

## Walloon State School Triennial School Review and Strategic Plan 2010-2012

### STATEMENT OF PURPOSE

At Walloon, we wish for all people to have a positive self image and to be responsible and educated citizens. Therefore, Walloon is committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment. All members of Walloon are expected to contribute to the success of building inter-relatedness among quality learning behaviours, safe and supportive practices and appropriate interpersonal skills that make for productive and well meaning citizens. This can be achieved through a focus on our two skill sets:

#### **Pathways to Learning (Learning Skill Set)**

Thinker  
Researcher  
Communicator  
Learner  
Team Member

#### **Pathways to Peace (Interpersonal Skill Set)**

Be a Peacemaker  
Speak Kindly  
Care for Ourselves and Others  
Do the Right Thing  
Find Help  
Turn Things Around  
Be Brave

### SCHOOL CONTEXT

Walloon State School is a Band 7 school in the Moreton West District within the broader area of the Moreton Region. It is a Preparatory to Year 7 campus with a total enrolment of approximately 260 students. The total enrolment is relatively stable with a transience rate measurably below the State mean. The school services an area consisting of rural residential development. 2 600 new house blocks will gradually become available between Walloon and Rosewood from 2010. Most of the families live within the Walloon, Thagoona, Karrabin and Rosewood areas. The district is located between Ipswich and Rosewood on the main western railway line.

The school has developed many partnerships. These include partnerships with other schools in the Rosewood Cluster for curriculum and, professional development and the implementation of other Education Queensland initiatives. Community partnership with Local, State and Federal Governments remain strong with new partnerships being forged with local residential developers.

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The school's Curriculum Framework is based on the Essential Learnings, the Queensland Curriculum, Assessment and Reporting Framework and 8 Key Learning Areas which include:

Mathematics

English

Science

Studies of the Society and the Environment

The Arts

Languages other than English

Health and Physical Education

Technology

Furthermore, the school has formed a close professional working relationship across the Rosewood Cluster of Schools which has led to the development and implementation of a Rosewood Cluster Curriculum Framework that enables schools to maintain a continuity of curriculum direction for all our local students who mainly feed into Rosewood State High School.

The local community consists mainly of tradespeople with some small business owners and professional people and a growing number of families who rely on government financial assistance to meet their needs. The school has a very small number of indigenous students and English is the main language in all of the homes of our students.

The school is committed to embedding in our teaching and learning practices the diverse range of Information Communication Technologies to broaden student opportunities through modern teaching techniques in addition to offering extra curricula activities like the high and low ropes program, school camps, choir and instrumental music.

Walloon school operates in collaboration with the school Parents' and Citizens' Association and also an active Student Council.

The school grounds occupy 7 hectares with twelve teaching spaces, a well-equipped library and administration building. All are surrounded by well-maintained gardens, consistent with the rest of the school. By the end of 2009 the school landscape will also feature a significant extension to the school library and also house a new assembly and multi-purpose hall complex.

An Outside School Hours Care (OSHC) service functions within the grounds under a private lease arrangement. This also allows the school access to this facility for its own educational purposes during school hours.

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### SCHOOL REVIEW 2007-2009

Under the leadership of the Principal, a comprehensive review of school performance data and achievements against the previous School Strategic Plan was undertaken with a dedicated group of representatives across the school population. These representatives included members of staff, parents and local community members.

#### Review of School Performance Data 2006-2008

<b>LEARNING</b>	
<b>STUDENTS AND ACHIEVEMENTS (trends and patterns)</b>	
Student performance trends	<p><b>Year 2</b></p> <p><b>Reading-</b> There has been a significant reduction over the past three years in the number of students requiring additional support. In relation to the distribution of students across the Reading phases, 2007 results were comparable to both State and Like School means, with 2008 measurably higher than both and 2009 measurably lower than State and Like School means.</p> <p><b>Writing-</b> The number of students requiring additional support has significantly decreased over time. Distribution of students across the Writing phases show that 2008 results were comparable to both State and Like School means, while 2007 and 2009 were measurably lower than both.</p> <p><b>Number-</b> There has been a significant reduction in the number of students requiring additional support over the last three years. Distribution of students across the Number phases show that 2008 results were measurably higher than both State and Like School means, while 2007 and 2009 were comparable to both.</p> <p><b>Year 3</b></p> <p><b>Literacy</b> School NAPLAN results in 2008 were measurably lower than National means in Reading, Writing, Spelling, Grammar and Punctuation. State Testing in 2007 showed student results in Literacy Overall to be comparable to both State and Like School means.</p> <p><b>Numeracy</b> School NAPLAN results in 2008 were measurably lower than National means in Numeracy. State Testing in 2007 showed student results in Numeracy Overall to be measurably lower than the State mean.</p>

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	<p><b>Year 5</b></p> <p><b>Literacy</b> School NAPLAN results in 2008 were comparable to the National means in Reading and Writing and measurably lower than National means in Spelling, Grammar and Punctuation. State Testing in 2007 showed student results in Literacy Overall to be measurably lower than both State and Like School means.</p> <p><b>Numeracy</b> School NAPLAN results in 2008 were measurably lower than National means in Numeracy. State Testing in 2007 showed student results in Numeracy Overall to be measurably lower than both State and Like School means.</p> <p><b>Year 7</b></p> <p><b>Literacy</b> School NAPLAN results in 2008 were measurably lower than National means in Reading, Writing, and Grammar and Punctuation; while comparable to in Spelling. State Testing in 2007 showed student results in Literacy Overall to be comparable to both State and Like School means.</p> <p><b>Numeracy</b> School NAPLAN results in 2008 were measurably lower than National means in Numeracy. State Testing in 2007 showed student results in Numeracy Overall to be comparable to both State and Like School means.</p>
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## Walloon State School Triennial School Review and Strategic Plan 2010-2012

### Major Focus Areas of School Strategic Plan 2007-2009

#### *1. Review Findings: Focussed and Consistent Curriculum*

In 2007, a Head of Curriculum was appointed to the school for two days per week. The provision of this role has seen the curriculum agenda progress significantly, with the school now at or ahead of schedule for the implementation of systemic agendas.

Over the past three years there has been a significant change in staffing at the school level. The implementation of the Rosewood Cluster of Schools' Curriculum Framework has ensured a more seamless transition for new staff.

Our commitment towards a focussed and consistent curriculum has also seen the inclusion of in our teaching and learning practices:

- Focus on intervention to close the gap in identified student learning (eg: Even Start)
- Student monitoring system to expose 'distance travelled' in student learning, data trends and shortfalls in performance to inform areas of focussed intervention and school based and classroom planning
- Professional development provided for all staff in teaching of reading and comprehension strategies through the CARS and STARS reading program. Although the implementation of this program is in its infancy, early teacher feedback has been positive and teachers have been equipped with real resources enabling them to explicitly teach reading strategies to every student
- Professional development provided for all staff resulting in teachers identifying the need of foregrounding quality assessment and ability of critiquing student work samples. This has led to a more focussed curriculum and consistency of teacher judgment and curriculum implementation.
- Development and Implementation of Cluster Curriculum Framework, based on QCAR guidelines
- Implementation of comparable cluster assessment tasks ensuring the foregrounding of quality assessment, consistency of curriculum delivery and consistency of teacher judgement inclusive of moderation processes.
- Maintained commitment to Cluster MPOL initiatives- Days of Excellence
- School mathematics program developed to provide a usable working document adhered to throughout the school resulting in consistency of curriculum delivery and consistency of assessment practices.
- Implementation of the early years curriculum from P-3 providing consistency of intended curriculum leading to consistency of delivered curriculum

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- Implementation of Prep year ensuring all children are 'prepared' for school in all 5 conceptual areas including the provision for early intervention
- Promotion of teacher teams to ensure consistency in curriculum delivery across cohorts, pedagogical support, and consistency of assessment practices and reporting of student learning.

### *Recommendations for future directions:*

- Develop and implement modern assessment techniques that open up opportunities for students and parents to be a part of the ongoing development of student learning.
- Implement a formal tracking device of student achievement from Prep through to Year 7
- Intervention programs to be based in classroom environments and directly linked to improving student benchmarks based on national standards
- Implement targeted programs for literacy that specifically address the Teaching of Reading from Prep to Year 7
- Implement targeted programs for numeracy that specifically address practices of inquiry based learning from Prep to Year 7
- Adopt whole school approaches to the Teaching of Writing

### 2. *Review Findings: Literacy*

In our agreement written in 2007, there were many aspects of literacy that were tabled for development and many projects that were required for implementation. It is pleasing to note that these areas have been developed and implemented. These have included:

- maintaining required time allocation to literacy in classroom time tabling
- all teachers to undertaking State Literacy Training
- Committing to a Scope and Sequence Guide for genre and grammar
- Targeted funds to further enhance resources for programs in reading consistency P-7
- Continuing intensive intervention for students identified in school data as being below literacy benchmarks

A notable project has been our "Even Start" program to accelerate improved learning outcomes for students identified with Literacy deficits. This program has improved the student learning outcomes for all students identified as being below the national benchmarks in literacy. Anecdotal data also demonstrates strong progress made in particular with the Year 4 cohort of students utilising this form of intervention.

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### *Recommendations for future directions:*

- Common approaches to the teaching of reading strategies with the intention of improving student learning outcomes in reading comprehension
- Common approaches to writing development from P-7 with the intention of improving student learning outcomes in designated genres identified in school programs

### 3. *Review Findings: Harmonious and Productive Learning Environments*

In conjunction with Simon Petrie and the Pathways to Peace philosophy, Walloon has begun to position itself to filter Pathways to Peace throughout every domain of school life. This has been a forward moving program but with challenges along the way. A truly great culture takes many consistent years of commitment from students, staff and community, and after only 2 years in development, the culture will continue to require a significant focus for many years to come.

Pathways have found it linked solidly in all aspects of school policy and direction. These include:

- our school web page
- Information Handbook
- School Strategic Plan
- Responsible Behaviour Plan
- Classroom Programming

An additional program established in the school that helps drive cooperative and supportive behaviour is our High and Low Ropes program for students in Years 5-7. This has continued to grow with strength and students from across these class groups embrace it with enthusiasm. Our school/community instructor team has also grown quite strongly in 2009.

Our future direction for Pathways will be tied to a deeper embedding of cultural practices. These will be outlined more clearly in the Strategic Plan.

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### Intermediate Focus Areas of School Strategic Plan 2007-2009

#### 4. *Review Findings: Early Years of Learning Implementation*

This has been a tremendous success story for our school. Walloon has been fortunate enough to house a highly qualified, enthusiastic and highly skilled early childhood team of teachers. The management, teaching, shaping and support of students from Prep to Year 3 have been a successful venture in itself.

The range of tasks that were ahead of the team many years ago was quite staggering. There was a significant need for resource re-organisation, professional development and training, the implementation of the new Early Years Curriculum Guidelines and a shift in the direction of record keeping. On top of this was the need for preparing students and community for the transition from a part time program to full time prep.

#### 5. *Review Findings: Reporting to Parents*

In response to the government's legislation for a common approach to written reports to families twice per year, Walloon has established a reporting framework. This reporting framework states that families who have students attending Walloon School will be entitled to a formally written report at the end of each semester and a formally scheduled face-to-face interview for each mid semester. These processes will be formalised to ensure all families are timetabled into face-to-face interviews twice per year.

#### 6. *Review Findings: Growth Preparation Plan*

This process has been postponed due to Local and State Council being unable to financially justify sewerage treatment plan infrastructure in the Walloon Community. It is understood that approval has now been granted for this to occur during 2010.



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### Minor Focus Areas of School Strategic Plan 2007-2009

#### 1. *Review Findings: Homework*

This was a major theme for community engagement. Again, new State policy shaped the direction of schools, encouraging us to consider a common approach to homework delivery at the school. As a result, a cross section of families and staff were selected to spearhead a comprehensive review of school homework policy for the purpose of fine tuning our position. This policy was published for all families and posted on our school web page.

In this current School Review our community was surveyed asking for their opinions about how effectively the policy had been implemented. Virtually all aspects of the policy were supported with two recommendations for change:

- The policy should reflect that if a student were to mark their work it should be their own and only aspects of homework with high volumes of single answer responses; and
- There should be a greater flexibility in homework completion dates (i.e.: over a ten day period that takes in the weekend so that working parents can support their students more regularly)

The policy will be amended to reflect these recommendations.

#### 2. *Review Findings: Information Communication Technologies*

The school has done a remarkable job in securing many different types of technology for the school. The installation of interactive whiteboards in every second classroom, the laptop for teachers program, digital camera for each teaching block and a fully wireless and hard cable network access to a server and internet has created an environment of great accessibility. By the end of 2009, the whole school will be fitted with interactive whiteboards.

The problem now lies in ongoing, quality professional development that will offer teachers the improved capacity to utilise these tools for more effectively. This has been a poorly addressed feature of school development. Furthermore, recurrent funding to maintain the quality facilities that are here also seems insurmountable for the present moment and will need to be strategically planned and mapped over the coming three years.