class teacher.

**Supporting data**

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.

**Improvement strategies**

Align the adapted C2C curriculum, pedagogy and assessment.

Establish a representative curriculum committee to incorporate the AC as the key driver for future curriculum design and delivery across the school.

Develop a report card that provides information to parents and the student about what the student knows and can do in relation to the curriculum intent and next steps for learning.

Investigate historical events and the local community environment to develop and implement a more locally relevant curriculum.
3.7 Differentiated teaching and learning

Findings

The leadership team places a high priority on teachers having comprehensive and relevant data about individual student’s capabilities and learning needs. Data becomes the basis for teachers’ classroom planning, especially in reading, writing and mathematics.

Student achievement and outcomes data placed on the data wall provide teachers with the relevant information on individual student’s levels of achievement and identify the starting points for teaching and learning. Data is updated each term and leads to the grouping of students for reading.

The leadership team promotes the use of differentiated teaching as a strategy for ensuring that each student is engaged and learning successfully.

Teachers recognise the need to plan for differentiated learning experiences and assessment tasks, and incorporate structural differentiation into their teaching program by grouping students into ability levels.

There is limited evidence of pedagogical differentiation which requires higher order thinking tasks to cater for the differing abilities within each group, especially for the higher ability students.

Teacher aides are assigned by the teachers to the groups where they provide support to students in reading, writing and mathematics.

Teachers are expected to set high expectations for their students and many teachers describe and write their learning goals for each lesson so that students can see explicitly what they are to learn and what they are to do to demonstrate success in learning. In most classes, these are not recorded by the student in their workbooks. Students are encouraged to consider their personal academic and well-being goals. The extent to which these reflections are recorded is limited.

There is some evidence that students engage in some reflective practices at the conclusion of lessons. Teachers state that they reflect on their teaching practices at the end of lessons and some adjust their teaching on the basis of this self-evaluation.

Supporting data

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.
**Improvement strategies**

Quality assure the implementation of pedagogical differentiation strategies in all classes, especially for the high achieving students.

Plan for differentiated curriculum activities that incorporate higher order thinking in the *You Do* component of the EI model.

Implement and embed self-evaluation practices at the end of each lesson for both teachers and students.

Ensure a variety of higher order thinking tasks are included in group activities and assessment tasks to cater for the differentiation of abilities within the groups.
3.8 Effective pedagogical practices

Findings

The leadership team is focused on evidence-based pedagogical models that support effective teaching and learning. The leadership team has accepted personal responsibility for driving improvements in planning, teaching and learning throughout the school and clearly articulates expectations to teachers, students and parents. The leadership team demonstrates sound knowledge of research that is relevant to the school’s focus on effective teaching practices.

Teachers across the year levels are incorporating the EI model while modifying and implementing C2C. The leadership team provides clear and explicit policy guidelines and demonstrates effective teaching strategies to assist teachers in implementing the model effectively.

Teachers and leaders are committed to implementing quality teaching and learning methods that explicitly focus on improved outcomes for students in reading, writing and numeracy. They use EI to connect new material to past learning and prior knowledge and assist students to see the continuity in their learning over time. Warm ups reinforce prior learning by incorporating literacy and numeracy activities.

Teachers use Socratic questioning to encourage student thinking in the warm ups, however there is little evidence that activities engage and challenge the higher achieving students in the You Do component of the instructional process. Students expressed a desire for more challenging and engaging activities to support their problem solving and learning.

Feedback to students by teachers is a key focus of the pedagogical model, and is evident in classrooms as mostly verbal or non-verbal form rather than written.

The school implements a Feedback Stamp for teachers to use in providing detailed feedback on students’ work. Professional development is provided to teachers to encourage a more frequent and comprehensive approach to providing students with timely feedback to guide their learning.

Feedback to teachers on their practice has been introduced through observations and classroom visits by the principal, HOC and STLan. The teachers being observed value both the process and discussion following the observation. The oral and written feedback provided to the presenting teacher by the principal and others has been welcomed and valued.

Supporting data

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.
Improvement strategies

Provide engaging and challenging learning activities so that all students, especially the higher ability students, are required to use higher order thinking to achieve.

Extend the opportunities for the leadership team and peers to provide feedback to teachers on aspects of their teaching.
3.9 School and community partnerships

Findings

The school is well supported by the P&C. Parents express satisfaction with the education that their child receives at the school.

Parent involvement in the school, as partners in learning, is encouraged while inconsistent across classrooms. A strategic approach to parent engagement is yet to be developed.

There is scope to better inform and engage parents as partners in their child’s learning and commitment to the school improvement agenda.

The school has a relationship with the Ipswich City Council and the school captains act as guardians of the Babes of Walloon Park.

There is a link to Henry Lawson as he penned a poem ‘Babes of Walloon’ and the school students take part in poetry writing and enter the Ipswich poetry competition.

The school is involved in transition to Prep alliances with neighbouring kindergartens and attend cluster meeting on a regular basis. Kindergartens are invited to attend Prep open days and community events.

There is limited evidence of documented partnerships with local organisations although there are some good relationships with local organisations.

The school maintains a partnership with Rosewood State High School as the key feeder to support student transition to secondary school.

There are established transition processes and programs including a one-day Day of Experience program, and a Students With Disability (SWD) graduated transition program the occurs across Terms 3 and 4.

The HOC works closely with her counterpart at Rosewood State High School to ensure that teaching staff at both locations have a shared understanding of the EI model as Walloon State School’s signature pedagogy.

Supporting data

Annual Implementation Plan 2016, Quality Teaching and Learning Framework, Responsible Behaviour Plan for Students, School Data Profile, Headline Indicators, school improvement targets, curriculum, assessment and reporting framework, OneSchool, diagnostic testing timetable, staff member, student, parent and leadership team interviews.
Improvement strategies

Investigate and implement ways to inform and enable parents to be fully engaged as active partners in the learning of their children.

Continue to foster and formalise the relationship with local kindergarten and day care providers for the purpose of maximising successful transition into the school and enhancing learning.

Develop a deliberate strategy to engage, inform and empower parents and local organisations to be partners in learning. Investigate the establishment of a culture of mutual responsibility for student achievement.
4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Principal Supervisor to discuss review findings and improvement strategies.