WELLERS HILL STATE SCHOOL
Quadrennial School Review 2011
Final Report

1. School Context
Wellers Hill State School is a band 9 school with 805 students located six kilometres from the Brisbane CBD. The school has an Enrolment Management Plan that currently has the capacity to enrol up to 827 students in 35 classrooms. Wellers Hill is a school with a proud academic, sporting and cultural tradition, where all aspects of child development are respected, valued and nurtured. Wellers Hill SS has a strong academic programme focusing on the development of literacy and numeracy. This is supported through a dedicated visual arts programme, a Japanese language and culture programme, an instrumental music programme and a classroom music programme which also incorporates an award winning choral programme. A wide range of sporting activities is offered incorporating school and interschool sporting programmes.

2. Internal Review Process

Background to the Review
- The Principal, John Webster, attended QSR information sessions conducted by the Region on 20 June 2011.
- The Principal, John Webster, outlined QSR process at staff meeting on Wednesday 30 March 2011 and at subsequent staff meetings, and P&C meeting on Monday 4 April 2011, with subsequent progress reports presented at the monthly P. and C. Meeting.
- Principal published information regarding the Quadrennial School Review Process in school newsletters on 10 May 2011 and in subsequent newsletters, to communicate to all stakeholders’ the progress of the QSR.

Consultation and Data Analysis
- Feedback was sought with regards to the achievement of targets and strategies outlined in School strategic Plan 2009-2011. The Principal also presented school data for the last three years, using a comprehensive range of data sets. (See list below) A thorough analysis was conducted to identify areas of concern for further investigation.

- The focus areas documented for further investigation by the Review Team were:
  - Curricula, specifically the P-3 Curriculum (Dr Bev Fluckiger, Griffith University) & Whole School Data Review (Ms Alison Smith, Principal Education Officer, School Improvement, Metropolitan Region)
  - Community, a focus on Parent & Student Perceptions (members of the review team)
  - Staff Perceptions, through an ‘Outside the Fence” analysis (Mr Robin Neate, Principal Advisor Education Services, Metropolitan Region & Ms Bert Barbe, Principal Logan City Special School )
  - ICT, regarding Staff & Student Access to ICT (Staff from the review team)

- Consultation for the focus areas included:
  - The analysis of school data, including the comparison of WHSS to like and other schools across the nation
  - Document analysis, observations, field notes and focus group discussions
  - Staff, parent and student surveys through survey monkey,
  - Parent information forums, telephone interviews
  - Students completion of a ‘bricks in the wall’ review
  - Staff participate in individual interviews
Data Sets

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Audit</th>
<th>Oneschool Student Behaviour Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yrs 3,5 &amp; 7 NAPLAN Data</td>
<td>School Safety Survey Data</td>
</tr>
<tr>
<td>Yr 2 Net Data</td>
<td>ICT eLearning Index Report</td>
</tr>
<tr>
<td>School Opinion Survey Data</td>
<td>Student Attendance Data</td>
</tr>
<tr>
<td>Student Report Card Data</td>
<td>Financial Audit Reports</td>
</tr>
<tr>
<td>Student Achievement Data</td>
<td>School based Data collected by Review Team</td>
</tr>
</tbody>
</table>

QSR Team Members:

<table>
<thead>
<tr>
<th>John L. Webster: (Principal)</th>
<th>Jack White: (Deputy Principal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise Hart: (Deputy Principal)</td>
<td>Robin Neate: (PAES Regional Office Representative)</td>
</tr>
<tr>
<td>Jane Johnson: (Teacher)</td>
<td>Caral Jones: (Teacher)</td>
</tr>
<tr>
<td>Cassie Mutimer: (Teacher)</td>
<td>Jacqui Guy: (Teacher)</td>
</tr>
<tr>
<td>Suzette Edwards: (Teacher)</td>
<td>Kim McDermott: (Parent)</td>
</tr>
<tr>
<td>Narelle Cooley: (Parent)</td>
<td>Peter Arnett: (Community Rep)</td>
</tr>
</tbody>
</table>

- The Review Team met on 21/07/11, 16/08/2011, 30/08/2011, 14/09/2011, 05/10/2011, & 10/10/2011, to discuss and conduct further analysis of data. Review team members conducted further analysis of key priority areas. Strategies and actions were collaboratively developed for inclusion in the four year Strategic Plan 2012-2015.
- The Principal documented draft Strategic Plan 2012-2015 and Report of Review.
- Principal presented overview of key priorities and strategies contained in draft Strategic Plan at a staff meeting on Monday 17 October, and P&C meeting on Wednesday 26 October 2011 for feedback and verification.
- Verification Meeting with Assistant Regional Director, Principal peers and Metropolitan Regional Staff on 20 October 2011
3. Commendations

Curriculum

**P-3 Curriculum**
- **POSITIVE AND ENCOURAGING CLASSROOMS** - The teachers in Prep-Year 3 are to be commended for the warm and supportive environments they have created for children where teachers, aides and parents work together to support children's learning.
- **ENGAGEMENT OF CHILDREN IN LEARNING** - The teachers of Prep and many of the Year 1-3 classrooms are to be commended for their capacity to engage children in learning experiences.
- **RESOURCING ICT** - That the school be commended for its initiative in providing interactive whiteboards in early years’ classrooms.
- **PERFORMANCE STANDARDS** - The teachers in Prep and Year 1 are commended for establishing high class standards and making their expectations of performance standards explicit.
- **LEARNING COMMUNITIES** - Teachers in Prep – Year 3 are to be commended for the supportive learning communities they have established with children in classrooms; the collaborative teams that provide support for teachers within year levels; and collective responsibility assumed for the learning of children.
- **HOME/SCHOOL PARTNERSHIPS** - Parents are to be commended for their involvement and participation in their children’s classrooms providing support for the teacher and their children’s learning.

Whole School Data
- **School Disciplinary Absences** - are below levels for state primary schools.
- **School Opinion Survey** - overall levels of satisfaction are okay. Students are typically less satisfied but this appears to have shown some improvement.
- **Attendance** - Attendance rate of students is generally in the top quartile for the state. No significant differences for Indigenous students

Community

Community / Parent Perceptions
- There is strong parent support for the academic direction that the school is taking.
- Teachers are dedicated to improving student outcomes.
- Parents indicate that there is a generally positive feel to the school, and that parents and students openly feel welcome.

Student Perceptions
- Relationships between teachers and their students are highly valued and appreciated. Students feel their teachers are hardworking, respect and do their most to support them.
- Learning is challenging and engaging.
- Extra-Curricular programs within the school are enjoyed by students. PE in particular is highly valued.

Staff
- Majority of staff indicated that the school was a good place in which to work and were happy.
- Majority of staff had a good working relationship with other staff, their peers and there was evidence of strong collegiality amongst them all.
Regarding resources and ICT, teachers did recognise that the situation in classrooms was improving.

**ICT**

**Staff ICT Survey**
- Technical and Pedagogical support has been well utilised and both have been accessed.
- There is a wide range of ICT equipment available for use by teachers at WHSS.
- Teachers are aware of the Smart Classrooms Framework ICT Student Expectations and use it to inform their planning.

**Student ICT Survey**
- That students are positive about ICT’s at Wellers Hill.
- High level of students feel confident in using available ICT’s.
- The Cyber Safety is being discussed with students.

**4. Recommendations**

(Key priorities in Strategic Plan 2012-2015)

**Curriculum**

**P-3 Curriculum**
- **RESOURCING** - That consideration be given to increase the resources available for active hands-on learning in Years 1-3.
- **OPPORTUNITIES FOR AGENCY** - That teachers across Prep –Year 3 provide more opportunities in their programs for children to exercise agency in their learning.
- **PERFORMANCE STANDARDS** - That performance standards in Years 2-3 be reviewed and made more explicit, modelled in detailed steps, and displayed in classrooms.
- **INDIVIDUALIZING EXPECTATIONS** - That high academic standards are maintained for each child, set beyond an individual’s independent capability, but within reach so that each may experience success.
- **PLANNING** - That teachers are encouraged to take the introduction of the Australian Curriculum as an opportunity to review their curriculum programs with a view to narrowing their scope and focus to ensure children are developing deep knowledge and understandings. Consideration to reducing the length of unit plans to 5 weeks, may also bring more rigour to the plan, do, review cycle.
- **USE OF PROBLEM-SOLVING** - That more focus is given to problem-solving (investigations and inquiry approaches) by teachers when curriculum planning and teaching across Prep – Year 3.
- **USE OF CONVERSATION** - That teachers in Prep-Year 3 audit their classroom talk and re-examine their use of conversation as a powerful learning/teaching tool.
- **LEARNING COMMUNITIES** - That consideration be given to the location of an early years’ precinct within the school that would provide enhanced opportunities to share ideas, resources, teaching practices and concerns across year levels in Prep-Year 3.
- **PROFESSIONAL LEARNING** - That opportunities be provided for teachers to engage in professional learning specific to teaching in the early years - in particular how to employ a variety of teaching approaches in a range of contexts for learning including child-initiated play.

**Whole School Data**
- Need to investigate and monitor the students who have attendance of <85% - this is students who miss at least six weeks of school each year. This can be as many as 8 in each year level.
- What could be done earlier to identify students at risk and improve performance?
- Need to focus on individual achievement and monitoring – organisation of school assessment (including diagnostic testing if appropriate) needs to be undertaken. Consider measure of ‘value-adding’ such as described by Hattie.
- What are moderation practices in the school? How do you move ‘B’ students to ‘A’ – this is in line with performance in U2B – how do you raise achievement of students who perform well?
- Implement strategies and activities to improve and enhance staff morale
- Ensure student achievement data, and the analysis and discussion of data, is a focus for Admin and Staff to improve and to inform teaching and intervention at the school.

Community

Community / Parent Perceptions
- The school and the P&C should investigate ways to improve and enhance communication and information transfer between school and home.
- Grounds maintenance should be a major area of focus for the school, with a particular emphasis on grass, garden maintenance and include playground upgrade for Year 4-7.
- Building maintenance should become a specific priority for the school, in particular in the older teaching blocks.
- The parent body support school based strategies and activities that enhance staff morale.
- Eating areas are regularly cleaned and maintained.
- Professional Development is provided around supporting staff ICT skills.

Student Perceptions
- Reintroduce Senior Behaviour Leadership Team to address issues and implement pro-active strategies to deal with anti-social behaviour, including bullying.
- Older buildings need to be cleaned and maintained so that students feel they are learning in a safe and healthy environment. School to progressively update buildings as funding becomes available.
- More attention needs to be paid to cleanliness and privacy of the toilet blocks and the pool change rooms. These two areas are of particular concern to the senior girls. Children encouraged to take responsibility to improve general cleanliness of grounds.
- A consideration towards more options for sport.
- Equipment and resources in classrooms to be audited and updated. Plan an acquisition process.
- Space, shade and bubblers in play areas to be assessed.

Staff
- A group of school community representatives be elected and given the opportunity to provide input into developing and enacting processes to review the school vision.
- Strategies be put in place for representatives of the school community to revisit and redefine school governance structures, their usefulness and effectiveness.
- Professional Development strategies be implemented for the mentoring and coaching between teachers.
- Processes and protocols be put in place for teachers and the Administration Team to visit classrooms, to learn from each other, and receive constructive, genuine and relevant feedback.
- Strategies be enacted to genuinely engage staff in the analysis, the interpretation and use of data which explicitly aligns with Education Queensland/Regional Office priorities, school goals/targets and classroom expectations and so inform teaching and intervention.
- Opportunities be provided for staff to build leadership stability, density and capacity.
- The introduction of any whole of school activities be aligned to change management research and good practice and inform the pace of change.
• Key staff be given the responsibility, to form a Health and Welfare team, with the purposes of building staff morale and developing a school culture based on trust, transparency of processes and the valuing of all staff.

ICT

Staff ICT Survey
• Professional development be provided for staff in relation to all equipment that is under-utilised and for future purchases to ensure staff are familiar with the equipment and how to use it.
• That a whole school ICT skills document be developed.
• Develop a timely maintenance and replacement program for classroom computers across the school.
• The school’s processes and protocols around ICT pedagogical and technical support be documented and communicated to staff.
• PD be provided for Virtual Classrooms, Photostory IWB and Easiteach
• Increase Tech Support, along with quality and quantity of computers
• Publish Audit of ICT equipment on WHSS virtual classroom

Student ICT Survey
• Complete audit of all ICT equipment in the school, to check for missing parts, repairs needed or replacement required, to allow for working equipment to be readily available.
• Computers, servers, classroom computers, IWB’s to be placed on a maintenance and replacement schedule, for end of warranty replacement.
• Increase the computer to child ratio.
• Investigate increase of bandwidth and wireless capacity at the school to support the increase in computers using the network