

Walloon State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Walloon State School** from **9 to 11 March 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their lead principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Christine Dolley	Internal reviewer
John Enright	External reviewer



1.2 School context

Location:	Karrabin-Rosewood Road, Walloon	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	231	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.19 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	31.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976	
Year principal appointed:	Semester 2, 2019– acting	
Significant partner schools:	Rosewood State School, Rosewood State High School	
Significant community partnerships:	Camp Australia, Mt. Marrow Blue Metal Quarries	
Significant school programs:	Walloon LINKS Program, Nature Play	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, head of student engagement, head of enrichment, head of inclusion, 11 teachers, guidance officer, Business Manager (BM), two administration officers, nine teacher aides, schools officer, Prep volunteer, 49 students and 20 parents.

Community and business groups:

- President and member of the Parents and Citizens' Association (P&C) and regional manager and coordinator of Camp Australia Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of Rosewood State High School and director of Rosewood Childcare and Kindergarten (C&K).

Government and departmental representatives:

- State Member for Ipswich West, Lead Principal and Advisory Visiting Teacher (AVT) Inclusion.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School pedagogical framework	Headline Indicators (October 2019 release)
School Opinion Survey	School newsletters and website
Inclusion Placemat	Responsible Behaviour Plan for Students
School Stream app	2019 Disability and Inclusion Data
Diagnostic and formative assessment schedule	Report card and NAPLAN update Semester 1 2019
School Data Profile (Semester 1, 2019)	



2. Executive summary

2.1 Key findings

The leadership team identifies the importance of building the collective understanding of the staff members regarding the Australian Curriculum (AC).

Extensive work has been led by the principal and supported by the region over the last three terms in relation to building teacher knowledge of the AC. The leadership team identifies the importance of the priority area of curriculum delivery and express a strong desire to continue to build their knowledge, understanding and application. At the time of the review, teachers identify a high level of support for and appreciation of the focus on systematic curriculum delivery.

The school presents as a welcoming environment for all staff members, students and parents.

The extensive grounds provide a range of outdoor learning opportunities. Students express that they enjoy the focus on nature play whilst appreciating the need for appropriate behaviour during this time. Parents indicate an appreciation of the positive and caring relationships that exist across the school and that classroom teachers are approachable and interested in their child. Students value the support provided by the principal, the teachers and their peers.

The leadership team identifies the importance of all teachers having a deep understanding of the AC.

In 2019, regional Principal Advisors – Teaching and Learning (PATaL) worked with school staff members to build knowledge of the AC. The leadership team participated in alignment planning workshops to further build their knowledge and understanding of the connection between the AC and Curriculum into the Classroom (C2C). Members of the leadership team appreciate the opportunity to develop their knowledge and understanding of the AC. They indicate that their knowledge is emerging and that additional regional support would deepen their understanding. Teachers articulate appreciation for the current focus on curriculum and the opportunity provided to them to build their knowledge of the AC.

School leaders identify the importance of teachers planning together to unpack the English units.

In 2020, all classes are multi-age classes, with school leaders supporting teachers to unpack and use the Prep to Year 6 small schools curriculum. Teachers express appreciation of this the planning time and expert support. Some teachers identify a need for further support to develop their unit plans. The principal identifies the need to introduce a school-wide alignment planning template to support teachers to engage in the alignment planning process, building their knowledge of what students need to know and do to be successful, including specific strategies to differentiate for students requiring additional support or extension.



The principal and newly formed leadership team have established and are driving a strong improvement agenda.

The Explicit Improvement Agenda (EIA) identifies the three key areas of systematic curriculum delivery, inclusion and student engagement. Each key area of the EIA is unpacked in the Annual Implementation Plan (AIP), identifying a range of sub-areas for each key area. Currently, there are 37 actions across the three key areas. Teachers identify curriculum as one of the EIA key areas. Some teachers are able to identify one of the other two areas. The principal identifies the need for greater clarity and information regarding the EIA.

School leaders have a deep commitment to building an expert teaching team, including a focus on their own development and that of middle leaders.

The principal is focused on building high performing teams across the school and has recently appointed a group of middle leaders. The role of the middle leaders is to attend leadership meetings, lead colleagues in the strategic direction of the school's improvement agenda and support them in the implementation of the AC and effective pedagogical practice. The principal identifies the importance of building the instructional leadership of the leadership team and middle leaders.

School leaders articulate the high priority for classroom teachers to identify and address the learning needs of all students.

Teachers are encouraged and supported to monitor the progress of students, identify learning difficulties and tailor classroom activities to levels of readiness and need. The leadership team articulates an intent to develop the capability of all teaching staff members to plan and enact differentiated learning experiences through high-yield, evidence-based strategies.

School staff members work with community partners to identify ways the partnerships are able to contribute to student learning and wellbeing.

The recently installed nature play area showcases the benefits these partnerships can bring. The local quarry has donated a range of materials including a number of large blue granite rocks suited to climbing on. Other local businesses provided materials and labour to ensure the nature play area came together quickly. It provides a natural environment in which lower school students are able to explore and learn through play.

The Parents and Citizens' Association (P&C) works closely with the leadership team and expresses appreciation of the direction provided by the principal.

The P&C comprises a small, active group of parents who organise a range of fundraising events, including regular meat tray raffles, meat pie and hot cross bun drives supported by the local bakery, sports day food stalls and the annual Christmas bingo night. They intend to apply for grants to subsidise the fundraising efforts. In 2019, the P&C donated \$20 000 towards nature play grounds and indicates this will be the ongoing focus as they work with the school to provide replacement play areas for the middle and upper grades.



2.2 Key improvement strategies

Deepen staff knowledge and application of the AC, accessing regional support to build the capability of leaders and teachers.

Collaboratively design and implement a school-wide curriculum planning process to support classroom teaching, learning and differentiation for individual students.

Narrow and sharpen the range of actions to enact the EIA and develop a clear overview, supporting staff members and the community to engage with the three key areas.

Enhance the instructional leadership capability of members of the leadership team and of the middle leaders' group.

Develop the capability of all teaching staff members to plan and enact differentiated learning experiences using high-yield, evidence-based teaching strategies.