

Executive Feedback – 6 Month Check-in

Please find below a summary of my visit to support your journey towards the nine-month check-in.

Key Improvement Strategy One

- Develop and implement a whole school communication strategy

The leadership team in consultation with the school community has developed a thorough and explicit communication strategy, which has been shared with the staff, Parents and Citizens' (P&C) associations, the school council and the parent community. The strategy is now published and easy to access on the school website. Additionally, in consultation with staff, the leadership team have drafted a communication strategy for staff that outlines the expected norms for communication including those between staff and with parents as well as expected timeframes and protocols. As a way of building stronger relationships, there is now a clear expectation that the leadership team make communication more personal, such as conversing with parents by phone or in person rather than via email.

As a direct result of the new communication strategy, clear communication channels have been established between the school and parents, increasing transparency and keeping parents well informed of school expectations and events. The leadership team report an increase in positive communication with parents with many parents congratulating staff on the timeliness of the response. The time it took to respond to parents has been a significant issue in the past.

Reflective Questions:

How are you communicating with all parents not just those that contact the school? How effective is this communication? Have you sought feedback yet?

How might you broaden the communication strategy to include external stakeholders? How do you continue to build and grow the reputation of Wellers Hill State School?

Key Improvement Strategy Two and Three

- Conduct a review of the current provision of curriculum and the impact it is having on student learning, social emotional well-being, current choices and future pathways.
- Review the whole school approach to curriculum provision to enhance 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 Australian Curriculum (AC) learning areas.

School curriculum documents and implementation plans are clearly aligned to the P-12 CARF and Metro strategy. The curriculum team led by the deputy principal (curriculum) and Head of Curriculum (HOC) are continually developing teacher understanding of the P-12 CARF through planning meetings, optional professional learning opportunities and staff meetings. Parent sessions are also being run every two weeks on curriculum, teaching and learning. Feedback shows that these have been well received by parents who have attended.

The school has fully resourced planning days for teachers to unpack the AC. The deputy principal and HOC lead these planning meetings with the principal and line managers attending for some of the time. These meetings are ensuring consistency across the year levels. There is consistent planning documentation to support teachers in developing their units of work. Australian Curriculum English and Australian Curriculum Japanese teachers plan together to ensure a robust curriculum is implemented across all key learning areas.

This strategy is highly supported and appreciated by staff and is a significant budget investment in time and resources.

During our classroom visits, it was clear that leadership team walkthroughs are becoming common practice as teachers welcome the support and presence in their rooms. All classrooms displayed the term overview making the classroom timetable and what children will be learning during the term very transparent.

Reflective Questions:

As a leadership team how will you measure the impact of this work? What student data will you use?

What processes exist for the internal and external moderation of student work?

Key Improvement Strategy Four

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

To involve parents in the consultation process of the wellbeing strategy, the leadership team, led by the guidance officer has conducted surveys to develop baseline data and build a deeper understanding of parental concerns.

Identified students are participating in the Brave program to reduce anxiety levels and reengage them in their learning. The Fearless parenting program trial has also been offered to families.

The School has recently implemented an evidenced based Social and Emotional Learning program (SEL) called 'You Can Do It!' After consulting parents, the guidance officer and leadership team believe this program best aligns to the AC and is most suited to their students. To date there has been positive feedback from parents who have attended the information sessions.

Reflective Questions:

Consider ways in which you will measure the impact of this strategy.

What will quality professional learning look like for the successful implementation of You Can Do It!?

Key Improvement Strategy Five

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

The Business Manager (BM) is an active member of the leadership team and helps the broader leadership team lead and manage budgets.

The leadership team with the BM regularly review and reflect on the current budget and past audit report.

P&C and school council are actively involved in the consultation process, where the budget and spending is shared at regular meetings.

The region have provided extensive support and collaboration through the Senior Finance Officer and BM coach.

The budget is clearly aligned to the first four improvement strategies of the action plan with significant funds spent on collaborative planning processes and resources.

Reflective Questions:

What other professional learning would be helpful for the middle leaders in understanding and managing budgets?

Regards

Racquel Gibbons

A/Assistant Director-General

School Improvement Unit | Department of Education

P: 07 302 88288 E: racquel.gibbons@qed.qld.gov.au