

# Wilston State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wilston State School** from **2 to 6 March 2018**.

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 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

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

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
Chris McMillan	Peer reviewer
Lynne Foley	External reviewer



## 1.2 School context

<b>Location:</b>	Primrose Street, Grange
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1920
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	883
<b>Indigenous enrolment percentage:</b>	1.3 per cent
<b>Students with disability enrolment percentage:</b>	1.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1174
<b>Year principal appointed:</b>	Term 2, 2016 (acting)
<b>Full-time equivalent staff:</b>	53
<b>Significant partner schools:</b>	Windsor State School, Stafford State School, Kelvin Grove State College, Kedron State High School, Aviation High School
<b>Significant community partnerships:</b>	Kelvin Grove State College, Queensland Academy for Creative Industries (QACI), City Cluster, University of Queensland (UQ)- Feedback for Learning project
<b>Significant school programs:</b>	Read it Again!, spelling program and Teaching Handwriting, Reading and Spelling Skills (THRASS), Gillon Phonological Awareness Program, Heggerty Phonemic Awareness Program, Young Scholars, High Achievers, GEM Mini Festivals, music program, sporting program gala days, Care 4's



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), master teacher, Head of Student Services (HOSS), guidance officer, Speech Language Pathologist (SLP), 34 classroom teachers, three specialist teachers in science, Health and Physical Education (HPE) teacher, music teacher, teacher librarian, two Special Education Program (SEP) teachers, 11 teacher aides, two Business Managers (BM), two administration officers, schools officer, student leaders, 92 students and 24 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) executive, coordinator Outside School Hours Care (OSHC) program, swimming club coach, two tuckshop convenors.

Partner schools and other educational providers:

- Director local early childhood provider.

Government and departmental representatives:

- Two ARDs.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (2017)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2018	Investing for Success snapshot report 2017
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	Curriculum placemat
Feedback for Learning cycle	Embedding the Wilston Way document
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**There is a strong sense of staff and community pride in the long history and heritage of the school.**

The school's highly regarded reputation, reinforced by the positive tone, community feel, the high standards, the strength of the teaching team, and the behaviour of all students is well known within the community. The immaculate presentation of the school grounds and heritage buildings is a testament to the care all staff, students and parents have for their school.

**Staff members at the school demonstrate the importance of positive and caring relationships for successful learning.**

Classroom teachers consciously create classroom environments that are supportive of student learning and wellbeing. Students speak positively of a school environment that provides many opportunities for physical activity, learning, creativity and fun. Parents are supportive of the school, and value the teaching team and the quality programs offered. Parents appreciate the level of support provided to all students according to their needs.

**The principal and teaching team members express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).**

There is a comprehensive range of resources developed to support curriculum unit planning and implementation. A curriculum overview that outlines what teachers should teach and students should learn is developed for each year level. A curriculum placemat that details links between curriculum planning, pedagogical strategies and assessment and reporting processes is recently developed. The school's Head of Curriculum (HOC) and master teacher work alongside teachers in the development of curriculum units. Teachers report they value the time given to plan their curriculum units.

**The principal has identified three priority areas for implementation in 2018.**

The areas for collective focus include improving student learning outcomes in writing, implementing strategies to support a Science, Technology, Engineering, Mathematics (STEM) agenda and developing the *Wilston Way*. Processes to closely monitor the implementation of the school's Explicit Improvement Agenda (EIA) in terms of consistent teaching practices leading to improved student learning outcomes are yet to be implemented by the school's leadership team. Discussions with teachers reveal a good level of commitment to implementing strategies to improve learning outcomes. Some teachers articulate they require further time to embed agreed strategies aligned to the improvement agenda.



**The school leadership team views school-wide analysis and discussion of data as a priority area for the school.**

The school is implementing a plan for the systematic collection of a range of student outcome data. Teachers and members of the leadership team engage in case management processes whereby student reading data is discussed. These discussions provide an opportunity to identify students not achieving to, or who are exceeding, expected learning benchmarks with consideration given to strategies for improvement and enhancement. This process is recently expanded from a one-on-one discussion between a teacher and a school leader to a collaborative approach designed to build teacher efficacy and ability to self-reflect on their teaching practice.

**The school places priority on ensuring that staff members identify and address the learning needs of all students.**

School data sets indicate a significant number of students are high achievers. Some academic and competition-based programs are offered outside the classroom and involve a number of interested students. School leaders and classroom teachers indicate a need to document and implement strategies to ensure that high achieving students are appropriately engaged, challenged and extended in their classroom learning programs.

**School leaders are committed to leading the development of curriculum, teaching and learning at the school.**

School leaders identify a strong desire to continually develop their skills as instructional leaders within the school through a range of professional learning opportunities. A recently developed position of team leader is providing support for year level teams in the development of curriculum units, moderation processes and the sharing of resources. Many of these team leaders are in the early stages of their leadership journey. School leaders identify a strong desire to continually develop their skills as instructional leaders within the school through a range of professional learning opportunities.

**The school has established a model of shared leadership to implement school programs and operations.**

A statement of roles and responsibilities is developed for implementation in 2018. At the time of the review the process for the implementation of these roles and responsibilities is yet to be clarified. The current statement of roles and responsibilities for school leaders is yet to address specific accountabilities, key actions and implementation timelines for priority programs being implemented.

**Staff members describe a strong team culture within the school.**

Teachers talk of the collegial support of their cohort teams and the sharing of resources and planning. Teacher aides are supportive of each other and express an optimism for the future of their role in the school following the introduction of new lines of communication. The Business Manager (BM) is appreciative of the office and ancillary staff and their contributions to the smooth day-to-day running of the school.



**The Parents and Citizens' Association (P&C) actively supports the school and its families.**

This dedicated group engages in highly successful fundraising activities to enhance school resources, including provision of air conditioning throughout the school and a significant investment in iPads to support the STEM agenda. The P&C leads and manages business units including the Out of School Hours Care (OSHC) program, school tuckshop, uniform shop, swimming club and bookshop.



## 2.2 Key improvement strategies

Strategically plan the EIA for the school; work with teachers to define the agreed non-negotiable practices relating to this agenda and monitor implementation of the agenda.

Embed the case management and team data analysis processes to build a culture of self-evaluation and reflection across the school.

Support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.

Provide opportunities for members of the leadership team and teacher leaders to further develop their capacity and abilities as instructional leaders.

Further develop the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff.