School Improvement Unit
Report

Wallaville State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Wallaville State School from 28 to 29 May, 2015. 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>7 Grey Street, Wallaville</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1909</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>60</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>5 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>1 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>939</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>4</td>
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<tr>
<td>Nearby schools:</td>
<td>Gin Gin State School, Maroondan State School, McIlwraith State School, Bullyard State School, Booyal Central State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Gin Gin small businesses</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Green School, Breakfast Club</td>
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1.3 Review methodology
The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Five teachers
  - Three teacher aides
  - Administrative officer
  - Seven parents
  - Cleaner
  - High school principal
  - Community partner
  - 25 students

1.4 Review team
Michelle D’Netto Internal reviewer, SIU (review chair)
Lesley Vogan Peer reviewer
2. Executive summary

2.1 Key findings

- Positive Behaviour for Learning has positively impacted on the culture of the school.

  The school has clear strategies for expected student behaviour. Positive Behaviour for Learning (PB4L) is being successfully implemented and embedded across the school. Staff, parents and students report positive outcomes of the program. Student behaviour is well managed and students are ready to learn.

- A high priority is given to building and maintaining caring and positive relationships.

  Interactions between staff, students, parents and families are caring, polite and inclusive. High priority is given to building and maintaining positive and caring relationships. Parents are encouraged to partner with the school and are welcomed into classrooms.

- The school’s curriculum plan presently lacks a degree of cohesiveness.

  The Australian Curriculum is delivered through the Curriculum into the Classroom (C2C) resource. It is adapted to suit the local context. There is no school overview for the delivery of units. The principal tracks units completed each year to inform the delivery for the next year and teachers are encouraged to track the content descriptors. The process for planning at this stage lacks consistency.

- The school is implementing the Art and Science of Teaching (ASoT) as a key component of its pedagogical framework.

  The school pedagogical framework is based on ASoT. In 2015, New Knowledge and Relationships are the targeted questions. The explicit teaching model is based on the gradual release of responsibility. The frameworks are yet to be embedded. Artefacts of explicit teaching are in all classrooms but at present are inconsistently implemented.

- Coaching and feedback are an integral part of the school culture.

  The school has a detailed and systematic plan for coaching and providing feedback to teachers in regards to the teaching of reading. There are plans to extend this approach to the teaching numeracy. Sustained commitment to the improvement and consistency in pedagogy is recognised by the principal as the key to student progress.
2.2 Key improvement strategies

- Formally document improvement strategies including timelines and targets and monitor progress towards set targets.

- Develop an explicit and sequenced curriculum plan, with clear alignment to the Australian Curriculum.

- Establish processes to monitor and track the delivery of the documented curriculum to enable an aligned vertical curriculum.

- Collaboratively strengthen the pedagogical framework and establish clear expectations in relation to the practice within the classrooms.

- Streamline coaching, mentoring and feedback loops to strengthen teachers’ commitment to the school priorities.