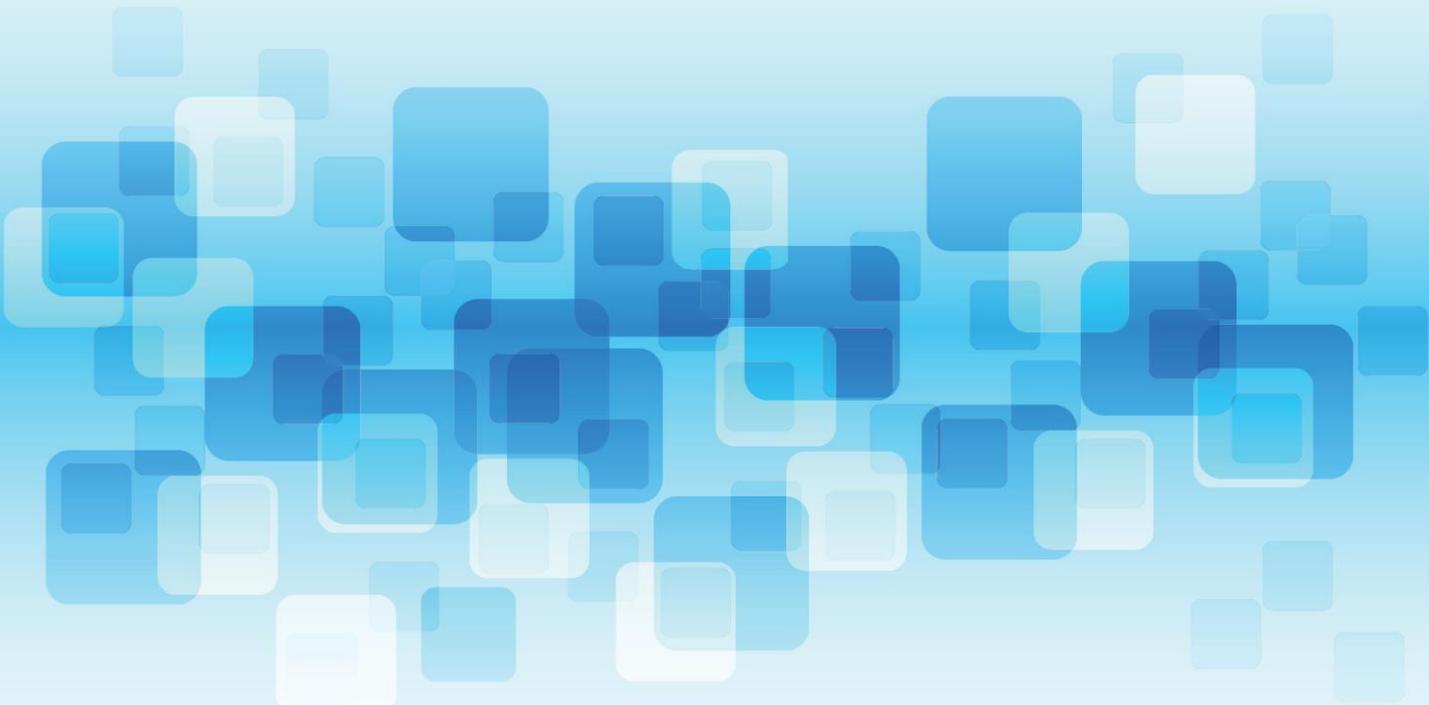




School Improvement Unit Report

Wallumbilla State School Executive Summary



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wallumbilla State School** from **6 to 8 September 2016**.

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 consider in consultation with its regional office and school community.

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

The schools will publish the executive summary on the school website within two weeks of receiving this report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 School context

Location:	High Street, Wallumbilla
Education region:	Darling Downs South West Region
The school opened in:	1895
Year levels:	Prep–Year 10
Current school enrolment:	106
Indigenous enrolments:	11.3 per cent
Students with disability enrolments:	11.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	942
Year principal appointed:	2014
Number of teachers:	12
Nearby schools:	Yuleba SS and Roma State College
Significant community partnerships:	Maranoa Regional Council, Santos GLNG



Unique school programs:	Multi-age year levels
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1.2 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Bradley Roberts	Peer reviewer
Glynnis Gartside	External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- 11 teachers and six teacher aides, 35 students, chaplain, two school facilities officers, one cleaner, 11 parents, Parents & Citizen’s Association (P&C) treasurer and Tuckshop convenor

Community and business groups:

- Wallumbilla police officer, Queensland Health nurse, Men’s Shed representative, Maranoa Regional Councillor and You Choose program leader

Partner schools and other educational providers:

- Roma State College, Yuleba State School and Surat State School

Government and departmental representatives:

- Assistant Regional Director

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators	School Data Profile (2016)
OneSchool	School budget overview
School improvement targets	Curriculum, assessment and reporting plan
School pedagogical framework	School differentiation plan
School assessment overview	Professional development plans



Responsible Behaviour Plan

School newsletters and website

Curriculum planning documents

School Opinion Survey

2. Executive summary

2.1 Key findings

The school community holds the school in high regard.

Community members and visitors articulate they are consistently impressed by the courtesy and respect shown by students of the school. High levels of trust are apparent across the school community. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs. The small nature of the school enables staff members to communicate regarding students and teaching and learning programs on a regular informal basis.

An informal process of strategic planning exists.

Staff members, parents and students articulate that spelling is a key priority for the school. An explicit strategic planning process outlining how priorities are determined and when targets within the improvement agenda are monitored is yet to be clarified. Classroom targets in line with the improvement agenda are not clearly defined for all teachers. Regular and formal review of progress towards targets is developing. The achievement of the full range of priorities for the school is dependent on the development of a workforce plan which responds to the transient nature of staffing and the need for a greater depth of leadership positions in the school.

An emerging culture of openness and critique of colleagues' practice is apparent.

Most teachers observe, critique and share pedagogical approaches with colleagues in line with the Explicit Improvement Agenda (EIA). The use of the High Performing Teams process and surveys has opened discussions between teachers.

The school applies its resources in a targeted manner to meet the identified needs of students and staff members.

Classrooms are attractive and provide engaging learning environments for students. Extra space is creatively used with most primary classrooms having access to double teaching spaces and having break-out areas for small group work. The school is neat and well presented with a welcoming ambience. School grounds and gardens are well maintained and contribute to the overall learning environment. Resources are available for further maintenance and improved presentation.



Teachers are supported to provide a differentiated curriculum for students with learning difficulties.

There is a school-wide expectation that teachers will carefully monitor student learning progress including their current knowledge, skills and understandings, and track each student's relative progress over time in literacy and numeracy. Planning for differentiated curriculum to extend high performing students is not yet apparent.

Collegial discussions regarding approaches to pedagogy occur in Professional Development (PD) sessions and staff meetings.

The school has a documented pedagogical framework based on the Anita Archer¹ Explicit Instruction (EI) model. All classrooms display artefacts associated with this pedagogy. Broad understanding and application of the model exists across the school. A formal process of modelling, feedback and coaching is yet to be embedded.

School leaders focus attention and energy on priority curriculum areas. Staff members are familiar with and work within the school's shared curriculum expectations.

Resources and assessment task criteria are developed by the Head of Curriculum (HOC) to assist teachers to make judgements. Curriculum planning is a priority within the improvement agenda for 2016. A clear and consistent process and artefact regarding unit planning is yet to be developed.

2.2 Key improvement strategies

Develop a formal and collaborative strategic planning process to establish and monitor school priorities and classroom targets in line with the improvement agenda.

Develop a workforce plan in liaison with key regional personnel.

Provide a broader range of extension and challenging learning experiences for high performing and gifted and talented students.

Align a formal feedback and coaching process to the pedagogical framework.

Develop a clear and consistent process and artefact for curriculum unit planning across the school.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.