

# Wooroolin State School

## Executive Summary





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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 **Wooroolin State School** from **10 to 11 September 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.

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

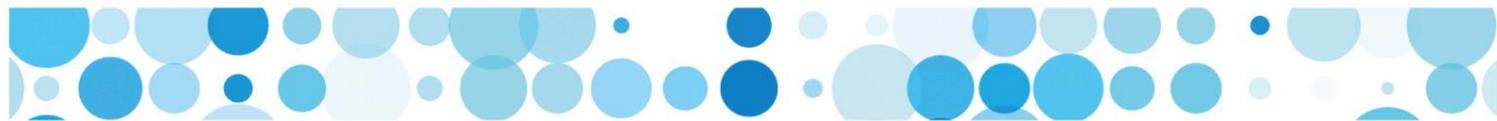
### 1.1 Review team

Rob Van den Heuvel

Internal reviewer, SIU (review chair)

Tarnia Doughty

Peer reviewer



## 1.2 School context

<b>Location:</b>	Frederick Street, Wooroolin
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1901
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	38
<b>Indigenous enrolment percentage:</b>	11.9 per cent
<b>Students with disability enrolment percentage:</b>	7.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	950
<b>Year principal appointed:</b>	2008
<b>Full-time equivalent staff:</b>	4 - teaching principal, teacher, teacher aide, Business Manager (BM)
<b>Significant partner schools:</b>	Coolabunia State School, Durong South State School, Kingaroy State High School
<b>Significant community partnerships:</b>	Bugle Band leader, Wondai Returned and Services League of Australia (RSL), Grand Hotel Wooroolin, Lions Club of Wooroolin
<b>Significant school programs:</b>	The teaching of reading, Positive Behaviour for Learning (PBL)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Teaching principal, three teachers, three teacher aides, BM, Support Teacher Literacy and Numeracy (STLaN), 15 parents, 13 students, ancillary staff representative and inclusion teacher.

Community and business groups:

- Parents and Citizens' Association (P&C) president, treasurer and secretary, RSL and Bugle band representative and Wooroolin Lions representative.

Partner schools and other educational providers:

- Kingaroy State High School principal and Coolabunia State School principal.

Government and departmental representatives:

- South Burnett Regional Councillor and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**The Explicit Improvement Agenda (EIA) includes building a whole-school approach to the teaching of reading including the use of a purposefully equipped reading room.**

The school uses a reading room every day before school to allow all students to undertake daily reading aloud. This is complemented with other activities including vocabulary building and comprehension activities. The reading room has been specifically upgraded as a centre for learning with engaging displays and quality surroundings. Several teachers, teacher aides and parent helpers work with students and record their attendance. Staff, parents and students speak highly of the reading room. A positive acknowledgement system ensures students are highly engaged.

**Mobile data walls are highly effective in tracking and planning reading support for students.**

The school has a quality plan for the systemic collection of data across the school. A mobile classroom data wall is constructed using a series of attached folders to allow for a reading continuum to be created to track students from PM Level 1 to PM Level 30. Key reading characteristics and literacy continuum clusters are used as part of the data walls. Teachers utilise the continuum and discuss student progress to clearly view the next steps for learning.

**The school effectively uses its physical environment and facilities to maximise student learning.**

The school grounds are well maintained through the efforts of students, staff and the community. Students appreciate outdoor learning areas and play spaces with particular mention of large spaces for play. Teachers present classrooms as inviting places for learning. The Parents and Citizens' Association (P&C) contributes regularly to school initiatives through fundraising and grant applications including the recent resurfacing of the multipurpose court. The school is committed to improving facilities through understanding and addressing the learning needs of students.

**Modelled professional learning is apparent within the school.**

The school is reviewing and considering future coaching and feedback directions. The principal and other key staff keep informed of regional initiatives and current research. The school has previously used the work of Anita Archer and Hughes<sup>1</sup> as a guide for peer observations and feedback. Current work now includes approaches by Lyn Sharratt's<sup>2</sup> leading collaborative learning with such strategies as the use of learning walks and talks. Staff and students show an emerging awareness of these new developments.

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<sup>1</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

<sup>2</sup> Sharratt, L., & Planche, B. (2016). *Leading collaborative learning: Empowering excellence*. Corwin Press

**The school accesses research-based sources as part of its pedagogical framework.**

The pedagogical framework uses the Department of Education's (DoE) Dimension of Teaching and Learning (DoTL) to inform parts of its organisational structure. The framework lists expected practices, key documents and the identifiable artefacts expected to be in use across the school. Key staff articulate knowledge of the region's work with a renewed focus on Sharratt's<sup>3</sup> use of learning intentions and success criteria. Staff highlight the emerging practices of walking and talking with students<sup>4</sup>. Staff are defining specific timelines and future strategies for parts of the pedagogical framework. This is continuing work within the school.

**The school has a plan for the systemic collection of data across the school.**

A school-wide system enables the collection, analysis and discussion of student outcomes for academic progress, attendance, behaviour and wellbeing. School staff articulate the importance of reliable student data as a tool to measure student learning improvement. Timelines and targets are documented in the Tools, Standards and Targets Handbook. This identifies a range of formal instruments and school-made tools to track student and program successes. Staff report that some instruments are no longer in use and some will be potentially replaced or adapted.

**Staff members are committed to the success of all students.**

The school has a teaching and learning philosophy that focuses on 'Every Student, Every Day Achieving' and values each student as an individual learner. Staff report that students reflect a range of learning abilities including some students identified as high achievers. Teachers articulate provision of differentiation through a multi-age delivery of the Australian Curriculum (AC). Tracking of regular classroom adjustments and differentiation to support a range of abilities are flexibly undertaken across the school. Delivery and tracking of these adjustments vary across the school.

**Staff demonstrate positive and caring relationships to support successful learning and wellbeing for students.**

Parents articulate the benefits of small school education and express high levels of satisfaction with the welcoming and friendly environment of the school. Volunteers are active in providing support to students. The Positive Behaviour for Learning (PBL) approach creates a positive learning environment for students and staff. The school's commitment to embedding the PBL approach is reflected in the positive behaviour displayed by students. Expectations for student behaviour are clearly defined. Students demonstrating expected school behaviours are celebrated through weekly, monthly and term acknowledgements.

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<sup>3</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.

<sup>4</sup> Sharratt, L. (2008-2015). Learning Walks and Talks [Training materials]. Australia, Canada, and Chile.



**The school works in partnership with parents and the wider community to maximise learning outcomes for students.**

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other educational institutes and a range of community groups. The school has a strong presence in the community and is acknowledged for continuing Wooroolin traditions. An example includes the school Bugle Band that has been operating for over 60 years. It is highly supported by students, parents and staff members. The Bugle Band participates in the Wondai and Wooroolin ANZAC Day parades, in addition to a range of other important events. The band in conjunction with other long term partnerships with the Wooroolin Lions Club sees the school remain an important part of the local community.



## 2.2 Key improvement strategies

Review the school's pedagogical framework to ensure it reflects current pedagogical strategies expected for teaching and learning across the school.

Develop school-wide practices to ensure continuous professional improvement through a program of coaching, mentoring and feedback.

Define assessment tools to measure student performance across Prep to Year 6 in targeted areas to maximise learning and evaluate program effectiveness.

Collaboratively identify the expected, every day classroom differentiation and adjustment strategies to be used when supporting a range of student abilities.