3 DEC 2018

Ms Vicki Caldow  
Acting Principal  
Wellers Hill State School  
190 Toohey Road  
WELLERS HILL QLD 4121

Dear Ms Caldow

I refer to the recent emergent review conducted at Wellers Hill State School by the School Improvement Unit (SIU).

Please find enclosed a report detailing the review findings and key improvement strategies.

Based on feedback received during the review, the review team acknowledges the strong support for the bilingual program; however, a significant number of parents and staff articulated concerns regarding operational aspects of the program in its current format.

In addition to improvement strategies regarding the Japanese Bilingual Programme, the review report outlines a number of key improvement strategies regarding the school’s non-bilingual classes, student social and emotional wellbeing, and increased transparency in decision making and communication processes within the school and community.

To ensure that these matters are addressed in a timely manner, the following actions are to be undertaken:

- the school will develop an action plan in consultation with the region, community and SIU case manager based on the review findings and key improvement strategies;
- the SIU case manager will monitor and support the school’s progress against the action plan through check-in visits at three, six, nine months and conduct a final school visit and evaluation at 12 months; and
- SIU will deliver a detailed report on the school’s progress to me for consideration following the final school visit.

For the duration of the 12-months’ support, I have asked the Regional Director, Metropolitan Regional Office, to manage the reporting and supervisory responsibilities of the school. The region will assist you and the school leadership team to work through the improvement strategies outlined in the action plan.

Dr Liam Smith, Assistant Director-General, SIU, will make contact with you to arrange an exit briefing for you and the leadership team, as well as a staff briefing. Dr Smith will also work with you, the Parents and Citizens’ Association President and School Council Chair to arrange a community briefing.
If you require further information or assistance, please contact Ms Helen Kenworthy, Regional Director, Metropolitan Regional Office, on (07) 3028 8091 or by email at helen.kenworthy@ged.qld.gov.au.

Yours sincerely

TONY COOK
Director-General

Ref: 18/632811

Enc
cc: Ms Helen Kenworthy, Regional Director, Metropolitan Regional Office
    Dr Liam Smith, Assistant Director-General, School Improvement Unit
Wellers Hill State School

School Review Report

School Improvement Unit
Contents

1. Introduction ................................................................................................................. 3
   1.1 Review team ........................................................................................................... 3
   1.2 School context ........................................................................................................ 4
   1.3 Contributing stakeholders ...................................................................................... 5
   1.4 Supporting documentary evidence ........................................................................... 6
2. Background .................................................................................................................... 7
   2.1 School ....................................................................................................................... 7
   2.2 Japanese Bilingual Programme ............................................................................... 7
   2.3 Review Terms of Reference .................................................................................... 8
3. Executive summary ........................................................................................................ 9
4. Findings and improvement strategies against the domains ................................................. 12
   4.1 An explicit improvement agenda ............................................................................ 12
   4.2 Analysis and discussion of data ............................................................................. 14
   4.3 A culture that promotes learning ............................................................................ 16
   4.4 Targeted use of school resources .......................................................................... 20
   4.5 An expert teaching team ......................................................................................... 22
   4.6 Systematic curriculum delivery .............................................................................. 24
   4.7 Differentiated teaching and learning ..................................................................... 27
   4.8 Effective pedagogical practices ............................................................................. 29
   4.9 School-community partnerships ............................................................................. 31
Appendix A: The review team .......................................................................................... 34
Appendix B: Letter to Wellers Hill State School Staff, Parents and Community Members 36
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Wellers Hill State School from 12 to 15 November 2018 with ongoing feedback provided to the SIU and review team until 29 November.

The report presents an evaluation of the school’s performance against the nine domains of the National School Improvement Tool whilst considering all aspects of the bilingual program. It also recommends improvement strategies to be addressed in consultation with its regional office and school community.

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

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

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

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

Alan Whitfield  Senior reviewer, SIU (review chair)
Ian Rathmell  Internal reviewer
Christina Rigo  Internal reviewer
Paul Pengelly  Peer reviewer
Lynne Foley  External reviewer
Clare Grant  External reviewer

For biographies of reviewers, see Appendix A.
### 1.2 School context

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Toohey Road, Tarragindi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education region:</strong></td>
<td>Metropolitan Region</td>
</tr>
<tr>
<td><strong>Year opened:</strong></td>
<td>1926</td>
</tr>
<tr>
<td><strong>Year levels:</strong></td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td><strong>Enrolment:</strong></td>
<td>879</td>
</tr>
<tr>
<td><strong>Indigenous enrolment percentage:</strong></td>
<td>10 per cent</td>
</tr>
<tr>
<td><strong>Students with disability enrolment percentage:</strong></td>
<td>1.5 per cent</td>
</tr>
<tr>
<td><strong>Index of Community Socio-Educational Advantage (ICSEA) value:</strong></td>
<td>1135</td>
</tr>
<tr>
<td><strong>Year principal appointed:</strong></td>
<td>2000</td>
</tr>
<tr>
<td><strong>Day 8 Staffing Teacher Full-time equivalent numbers:</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Significant partner schools:</strong></td>
<td>Marshall Road State School, Junction Park State School, Holland Park State High School</td>
</tr>
<tr>
<td><strong>Significant community partnerships:</strong></td>
<td>Yeronga Returned and Services League of Australia (RSL), Ricoh Australia and Ricoh Japan, The Japanese Consul General, Queensland Japan Chamber of Commerce and Industry (QJCCI)</td>
</tr>
<tr>
<td><strong>Significant school programs:</strong></td>
<td>Japanese Bilingual Programme</td>
</tr>
</tbody>
</table>
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC) – English, HOC – Japanese, master teacher, Business Manager (BM), success coach, 40 classroom teachers, two Support Teachers Literacy and Numeracy (STLaN), guidance officer, chaplain, 21 education assistants, cleaner, chaplain, school council chair and representative, Parents and Citizens’ Association (P&C) president, two tuckshop workers, facilities officer, 94 students and 344 parents (past and present).

Community and business groups:


Partner schools and other educational providers:

- Holland Park State High School leadership team member and Prior Street Child Care and Development Centre representative.

Government and departmental representatives:

- Assistant Regional Director (ARD) and Regional Director.
1.4 Supporting documentary evidence

<table>
<thead>
<tr>
<th>Document</th>
<th>Supporting Documentary Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investing for Success 2018</td>
<td>2018 Improvement Agenda</td>
</tr>
<tr>
<td>Headline Indicators (2018 release)</td>
<td>Strategic Plan 2016 – 2019</td>
</tr>
<tr>
<td>OneSchool</td>
<td>School Data Profile (Semester 1, 2018)</td>
</tr>
<tr>
<td>Professional learning plan 2018</td>
<td>School budget overview</td>
</tr>
<tr>
<td>School improvement targets</td>
<td>Curriculum planning documents</td>
</tr>
<tr>
<td>School pedagogical framework</td>
<td>School differentiation plan or flowchart</td>
</tr>
<tr>
<td>School data plan</td>
<td>Professional Development plans</td>
</tr>
<tr>
<td>School Opinion Survey</td>
<td>Responsible Behaviour Plan for Students</td>
</tr>
<tr>
<td>Whole School Reading Policy</td>
<td>School newsletters and website</td>
</tr>
<tr>
<td>Wellers Hill Commitment to Learning and Wellbeing</td>
<td>Wellers Hill State School Assessment Schedule 2018</td>
</tr>
<tr>
<td>Wellers Hill State School – Meeting the Learning Needs of Students 2018</td>
<td>2018 Reading Data Growth for Students in Years Prep to Six at Wellers Hill State School</td>
</tr>
<tr>
<td>Report Card and NAPLAN Update Semester 1 2018</td>
<td>2018 Curriculum and Assessment Framework</td>
</tr>
<tr>
<td>Student Progress Report Cards</td>
<td></td>
</tr>
</tbody>
</table>
2. Background

2.1 School

Wellers Hill State School is located within the southern Brisbane suburb of Tarragindi, approximately six kilometres from the Central Business District (CBD). Established in 1926, it has a current enrolment of 879 students and a staff of 36 full-time equivalent (FTE) teachers.

Wellers Hill State School became an Independent Public School (IPS) in 2014.

The school is dedicated to the preparation of students for a global future. In addition to mandated curriculum, the school offers a range of programs including a visual arts program, an instrumental music program and a classroom music program that incorporates a choral program. Students in Years 4, 5 and 6 have the opportunity to participate in Gala Sports Days and iPad classes, with Year 5 and Year 6 students able to participate in the school's camping program. The school's signature program is the Japanese Bilingual Programme which is recognised as the only Japanese bilingual program in Queensland and the largest in Australia.

2.2 Japanese Bilingual Programme

The school is committed to facilitating Japanese language acquisition for all students. The school's Japanese Bilingual Programme commenced in 2014 with the formation of three Year 1 bilingual classes. It is expected that students enrolling in the program in Year 1 will be conversationally fluent in Japanese by Year 3 and technically fluent by the end of Year 5. In 2019 the program will operate across Year 1 to Year 6. Participation in the program is optional.

To support the program, strategic alliances with Access Asia, the Asian Education Foundation, the Japanese Consulate and the Queensland Japan Chamber of Commerce have been established.

Students in the program undertake 50 per cent of their instruction in Japanese and 50 per cent in English. Japanese teachers speak Japanese to the students, both in the classroom and the playground, beginning on Day 1 in Year 1. Students therefore study the Australian Curriculum in English and Japanese with the addition of a Japanese Literacy and Numeracy component.

The importance of developing students who have cultural intelligence is recognised. The school strives to achieve this by fostering connections with Japanese students and embedding the experience and understanding of Japanese cultural traditions within the curriculum. An additional feature of the program is the participation of the wider community in Japanese cultural festivities.
2.3 Review Terms of Reference

In response to concerns raised by parents and the community, the Director-General of Education requested the SIU to undertake a review of the Japanese Bilingual Programme at Wellers Hill State School.

On 2 November 2018, the Director-General wrote to parents, carers and staff members advising that a review would take place from 12 to 15 November and that it would capture the voice of the Wellers Hill State School community (see Appendix B). This would include the input of staff, parents, students and other community members. All stakeholders would be encouraged to provide feedback to the review team. The Director-General assured that feedback would be confidential and could be provided in a range of ways including via email, through phone conversations or in person.

The Director-General advised that prior to commencing the school review, members of the review team would conduct a desktop audit of the school’s performance data and give due consideration to community correspondence that had been received by the department regarding the program.

The Director-General advised that the review would consider all aspects of the bilingual program including:

- the delivery of the Australian Curriculum within the program
- resourcing – including staff and financial considerations
- processes for student entry into the program
- alternatives to the program for students
- the social and emotional wellbeing of students within the program
- academic and social-emotional support for students – both within and outside of school
- communication with parents (including teacher reporting) about student progress within the program.
3. Executive summary

3.1 Key findings

The school's Japanese Bilingual Programme is recognised as innovative by the school community.

The majority of respondents from across the school and wider community report that the bilingual program is valued and provides opportunities for students to develop proficiency in the Japanese language and to be immersed in the culture. A number of parents, students and teachers report that the program provides a positive experience where students thrive and are making sound progress in their academic outcomes. Parents and teachers articulate a view that it is timely to review the program to accurately measure the impact on student learning.

Respondents from across the school community articulate that the bilingual program should be retained.

They express the belief this should occur within a context of continuous improvement. Many comment they believe that as the local state school there is an obligation to cater for the needs of all students in the community. There is a strong, shared view amongst members of the school community that there are limited alternatives to the school's bilingual program.

School leaders and teaching staff are committed to implementing a curriculum aligned to the AC and the school's bilingual program.

The school offers a unique bilingual program that involves the students learning 50 per cent of mathematics, science and Humanities and Social Sciences (HASS) in Japanese language immersion classrooms. The school uses the Curriculum into the Classroom (C2C) units as a basis for curriculum provision across the school. Many parents suggest that it is timely to review the current curriculum organisation and the impact it is having on student learning outcomes, social emotional wellbeing, current choices and future educational pathways.

A whole-school curriculum, assessment and reporting plan is developed.

There are associated learning area overviews that make clear the agreed expectations for what teachers will teach and what students will learn across all learning areas and the years of schooling. A comprehensive suite of detailed, user-friendly curriculum documents is developed for teacher use. These are supported by concise topic-specific guides and are aligned to the Australian Curriculum (AC). School leaders acknowledge the need to monitor curriculum planning to ensure the AC is implemented with fidelity.
The school community acknowledges the strong links that exist between academic achievement and social and emotional wellbeing.

Staff members, most students and parents acknowledge the additional challenge and value of being immersed in learning a second language. Students across the school articulate varying degrees of engagement and challenge, feeling safe to take risks and being supported to learn. Some parents report that the additional demands of learning in a second language are impacting on the emotional wellbeing of their child.

**Effective communication is recognised as important by school community members.**

Parents interviewed express low levels of satisfaction regarding the efficacy, regularity and relevance of communication. Parents indicate they are not readily provided with opportunities to give feedback to the school or to engage in robust processes of review regarding school operations or planning.

**School leaders endeavour to use human and physical resources in a targeted manner to meet the learning and wellbeing needs of students.**

The school budget reflects some alignment with systemic and school priorities. School leaders describe a collaborative process of discretionary budgeting. A number of staff members indicate that they are unaware of how they may be able to influence budgetary allocations in order for it to be responsive to student learning needs. They indicate a need for a more transparent and predictable model that ensures the equitable distribution of resources and discretionary funding.

**The school is a recognised hub within the local community.**

Staff members, parents and students speak with pride of the achievements of the school. The school leadership team works to establish partnerships with families, local businesses and community organisations to access resources not available within the school for the purposes of enhancing student outcomes, particularly within the area of the Japanese Bilingual Programme. Parents note the building of positive relationships with some members of the executive leadership team, particularly relating to student support provisions, is an area for improvement.
3.2 Key improvement strategies

Develop and implement a whole-school communication strategy that uses a broad range of contemporary channels and includes collaborative process, clear expectations for relational and timely responses to actively engage internal and external stakeholders.

Conduct a review of the current provision of curriculum and the impact it is having on student learning, social emotional wellbeing, current choices and future pathways.

Review the whole-school approach to curriculum provision to ensure a balance and interrelationship between the provision of the bilingual program and a robust mainstream program of choice across all year levels, with particular attention to the recommended time allocations for AC learning areas.

Develop and implement a student learning and wellbeing framework, informed by feedback from staff, students and parents of both the bilingual program and the English Language Learner (ELL) program and relevant research, to ensure that the social and emotional wellbeing of all students is fully supported.

Review current resourcing practice and implement a more transparent, collaborative budgeting process that is aligned to systemic and school improvement priorities, and targeted to meet the learning and wellbeing needs of all students.
4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school council, school leaders and staff are committed to improving learning outcomes for students in the school. They speak of a belief that all students can be successful learners who will contribute positively to the local and global community. School leaders are implementing a broad improvement agenda that reflects a focus on curriculum, engagement and effective pedagogical practice.

Staff articulate a commitment to improving outcomes for students. School documentation reinforces the notion of success for learners with the school motto of ‘Strive to Succeed’ and a mantra of ‘It’s not about extraordinary people. It is about ordinary people working together to do extraordinary things’.

The School Improvement Agenda 2018 identifies reading comprehension, writing, spelling, data and differentiation, the school’s pedagogical framework – the Art and Science of Teaching1 (ASoT), and behaviour as the focus areas for improvement. School leaders acknowledge the continuing need to monitor and support staff member capability development in these areas to improve learning outcomes for students.

This broad agenda is supported by professional learning in the expected school strategies of Question-Answer Relationship (QAR), Identified Comprehension Strategies, Explicit Instruction (EI) model, Professional Development (PD), Upper Two Bands (U2B) projects in reading, writing and numeracy, and coaching and feedback.

School leaders are able to identify elements of the school's improvement agenda. This documentation is displayed in common areas and in each teaching space. Many staff members indicate the need for further clarity, particularly in relation to implementation within daily classroom practice. Teachers report engaging in professional learning activities that focus on supporting individual and collective capability in implementing some components of the improvement agenda.

It is noted by the review team that the development of an agreed, narrow and sharp improvement agenda, reflective of systemic and school-based data analysis, was a key improvement strategy in the school’s 2015 self-determined review.

Explicit targets for improvement have been established and communicated to staff members and parents. These targets focus staff attention on National Assessment Program – Literacy and Numeracy (NAPLAN) performance in reading, writing and spelling for students in Year 3 and Year 5 and PAT-R attainment in Years 1 to 6.

---

School leaders share whole-school data to identify improvements and areas for continuing development. They have a key role in supporting teachers to analyse, discuss and develop strategies to improve student Level of Achievement (LOA) data. Processes are established to track and develop understanding of current student achievement levels in the key learning areas of English, mathematics, science and HASS. Staff indicate that data illustrating progress towards targets is monitored periodically and shared with some discussion occurring at staff meetings.

Parents, students and staff members articulate an emphasis on the development of a school culture centred on improved academic outcomes and engaging with the school’s bilingual program. Clear year-level milestones for achievement in the Japanese curriculum are recently documented.

School leaders and teachers identify a range of social inclusion groups, such as students with disability, Aboriginal and/or Torres Strait Islander students and English as an Additional Language or Dialect (EAL/D), within the school community. Teachers are able to discuss individual students within class cohorts who are members of these groups. The implementation of school-wide strategies to address risk of disengagement from learning and the needs of social inclusion groups are areas requiring the close attention of school leaders.

The roles, responsibilities and accountabilities of school leaders are yet to be aligned to the improvement agenda. School leaders acknowledge the need for the leadership team to establish processes to systematically monitor and track progress towards school improvement and annual performance targets. Teachers report increasing levels of frustration relating to their role in the implementation of the improvement agenda. They outline a need for increased clarity in school expectations regarding classroom implementation of the school improvement agenda.

Staff and community members express a desire to be part of a more concerted and consistent approach to fostering self-belief leading to successful learning outcomes and enhanced student wellbeing.

Parents and community members articulate a need for school leaders and teaching teams to ensure all students are supported to access the AC, the bilingual program and extracurricular opportunities. They speak of a need to nurture a supportive culture where access to learning for every student is a priority in the school and broader community.

**Improvement strategies**

Develop and communicate a specific statement of roles and responsibilities for each school leader and staff member detailing key actions, accountabilities and implementation timelines.

Collaboratively refine the current improvement agenda to ensure a narrow, sharp and deep focus in an identified priority area.
4.2 Analysis and discussion of data

Findings

The school leadership team views the provision of timely and accurate student assessment data as a key tool to inform the school’s improvement agenda. The school-wide collection, analysis and discussion of data is a priority area for the school in 2018. The school has a well-articulated assessment schedule that details a range of assessment tools to be used and the timelines for data collection for ELLs and Japanese Language Learners (JLL).

The school has developed a data wall that is tracking student achievement in PM Benchmarks, PAT-R and Fountas and Pinnell benchmarks. These results are entered in OneSchool, and the placement of students on the data wall is altered each term, based on the data collection. Conversations with teachers indicate a knowledge in using OneSchool once the data is collected. It is clear that the data literacy skills of individual teachers vary.

The school’s Annual Implementation Plan (AIP) details the expectation that teachers, with members of the leadership team, will engage in data discussions at the student, class and year level. The intent of these meetings is to provide a forum for teachers and school leaders to discuss student diagnostic data and inform teaching practices. Conversations with teachers and members of the leadership team indicate that this practice is emerging.

The principal, supported by members of the leadership team, analyses school performance data over time and is aware of school trends in NAPLAN and other school-based assessments. This data informs the school’s improvement agenda and is shared with staff in order to draw their attention to priority areas.

Processes to track the reading progress for students with disability alongside their same age peers are the responsibility of classroom teachers. Teachers interviewed are unsure of the school’s targets for student performance.

The school’s Index of Community Socio-educational Advantage (ICSEA) percentile is 93. 2018 NAPLAN data indicates the Mean Scale Score (MSS) percentile for Year 3 ranges from 48 to 66. The Year 5 MSS percentile ranges from 59 to 75.

Year 3 MSS achievement in 2018 is below Similar Queensland State Schools (SQSS) in writing, spelling and numeracy and similar to SQSS in reading and grammar and punctuation. Year 5 MSS achievement is similar to SQSS across all strands.

Year 3 U2B achievement is below SQSS in writing, spelling, grammar and punctuation, and numeracy, and similar to SQSS in reading. Year 5 U2B achievement is below SQSS in grammar and punctuation and similar to SQSS in the other strands.

2018 NAPLAN data indicates Year 3 and Year 5 achievement at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) across all strands.

---

Relative gain 2016-2018 Year 3 to Year 5 is similar to SQSS across all strands.

Year 3 participation in 2018 NAPLAN is 99.3 per cent across all strands. Year 5 participation ranges from 96.7 per cent to 97.5 per cent.

2017 Closing the Gap data indicates the mean score of Year 3 Indigenous students in reading is 58 scale points below non-Indigenous students. The reading mean score of Year 3 Indigenous students at this school is above that of QSS and Metropolitan Region Indigenous students. Care needs to be exercised when interpreting Closing the Gap data due to the small number of Indigenous students in the cohort assessed.

School leaders report receiving transition statements from local early years providers for approximately 50 per cent of students enrolled in Prep in 2018.

**Improvement strategies**

Implement a systematic process of regularly discussing student achievement data between teachers and members of the leadership team, to reflect on the effectiveness of teaching practice and the utility of the assessment tools and tasks.

Engage all teaching staff in ongoing PD to ensure that data literacy skills enable deeper understanding of the data to better inform differentiated teaching practices.
4.3 A culture that promotes learning

Findings

The majority of respondents from across the school and the wider community report that the bilingual program is valued and provides opportunities for students to develop proficiency in the Japanese language and to be immersed in the culture. A number of parents, students and teachers report that the program provides a positive experience where students thrive and are making sound progress in their academic outcomes. Parents and teachers articulate a view that it is timely to review the program to accurately measure the impact on student learning.

Students in the bilingual program undertake 50 per cent of their instruction in Japanese and 50 per cent in English. They learn in two different classrooms with two different teachers, who work together in planning the curriculum, assessment and reporting. Teachers in each year level report that the cohesiveness of this partnership is critical to student learning success. They indicate multiple staffing changes, varying pedagogical practices and an inconsistent implementation of the school-wide approach to behaviour management have impacted on the quality of instruction.

Respondents from across the school community articulate that the bilingual program should be retained within a context of continuous improvement. Many comment they believe that as the local state school there is an obligation to cater for the needs of all students in the community. Parents express a desire for further opportunities to engage in discussions with school leaders regarding student learning needs and program enhancements.

The majority of parents and staff identify that due to the high numbers of students involved in the bilingual program, the ELL classes are frequently quite small, and in the lower school are formed into multi-age classes. There is a strong, shared view amongst members of the school community that there are limited alternatives to the school's bilingual program. Some parents express feeling pressure for their child to join the program, when individual student needs may indicate that this is not the most suitable option. Many parents express a desire to be able to engage teachers and school leaders in discussions regarding the readiness of students to enter into, and prosper in the JLL program, to assist in their decision making.

Parents and teachers of students in the ELL classes report that, over time, a division between students in the bilingual program and the ELL classes has developed.

Some parents and teachers express the belief that students in the bilingual program appear to be offered more opportunities and resources, and that this program is more highly valued than other classes.

The school community acknowledges the strong links that exist between academic achievement and social and emotional wellbeing. Many parents of children within the bilingual program speak of concerns regarding the social and emotional wellbeing of their child. This was evidenced by parents reporting their child having raised levels of stress, anxiety and a reluctance to attend school. The main causal factors articulated by respondents are summarised as follows:
• Inability to understand Japanese language sufficiently to follow instructions, ask for assistance and to learn core curriculum.

• An earlier requirement involved no English being spoken in the bilingual program, and students being disciplined if this occurred. It is acknowledged that this requirement was changed in recent weeks prior to the review, and this was well received by parents and students.

• Classroom teachers in the bilingual program are not permitted to use English to communicate with their classes unless there is an emergency.

• A stated belief from Japanese teachers is that they are only able to address concerns to the Deputy Principal – Japanese creating a two-tier system within the school.

• Younger students taking time to adjust to movement between classrooms and understanding the routines for working with two teachers in two classrooms.

• Provision of timely support when learning needs are identified.

• The impact of the high turnover of teachers of Japanese in some year levels, at times during the one year.

• Some parents are unable to support the Japanese language learning of their child.

The majority of parents interviewed report low levels of satisfaction with communication received from the school. The causal factors articulated include:

• Untimely or lack of response to emails and requests for meetings.

• Notification of key events during the school year is often with shorter notice than is desirable for families to include in their planning.

• Efficacy of current communication channels and practices.

• Slowness to advise when problems arise with student behaviour, learning needs, and engagement in learning.

• Delay in advising when there is an upcoming or unexpected change of teacher.

The Responsible Behaviour Plan for Students (RBPS) provides teachers and students with a framework for maintaining a safe and supportive school environment. Behaviour is guided by the expectations of ‘Be Safe, Be Responsible, Be Respectful, Be a Learner’. Students and staff members recognise the management of behaviour is a priority area. Appropriate behaviour is rewarded through the use of ‘Gotchas’.

School Disciplinary Absences (SDAs) data indicates there were three short-term SDAs actioned in 2017. The rate per term per 1000 for short-term SDAs in 2017 was 0.8 and
compares to the state rate of 18.0. There have been no long-term SDAs recorded by the school across the period 2013-2017.

Behaviour management practice across the school is variable. Partnered teaching pairs report the need to provide support for colleagues to manage student behaviour. Staff report frustration with the referral process regarding student behaviour and with a lack of clarity or follow-up support from some members of the leadership team. They indicate a need for enhanced support for newly appointed teachers and closer monitoring of classroom behaviour management practice by school leaders.

The Learning Enrichment Team (LET) has been established to provide a student-centred structure to develop appropriate responses to work towards optimal outcomes for all students. The LET comprises deputy principals, Heads of Curriculum (HOC), teachers, Support Teachers Literacy and Numeracy (STLaN), inclusion teacher, chaplain and guidance officer.

The LET reviews referrals of students with learning needs; plans and implements appropriate interventions to support student outcomes. Small numbers of students with disability are enrolled at the school in comparison to nearby schools. Some parents articulate the belief that there is a lack of provision of services for students experiencing significant barriers to their learning. During the review process, it was indicated by one parent that following enrolment discussions with school leaders they elected to enrol at a school offering more services for students with diverse learning needs.

Staff members articulate a need to develop collaborative processes enabling increased levels of participation in decision making and the establishment of the improvement agenda. Some staff members express their concern about presenting alternative views and engaging in debate amid concerns of adverse workplace consequences. They outline the need for a commitment to appropriate workplace behaviour by all staff members.

At the time of the review, the attendance rate for all students is 94.4 per cent with 4.3 per cent of students attending less than 85 per cent of school days. This compares to the 2017 attendance rate of 95.4 per cent with 3.3 per cent of students attending less than 85 per cent of the school year. Currently, 54.8 per cent of students have an attendance rate of 95 per cent or greater.

In 2017 the teaching staff retention rate was 90.7 per cent.

2018 School Opinion Survey (SOS) data indicates the overall satisfaction rating for parents and staff as 86.6 per cent and 88.4 per cent respectively. These compare to the Like Schools Group (LSG) agreement rates for parents and staff of 93.2 per cent and 92.1 per cent respectively. Student overall rating is 94.9 per cent and compares to 94.5 per cent for the LSG.

The 2018 SOS indicates 70.0 per cent of parents agree with the statement ‘This school takes parents’ opinions seriously’ and compares to the LSG agreement rate of 87.8 per cent. Parent agreement with the statement ‘This school provides useful information online’ is
77.7 per cent and compares to the LSG rate for parents of 90.1 per cent. There were 161 parent respondents to the 2018 SOS.

In the 2018 SOS, 77.6 per cent of staff agree that 'There is good communication between all staff at my school' and compares to the LSG rate of 82.7 per cent. The greatest negative change in staff data from the 2017 SOS is agreement with the statement 'I would recommend my school as a good place to work'. Staff agreement with this statement decreased from 92.7 per cent in 2017 to 77.6 per cent in 2018.

**Improvement strategies**

Review the whole-school approach to curriculum provision to ensure a balance and interrelationship between the provision of the JLL program and a robust ELL program of choice across all year levels.

Develop and implement a whole-school communication strategy that uses a broad range of contemporary channels and includes collaborative process, clear expectations for relational and timely responses to actively engage internal and external stakeholders.

Review the approach to, and provision of, student learning support in all year levels, to ensure that the academic needs of students are identified and supported in a timely manner.

Develop and implement a student learning and wellbeing framework, supported by feedback from staff, students and parents of both the bilingual program and the ELL program and relevant research, to ensure that the social and emotional wellbeing of all students is fully supported.
4.4 Targeted use of school resources

Findings

School leaders endeavour to use human and physical resources in a targeted manner to meet the learning and wellbeing needs of students. They describe a range of staff identification and recruitment initiatives to attract experienced and appropriately qualified practitioners into specialised and mainstream learning programs.

School leaders express considerable frustration with the recruitment and retention of suitably qualified and experienced language teaching practitioners for engagement in the bilingual program. Due to continued difficulty in sourcing Australian teaching candidates that are native Japanese speakers, the school has implemented strategies to engage teachers trained in Japan with appropriate language and teaching qualifications.

Australian immigration restrictions currently prevent primary-trained teachers from gaining appropriate visas. Teachers who are able to obtain visas are secondary-trained specialists requiring significant additional support in order to transition successfully into the Year 1 to Year 5 bilingual classrooms.

Many parents attribute significant concerns and increased levels of student anxiety to the issue of qualified teacher turnover, identifying subsequent learning program interruption and impact on relationship establishment.

The school’s current bank balance is $925 000. The school budget reflects some alignment with systemic and school priorities. School leaders describe a collaborative process of discretionary budgeting. A number of staff and community members indicate that they are unaware of how they may be able to influence budgetary allocations in order to be responsive to student learning needs.

Staff members articulate their frustration when advocating for additional discretionary funding. They outline a need for increased transparency and monitoring in the current approach to human and financial resource distribution.

Financial resources are allocated to support the leadership and delivery of the bilingual program. Additional administration roles including deputy principal and HOC have been created to enhance leadership and to quality assure the program. Many staff and parents express concerns that the resourcing levels for the bilingual program may be impacting negatively on the available resourcing level for other programs within the school.

Teachers and the leadership team identify a considerable workload associated with the establishment and maintenance of the bilingual program. Key stakeholders express a desire for increased levels of education assistant support to enhance tracking of progress and individualised student learning.

Parents associated with the bilingual program have established a Bilingual Support Network to positively contribute to the learning experiences of students at the school. This network has instigated parent language classes in the evening to enhance parents’ ability to support their child with homework and revision tasks, in addition to increasing cultural understanding.
The network has raised funds to source and purchase additional Japanese language reading materials to enhance learning.

The school has an active Parents and Citizens’ Association (P&C) that conducts four businesses – a uniform shop, swim club, tuckshop and the Out of School Hours Care (OSHC). The OSHC is expected to earn approximately $250 000 in 2018 and employs more than 40 workers from the local community. Increasing numbers for next year have earnings predicted at approximately $400 000. The P&C employs a full-time Operations Officer, an internal bookkeeper for two days each week, and an external bookkeeper for auditing purposes.

The P&C has predominantly focused on facilities development projects, with $900 000 allocated to refurbishment of the sports hall, $200 000 for re-surfacing the oval and $10 000 towards refurbishing the pool and toilet block. Other financial support is offered to the music program, the choir and sporting programs. The P&C is investigating whether to financially support the continuation of the proposed resilience training being prepared by the University of Queensland (UQ). Recent discussion by the P&C has focused on how they can better support the enhanced academic and social and emotional learning within the school community.

**Improvement strategies**

Review current resourcing practice and implement a more transparent, collaborative budgeting process that is aligned to systemic and school improvement priorities, and targeted to meet the learning and wellbeing needs of all students.

Develop a workforce plan to effectively address current and future workforce needs.
4.5 An expert teaching team

Findings

There is evidence that the leadership team views the development of staff into an expert and coherent teaching team as central to improving learning outcomes. Agreed processes to develop the required knowledge and skills for all staff to drive improved student achievement are less apparent.

The leadership team comprises a range of experience levels in school leadership. Some school leaders are at the emerging stages of developing their instructional leadership skills to create an expert team to drive school improvement.

The principal identifies that consistency of staffing is a challenge for the school. The school staff profile currently comprises teachers with varying levels of experience. The school endeavours to develop workforce capability.

An expectation that each teacher will commit to the continuous improvement of their own teaching performance and the development of their curriculum and pedagogical knowledge and skills is yet to be clearly articulated.

Staff PD occurs in staff meetings and other ‘in-house’ meetings. A documented professional learning plan has been developed. It is apparent that there are a large number of focus areas for staff professional learning across the year. An Annual Performance Development Plan (APDP) process is conducted for teaching staff. Education assistants and support staff are yet to participate in the process in 2018.

A whole-school professional learning plan aligned with a narrow and sharp Explicit Improvement Agenda (EIA), other school priorities, school budget, APDPs, coaching, mentoring and models of feedback is yet to be fully developed.

Teachers and education assistants express enthusiasm for their work at the school, speaking at length regarding their specific roles within the school. Staff members recognise that within some areas, they need to build on their skills to develop a more consistent and informed approach to teaching and learning. Teachers use formal and informal opportunities to discuss planning together and exchange ideas regarding teaching practices.

Most teachers express a desire for a coordinated collaborative approach to curriculum planning, classroom management and the consistent use of key teaching strategies across the school. The HOCs articulate a desire to build on the year level teams as a vehicle to enhance the consistency of curriculum delivery and other school improvement initiatives. Formal opportunities for teachers to engage in regular collaborative curriculum planning occur in Week 8 each term. Teachers express a desire for further time to plan collaboratively. Focused, scheduled data analysis meetings are yet to be fully established.

Education assistants are valued members of the teaching team and are utilised across the school to support classroom teachers in providing individual, group and whole-class support for student learning. Education assistants express a desire for more PD to enhance their knowledge and skills. Regular education assistant meetings and a schedule of professional
learning are yet to be developed. Some staff articulate the need to visit other classrooms and schools to observe the delivery and implementation of lessons and support.

Cohort meetings are scheduled each fortnight and led by year level coordinators. The extent to which teams collaborate on curriculum programming and pedagogical practice varies within and across paired teaching teams. Teachers report collaboration with colleagues teaching ‘monolingual’ classes could be strengthened.

All staff articulate the importance of a cohesive school team for improved student outcomes. Some staff report the need to build a stronger team culture for the benefit of all staff, students and the broader school community. Staff members identify the need to build a feedback culture whereby all team members’ views are acknowledged so as to respectfully move the school forward. Teachers and education assistants report that they are keen to see a coordinated approach to strengthening a school culture of trust, collaboration and teamwork.

There is a formal induction program for new staff and a beginning teacher mentor program that is valued by those teachers involved. The induction program predominantly relates to mandatory professional learning and information regarding operational matters at the school.

The principal has established networks with other schools in the area and recognises the importance of building networked relationships to support leadership development and school improvement.

Some teachers and parents express that there are limited opportunities to provide feedback to the leadership team in relation to the impact of school programs and the changes to how the school is structured to deliver the AC.

**Improvement strategies**

Provide opportunities for members of the leadership team to further develop their capability as instructional leaders in the school.

Investigate opportunities for regular collaborative curriculum planning and focused data analysis meetings that aim to inform teaching practice.

Develop a whole-school PD plan that is aligned to the school’s budget, the EIA and is informed by staff members’ APDPs.
4.6 Systematic curriculum delivery

Findings

School leaders and teaching staff are committed to implementing a curriculum aligned to the AC and the school’s bilingual program.

A whole-school curriculum, assessment and reporting plan, and associated learning area overviews, make clear the agreed expectations for what teachers will teach and what students will learn across all learning areas and the years of schooling.

The principal and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the AC. The school uses C2C units as a basis for curriculum provision across the school.

The school offers a unique bilingual program that involves the students learning 50 per cent of mathematics, science and HASS in Japanese language immersion classrooms. This program is offered currently from Years 1 to 5. By 2019, the program will operate across Year 1 to Year 6. Parallel to this program are ELL classes for students not wishing to be included in the bilingual classes.

All parents interviewed express a desire to see the bilingual program continue and consider it as part of the rich offerings of the school that include music, the Arts and sports. Many parents suggest that it is timely to review the current curriculum organisation and the impact it is having on student learning outcomes, social emotional wellbeing, current choices and future educational pathways.

The HOC-English has developed a comprehensive suite of detailed, user-friendly curriculum documents, supported by concise topic-specific guides for teacher use. These documents are aligned to the AC.

The process for the distribution of these materials and for the organisation of any accompanying PD has been lengthy. A measured, consistent approach to curriculum provision is yet to be fully embedded across the school. Processes are in place to address this situation through curriculum planning, year level meetings and robust Quality Assurance (QA) processes.

A parallel set of materials is being developed for the Japanese component of the curriculum. The timing and availability of these materials for classroom implementation have caused concerns amongst teaching staff.

It is acknowledged by school staff members there are currently concerns being raised amongst some members of the parent body and staff regarding the integrity, consistency and accuracy of assessment and reporting processes in the JLL classes and the ELL classes offered in the school.

Parent feedback on the current curriculum structure is deeply divided and ranges from an expressed need for social and emotional support for students to manage program...
expectations, to being highly positive regarding the impact the program is having on students, academically and culturally.

Teachers and parents express concerns regarding AC time allocations and how students are receiving the full curriculum entitlement. School leaders acknowledge the need to monitor curriculum planning to ensure the AC is implemented with fidelity.

School curriculum overviews are available on the school website. Teachers indicate class plans for curriculum delivery are shared with parents and families at the beginning of each term. Parents report these term plans provide an overview of the curriculum expectations and are frequently supported by weekly or fortnightly class updates.

Parent concerns have been raised regarding the bilingual program’s capacity to maximise student learning and wellbeing. Parents articulate the desire for all students to be proficient in basic skills and challenged to achieve individual potential across the scope of AC learning areas.

Despite these concerns, parents acknowledge that the bilingual program has added to the whole-school development of intercultural understanding for students and their families, and that its presence has changed the cultural makeup of the community with a number of families drawn to the catchment area.

Teachers describe year level collaborative planning processes conducted each term to develop unit overviews in English, mathematics, science and HASS. This collaborative planning is valued by teachers and provides an opportunity for sharing of effective teaching strategies and deepening of knowledge and understanding of the requirements of the AC. Teachers express a desire to meet regularly during scheduled work hours with key curriculum leaders to collaboratively develop curriculum units and assessments tasks.

Completed curriculum units are stored centrally and reviewed to ensure suitability and alignment with the AC.

The HOC-English, in conjunction with year level coordinators, supports the year level curriculum planning process through pre-planning and monitoring coverage of the AC content descriptions and the achievement standards. Curriculum plans and assessment tasks in mathematics, science and HASS, for the bilingual program, are translated from school-developed units aligned with the AC.

Teachers and curriculum leaders indicate a defined approach of reviewing the assessment task, developing a shared understanding of the Guide to Making Judgement (GTMJ), and joint construction of the unit overview. Processes to build local relevance into unit planning are discussed at this juncture. Teachers outline the need for further opportunities to provide a locally relevant curriculum that is accessible to all students.

Moderation of student assessment is conducted through an internal process. Teachers indicate visits previously undertaken with nearby schools to moderate student assessment tasks have been discontinued. Some parents outline the need to verify reported LOAs through third parties to confirm their child’s academic progress.
School leaders recognise the need to establish a consistent process to ensure the intended curriculum is enacted in all classrooms.

Some teachers report the emerging use of ‘Bump it up’ walls to support student understanding of assessment tasks and the elements of each LOA. Senior students report that this tiered approach to developing assessment literacy is supporting their learning.

Reporting of student progress is scheduled each semester and is supported by parent teacher interviews at the mid-semester junctures. A number of parents comment that they would appreciate further opportunities to receive formal, in-depth quality feedback regarding their child’s progress. Parents indicate that teachers welcome requests for periodic updates on student learning.

Students report that the school curriculum offerings are enriched through access to extracurricular activities including sport gala days, choir and instrumental music. They describe opportunities to engage in deepening the understanding of Japanese culture and language through study tours to Japan, connections with Japanese schools and school-based cultural events such as Bunkasai.

**Improvement strategies**

Conduct a review of the current provision of curriculum and the impact it is having on student learning, social emotional wellbeing, current choices and future pathways.

Develop monitoring and review processes to ensure that the intent and rigour of the AC are enacted in all classrooms.

Revisit the school’s curriculum overview to ensure all aspects of the AC, including recommended time allocations for learning areas, are addressed.
4.7 Differentiated teaching and learning

Findings

Teachers are encouraged and supported to monitor the progress of individuals within their class and are committed to improving learning outcomes for students.

There are a very small number of students with a verified disability on Individual Curriculum Plans (ICP). These plans are coordinated by the guidance officer who is allocated to the school two days per week. Representation within the school of students with disability and students with learning difficulties is well below the expected statistical range of distribution reflected in the wider community. As a result, provision of services for this group of students is not widely established and reflected in resource allocation. Some parents of students experiencing barriers to their learning express that this lack of provision has impacted on the choices that are available to them.

Teachers report the embedding of Indigenous perspectives is addressed through regular curriculum planning. Specific provision for staff to develop cultural competency regarding Aboriginal and Torres Strait Islander learners is not clearly apparent.

School leaders acknowledge that there is a need to collaboratively review the provision of support to students with disability and other students with diverse learning needs, including the needs of high achieving students, in keeping with contemporary expectations and the requirements of current legislation.

The STLaN allocation is 1.4 Full-time equivalent (FTE). Programs offered for students include: MiniLit for Year 1 students supported by dedicated education assistants; support for students achieving ‘C’ or ‘D’ LOA in Years 2 and 4 to improve outcomes in NAPLAN assessment; and short-term support for Years 3 and 5 students leading up to NAPLAN. In addition, Levelled Literacy Intervention (LLI) is offered in small group withdrawal format and supervised by education assistants who pre-test and post-test students.

Classroom teachers have a variety of ways to note adjustments for students with a range of needs. There is currently no formal differentiation planning document within curriculum planning. A whole-school ‘canoe’ approach to differentiation is developed to note adjustments within the program. Its use is yet to be consistent across the school. It is envisaged that capability building in the area of the AC, aimed at driving a consistent planning process, will allow for the provision of differentiated learning opportunities for students.

Bump it up walls are being used in some classrooms to demonstrate how to improve LOAs. Some students visually link their personal learning goals to these artefacts. Teachers and students who use them are positive regarding their effectiveness to support learning.

Teachers in the bilingual classrooms express some concerns that they feel time poor and that catering for the individual needs of up to 50 students has been at the expense of their responsiveness to the unique learning and social emotional needs of students. Parents who raise this issue are understanding of the demands on classroom teachers.
Many parents articulate that they do not feel confident they understand where their child is in their learning and feel communication could be improved. A number of parents in the Japanese learning classrooms report they hope their child is progressing in Japanese language and they are gaining the necessary knowledge of the underlying concepts within mathematics, science and HASS to ensure they are ready for high school.

School leaders and classroom teachers have identified the need to develop programs that support the learning of high achieving students. Teachers report that they engage with data to inform learning from a range of starting points and levels of confidence.

**Improvement strategies**

Engage with relevant departmental personnel to collaboratively review the provision of support for all students in line with contemporary research and current legislation.

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

Ensure differentiation is an ongoing school priority and is a feature of every teacher’s daily classroom practice.
4.8 Effective pedagogical practices

Findings

The leadership team recognises that highly effective teaching and high expectations constitute the key to improving student learning throughout the school.

The school’s pedagogical framework is based on Marzano’s ASoT. It is identified as a key priority in the school’s 2018 AIP and EIA. Full implementation of the framework practices across all Prep to Year 6 classrooms is an expected strategic outcome for the school. There is limited evidence of all teachers having a shared knowledge and application of the current pedagogical framework or that it influences teaching practice on a daily basis. Some staff articulate the need to continue to review the pedagogical framework. The 2015 self-determined review identified the need for a review of the whole-school pedagogical framework and implementation plan.

A range of teaching practices is implemented across the school, and lesson design and delivery are predominantly at the discretion of individual teachers. The use of age-appropriate pedagogies (AAP) is an emerging practice. Some opportunity is apparent for teachers to share high-yield strategies in their teaching through informal discussions.

Some teachers report that they draw on the application of EL practices in their classrooms. They refer to the Gradual Release of Responsibility (GRR) model as a strategy that they use in some lessons. Elements of EL are apparent in classrooms, with teachers using elements of ‘I do, We do, You do’. Staff awareness and understanding of EL practices vary across the school.

Teachers connect new material to past learning and assist students to see the continuity in their learning over time. Learning intentions including ‘We are learning to’ (WALT) and ‘What I’m looking for’ (WILF) are used at the lesson level by some teachers.

Staff articulate further work needs to be undertaken to identify and collaboratively agree on the non-negotiable teaching strategies that will be consistently used in all classrooms across the school to enhance learning outcomes for students.

The HOCs work with teaching staff to facilitate planning. Teachers work in year level teams to plan, adjust, and moderate units of work and assessment tasks. Most teachers report satisfaction with the way that their teams operate in their year level and articulate that there is a high degree of collegial support for them in their work. Further opportunities to engage in more in-depth conversations regarding agreed pedagogical practices and to share high-yield strategies in their teaching are yet to occur.

Some informal and formal processes for observation and feedback have occurred to assist in building staff capacity in teaching. Some education assistants express a need for feedback regarding their work. Some members of the leadership team have conducted classroom walkthroughs. Regular cycles of modelling, observation and feedback, aligned to the EIA and pedagogical framework, are yet to be implemented for teachers and education assistants.
It is apparent any expansion of the coaching model outlined by school leaders during the 2015 self-determined review is yet to impact on the implementation of the school's preferred pedagogical model.

Most students speak positively regarding the learning environment in their classrooms. Students predominantly indicate high levels of satisfaction with their learning and the way teachers and support staff members cater for them in the classroom. Some students indicate more challenging curriculum activities would enhance their engagement.

Staff members, most students and parents acknowledge the additional challenge and value of being immersed in learning a second language.

Teachers work to build students’ belief in their own capacity to learn and some students report the high expectations teachers have for their learning.

Some teachers are able to detail how they provide feedback to students. The effectiveness of the feedback varies and is dependent on the teacher, the subject and the pedagogical practice underpinning the teaching. Some parents report the need for more consistent communication regarding feedback on their child’s progress. Whole-school guidelines and expectations regarding the provision of quality feedback, for students and parents are yet to be developed.

**Improvement strategies**

Collaboratively review, develop and implement a pedagogical framework that reflects agreed teaching strategies, is used in curriculum planning processes, and is consistently implemented in all classrooms.

Collaboratively develop an agreed, formal, classroom observation and feedback model, involving all staff members, to provide timely support and advice on classroom practice in priority areas and in areas for individual development.

Collaboratively develop whole-school guidelines and expectations to guide regular and timely feedback to students that makes clear what actions they need to take to make further learning progress.
4.9 School-community partnerships

Findings

The school is a recognised hub within the local community. Staff members, parents and students speak with pride of the achievements of the school. In excess of 300 parents contributed feedback during the review process.

The school leadership team works to establish partnerships with families, local businesses and community organisations to access resources not available within the school for the purposes of enhancing student outcomes, particularly within the area of the Japanese Bilingual Programme.

There is a range of partnerships currently operating that provide valuable opportunities for students and enhanced future learning experiences. The partnership between the school and feeder kindergartens is robust and highly valued. The school allocates considerable resources – 0.2 FTE to leading and quality assuring the kindergarten to Prep transition. Kindy staff describe a highly structured and planned transition program, supported by strong relationships with school staff.

An early years network currently operates to support the transition of children into Prep. Key school leaders are actively involved in the promotion and leadership of this valued partnership.

The school is additionally establishing partnerships with Holland Park State High School and UQ to ensure a quality pathway exists for students who will potentially exit Year 6 with a scale of 5 on the Japanese Language Proficiency Test (JLPT), creating an equivalency of Year 12 level in language proficiency in Queensland Curriculum and Assessment Authority (QCAA) coursework. This emerging pathway is viewed as critical to the long-term viability and perceived value of the JLPT. These emerging partnerships and the proficiency test are yet to be developed to an implementation phase.

The school is a member of the Freeway Schools Coalition, engaging in a range of collegial and cooperative activities, as schools and their staff access programs and events within the local area. The coalition strives to enhance learning opportunities for students and staff within the area, through collective engagement and sharing of practice.

The school is a member of the Independent Public Schools (IPS) Alliance and the principal regularly attends IPS conferences and network meetings.

School leaders have established some links with the regional education office. There has been recent engagement with the ARD to support leadership aspirants. School leaders are yet to establish productive networks to access regional support for executive leadership growth and curriculum and pedagogical development.
The school enjoys significant community support for its traditional biennial Harmonies on the Hill. This event showcases the performing arts, with a carnival atmosphere to galvanise community support and engagement. Considerable funds are raised via the P&C as part of this event.

In alternate years, the school has commenced a Bunkasai festival as a community Japanese cultural festival that supplements the bilingual program. It is in its second year and there are plans to partner with Brisbane City Council (BCC) to expand this celebration. The festival is supported through the school's partnership with Ricoh.

The school has established many strategic partnerships to support the continued evolution of the bilingual programme. It enjoys a strong association with Yasugi Board of Education and International Exchange Association in the Shimane Prefecture, and regular exchanges are now a highly regarded feature of school life. The school hosts study abroad students through Education Queensland International (EQI), further enhancing its global focus whilst contributing to the school resource base.

The school has strong alliances with the Japanese Consulate and Japan Foundation, and is a member of the Queensland Japan Chamber of Commerce and Industry (QJCCI). The school continues to be an Access Asia school. Strong ties exist with Trade and Investment Queensland (TIO) Tokyo, The Japanese Ministry of Education (MEXT), and several Japanese Boards of Education – Tokyo, Kyoto and Hiroshima.

The school has recently received support from philanthropic donors who have recognised the significance and value of the Japanese Bilingual Programme to the wider community.

Relationships with local community organisations are a feature of the school. Students play a significant role in community ceremonies including ANZAC Day and Remembrance Day, with ensembles and choirs contributing to event programs.

Parents are invited annually into bilingual program classrooms to observe a lesson and gain a better understanding of the language immersion learning experience. A number of parents articulate varying levels of comfort in approaching classrooms and indicate they would like further opportunities to engage with the learning settings.

Parents report a degree of frustration with their ability to support their child’s learning, particularly in the area of second language acquisition. Parents associated with the bilingual program have established a Bilingual Support Network to positively contribute to the learning experiences of students at the school. This network has instigated parent language classes in the evening to enhance parents’ ability to support their child with homework and revision tasks, as well as to increase cultural understanding. The network has raised funds to source and purchase additional Japanese language reading materials to enhance learning. Parents broadly acknowledge the need for increased school engagement regarding how families can be better positioned as partners to support the social, emotional and learning needs of their child at the school.
Parent representatives are assigned to each class and play a significant role in the dissemination of communication from the school to parents.

Parents express considerable levels of frustration regarding the efficacy, regularity and relevance of communication. Parents indicate they are not readily provided with opportunities to provide feedback to the school or to engage in robust processes of review regarding school operations and/or planning.

Some partnerships are formalised and are contributing significant value to the learning opportunities and experiences of students and the community.

Local businesses and prominent community members speak highly of the school and the positive role it plays within the broader community.

**Improvement strategies**

Foster robust opportunities for parents to be engaged as partners in their child’s education at the school.

Optimise two-way communication protocols to more effectively engage parents and the wider community in processes of planning and review.
Appendix A: The review team

Mr Alan Whitfield (review chair)

Alan is a highly experienced reviewer with the School Improvement Unit (SIU). As Senior Reviewer with the SIU, Alan has chaired, participated or supervised more than 150 school reviews across Queensland, as well as a number of international school reviews. He has also provided additional, ongoing support to more than 50 schools following the completion of their review.

Before joining the SIU, Alan was a highly respected school principal with more than 34 years of experience, including in a number of primary school settings. In addition to his principalship experience, Alan has worked in a number of other educational leadership roles within the department, including as assistant regional director, regional principal coach and discipline auditor.

Mr Ian Rathmell (internal reviewer)

Ian is an experienced school reviewer, having chaired and participated in school reviews across the state since 2016. Ian brings a wealth of school leadership and school improvement experience to the role. Before joining the SIU, Ian was a principal for 14 years. His most recent principal position was at Yangan State School. He has also worked in a number of other school improvement roles within the Queensland education system, including as a teaching and learning auditor and a principal coach in small schools.

Ms Christina Rigo (internal reviewer/subject area expert)

Christina Rigo has worked in education for more than 20 years. After completing a Bachelor of Science, she commenced her career as a high school teacher before moving into assistant principal and deputy principal roles in the Catholic and independent school systems. She completed a Master of Education (Guidance and Counselling) and returned to state schooling as a guidance officer.

Christina has worked across the age spectrum, supporting students with disability, behavioural disorders and trauma backgrounds. Her present role is as Mental Health Coach in Central Queensland Region, where she works with schools to promote best practice models that enhance student learning and wellbeing. She is a strong advocate for social and emotional education, and the engagement and inclusion of all students in schools.

Mr Paul Pengelly (peer reviewer)

Currently the foundation principal of Murrumba State Secondary College, Paul oversaw the introduction of successful Spanish immersion and acceleration programs. Paul has worked in a diverse range of schools across Queensland including Moura State High School, Caboolture State High School, Mountain Creek State High School, Toowoomba State High School, Indooroopilly State High School and Bribie Island State High School.

In addition to his experience as a school leader and administrator, Paul has more than 20 years of experience in school review and accreditation processes, including with the SIU in
both peer reviewer and internal reviewer roles. He has also been a member on visiting accreditation teams for schools based in Queensland, interstate and overseas.

**Ms Lynne Foley OAM (external reviewer)**

A highly respected and experienced educator and administrator, Lynne has held principal positions in both primary and secondary schools across all sectors. She was an institute director at TAFE and has secured appointments on the governing boards of higher education institutions such as Central Queensland University and the Southern Queensland Institute of TAFE. Since 2016 she has also conducted a large number of school reviews as an external reviewer with the SIU.

Lynne is currently Principal Consultant and CEO of PotentialPlus Solutions, providing leadership and team development programs, coaching and other consulting services to schools, government and industry. In this role, Lynne led the recently published statewide review of Independent Public Schools. Lynne has received several awards, including a Minister's Award for Leadership Excellence and a Medal of the Order of Australia for her services to technical and further education.

**Ms Clare Grant (external reviewer)**

Clare has extensive experience working to improve outcomes for students, in particular those with learning difficulties. Clare’s work has encompassed enhancing the critical alignment between staff capability; practices in curriculum, pedagogy, assessment and reporting; and improved outcomes for students, particularly those at educational risk.

A strong focus of Clare’s work has been to facilitate learning and development opportunities that enable participants to apply principle-driven processes that are relevant to their individual context. She has developed a number of modular-style resources that contain strategies to engage participants not only with new content but also provide them with processes to share their knowledge with colleagues.
Appendix B: Letter to Wellers Hill State School Staff, Parents and Community Members

2 November 2018

Wellers Hill State School
190 Toohey Road
TARRAGINDI QLD 4121

Dear parents, carers and staff

I am writing to provide you with information regarding the independent review of Wellers Hill State School’s Japanese bilingual program. I have requested the review in response to concerns raised by some parents and community members about the program. The review is about ensuring the program is providing a high quality education for students of Wellers Hill State School, now and into the future.

The review is scheduled to take place at the school from 12 to 15 November 2018. At my request, the review will be conducted by an independent and experienced review team from the School Improvement Unit (SIU). The SIU is responsible for reviewing the teaching and learning practices of all Queensland state schools. The unit sits within the Office of the Director-General, with a direct reporting line to me.

The review team will comprise four highly experienced and independent reviewers. Prior to the review starting at the school, the review team will conduct a desktop audit of the school’s performance data and consider community correspondence about the program received by the department.

The review itself will look at all aspects of the bilingual program, including:

- the delivery of the Australian Curriculum within the program
- resourcing (including staff and financial considerations)
- processes for student entry into the program
- alternatives to the program for students
- the social and emotional wellbeing of students within the program
- academic and social-emotional support for students – both within and outside of school
- communication with parents (including teacher reporting) about student progress within the program.
The review is about capturing the voice of the entire Wollers Hill State School community, including staff, parents, students and other community members. Accordingly, all stakeholders and community members are encouraged to have their say and provide feedback to the review team. All feedback remains confidential and can be provided in a number of ways, including email, phone or in person (at the school, offline or after hours). To register your interest in providing feedback, please email siumba@qed.qld.gov.au with your contact details, including a phone number.

Following the completion of the review at the school, a comprehensive review report will be prepared for my consideration. The report will detail the key findings and recommendations from the review. A copy will also be provided to the regional office and school principal. The findings and recommendations from the review will be shared widely with the school community, including a copy of the report published online.

For more information about the review, please contact Dr Liam Smith, Assistant Director-General, SIU, on telephone 3035 2223 or by email at liam.smith@qed.qld.gov.au. For general information about school reviews in Queensland, please visit the department’s website at www.schoolreviews.eq.edu.au.

Yours sincerely

[Signature]

TONY COOK
Director-General

Ref: 18/579447