School Improvement Unit
Report

Wellers Hill State School
Thanks John,

I have enjoyed reading your Self-Determined Review and congratulate you and your staff on the amazing work and commitment. This feedback and confirmation is vindication of the high quality leadership that you and your team deploy across the school.

Please pass on my hearty congratulations to all concerned.

Regards

Jim Watterston
Director-General
Department of Education and Training
Queensland Government
P: 07 303 44752 | F: 07 303 44769 | E: jim.watterston@dete.qld.gov.au | http://dete.qld.gov.au
Level 22 | Education House | 30 Mary Street | Brisbane QLD 4000
PO Box 15033 | City East QLD 4002

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1. Introduction

1.1 Background

The review and report were completed by a review team commissioned by the Principal Wellers Hill State School. The review team is drawn from a panel of reviewers accredited by the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
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</tr>
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<td>Education region:</td>
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<td>The school opened in:</td>
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</tr>
<tr>
<td>Year levels:</td>
<td>P-6</td>
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<tr>
<td>Current school enrolment:</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
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<td>Number of teachers:</td>
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</tr>
<tr>
<td>Unique school programs:</td>
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1.3 Review methodology
The review was conducted by a team of two reviewers.

The review consisted of:

- A pre-review audit of the school’s performance data and other school information;
- A school visit of four days;
- Interviews with staff, students, parents and community representatives; and
- Document analysis.

1.4 Review team

Mr Tom Robertson  Role: external reviewer
Ms Pam Hall  Role: external reviewer

1.5 Reading the report
The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.
2. Executive summary

2.1 Key findings

- There is very strong community support for the school and its programs and strong partnerships exist with the broader community.

All involved with the school comment upon the caring environment that envelops the school and all express great pride in the school, its efforts and achievements. The school has actively sought diverse ways to enhance student learning and wellbeing by developing meaningful partnerships with parents and families, and the broader community. Staff and students display a positive approach to all facets of the school. Staff acknowledge the supportive community and the focus on effort and achievement from the students.

- The school has a broad improvement agenda.

The school has promulgated a broadly based improvement agenda to guide direction and focus. Specific improvement targets for the key elements of the improvement agenda are difficult to identify within the documentation and there was some variation in the identification and understanding of the key issues for the school in 2015.

- There is a strong moral imperative to do the best for children.

Caring relationships are a feature of the school. Within the school environment the school cultivates a supportive and inclusive environment. A range of learning opportunities exist for all students and the staff display a strong commitment to the students in their care.

- The school has used opportunities and resources to create innovative programs and learning environments including establishing a formalised coaching provision for staff

The Great Results Guarantee funds have been utilised to provide direct support to the literacy and numeracy program within the school and to provide a range of resources to improve classroom practices and student learning outcomes. The school coaching program uses the formalised and nationally acknowledged GROWTH model.

- The school has introduced the innovative Bilingual program and has future plans to further develop the program as a point of distinction within the independent public schools framework.

The Bilingual program currently operates across Year 1 (3 Classes) and Year 2 (3 Classes). In these class groups 50% of the curriculum is taught wholly in Japanese by native speaking teachers. The school reports initial success with this initiative and the program has generated considerable interest within and beyond the immediate school community.
2.2 Key improvement strategies

- Develop an agreed narrow and sharp explicit improvement agenda reflective of systemic and school-based data analysis.

- Align the narrow and sharp improvement agenda to identified high yield programs and strategies to drive improvement in student achievement levels through focussed curriculum leadership.

- Continue to develop a strategic model of data analysis and use so that evidence-based decisions frame all operations of the school improvement agenda and inform the teaching and learning processes.

- Revisit the existing school wide agreed pedagogical framework to embed the framework into the school to inform practices in every classroom.

- Continue to develop a research based observation and feedback model for staff and students to build staff capacity and enhance the teaching and learning process.

- Implement documented review processes to monitor the effectiveness of key partnerships to ensure they maintain relevance and effectiveness in meeting school and student needs.
3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The principal and other school leaders speak of a commitment to improvement. They are conscious of the necessity to maintain and improve the standards and outcomes in key areas commensurate with what the school has already achieved and to continue to meet and exceed community expectations.

The school has a published and promulgated statement in regard to its improvement agenda for the year. This document indicates issues for a broad based school focus but does not specifically articulate an explicit improvement agenda. It has limited detail in regard to the key elements for improvement particularly in respect to identified and specific targets.

The very committed teachers are aware of the need for improvement and their professional approach embraces a focus on improvement in key areas. An agreed and common identification, language, approach and timelines to inform and guide a narrow and focused school-wide improvement agenda is still developing. There is no direct evidence of an explicit improvement agenda being widely communicated to a broader audience across the school nor does the school website or other popular communication modes reference the intent of the school in this area.

The school has introduced a broad range of programs to support and define elements of classroom instruction and practice. The school has a very comprehensive array of programs and initiatives in place to support teaching and learning. The array of programs sometimes offers multiple approaches towards singular avenues for improvement. The broad spread of initiatives mitigates, at times, the identification of clear, whole of school strategies and agreed whole school targeted approaches.

The school is cognisant of the issues and challenges in improving student outcomes which, by systemic data, are generally robust. The school data demonstrates some variability which has been evidenced of late and the school is cognisant of this trend. Through the role of Master Teacher the school undertakes the meta-analysis of school outcomes and data discussions are held with staff to identify issues and priorities and develop strategies.

There is a whole school commitment to every student’s success. This is evidenced in the range of programs and strategies across all year levels. Staff diligently focus on student goals and support is provided to teachers by the pedagogical coaches who work across specific year levels. Coaching is available to all staff, however not all staff have fully embraced the opportunities available to them.

The Deputy Principals conduct a program of school walk throughs and classroom visits focussed on certain aspects and elements of the school program. A strategic approach to
quality assurance processes in all areas across the school does not appear to be fully considered or formalised.

Staff consider data within their phase level and year level meetings and map student progress in key areas. Most classes have a system of establishing student goals.

The master teacher maintains a data wall in respect to reading across the school and student progress in this area is discussed in regular meetings with staff.

Staff espouse a commitment to high expectations and standards and focus on these issues within their class program. Students are engaged in learning and are aware of school expectations.

Staff are generally positive about their role in the school and most demonstrate a commitment to ongoing professional growth.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Develop an agreed narrow and sharp explicit improvement agenda reflective of systemic and school-based data analysis.

Align the narrow and sharp improvement agenda to identified high yield programs and strategies to drive improvement in student achievement levels.

Continue school wide approaches to the improvement of professional practices through the established coaching processes and ongoing developmental opportunities.
3.2 Analysis and discussion of data

Findings

There is evidence that the administration team are conscious of the schools data and student outcomes. They view reliable and timely student data as essential to ensuring the efficacy of school programs and the maintenance of the school’s reputation and standing in the community.

NAPLAN data over the 2008-15 period shows a varied performance, in 2014/2015, particularly in year 3 where spelling scores have impacted school outcomes. Overall the school’s mean scores reflect well against National Minimum Standards and Mean Scale Scores relative to the nation. The scores reflect differently against Queensland schools in Years 3 and Year 5. In regard to the scores in the Upper Two Bands (U2B) the achievement level is below Queensland State Schools in 3 of the 5 areas in year 3.

In 2015 the achievement of mean scale scores of the school was similar to Similar Queensland State Schools (SQSS). In the U2B, the school’s achievement was not as robust Student relative gain for Year 5 students 2014 to 2015 was variable compared to SQSS across all five domains.

The school has a published Data Plan which sets clear guidelines and a timetable for the collection of data across the school year. The direct link between the Data Plan and the priority placed on school wide analysis and discussion of systemically collected data is not immediately evident. There is variable evidence of deep analysis of systemic data to identify a narrow, sharp focus for school improvement.

Teachers are entering their class data in One School. Data is shared with teachers through discussions with the Master Teacher and in phase and year level meetings. Some teachers have a deeper understanding of their class data than their peers. A consistent whole school approach to the analysis and effective use of data is still developing.

There is some evidence of a school wide strategy to develop a deep understanding, analysis and interpretation of data and to further develop teacher data literacy in a planned and strategic way.

The school has developed a range of monitoring instruments (reading, writing, and spelling, numeracy) to complement the standardised and systemic measures used in the school. This data is generally captured across the school and evidence exists to indicate that most teachers use data to self-evaluate their teaching quality and to inform their next teaching episodes.

There is some evidence that data is used in strategic resourcing considerations and to allocate physical and financial resources across the school. Some aspects of this approach are still to be fully implemented and embedded in school operations.
Supporting data

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Develop a strategic model of data analysis and its use so that evidence-based decisions frame all operations of the school improvement agenda and inform the teaching and learning processes.

Further develop staff capacity in the use of data to inform teacher planning and classroom practices to address the learning needs of individual students.
3.3 A culture that promotes learning

Findings

The school promotes and maintains high expectations for students' learning and behaviour and presents an ordered and welcoming environment. The tone of the school is calm, positive and friendly.

The staff demonstrate the belief that every student is capable of successful learning. Staff and students display a positive approach to school and the dedicated staff address the diverse learning and developmental needs of students.

The school views parents, families and community members as important partners in the life of the school. Parents are encouraged to play an active role in the school and to be directly involved in their child's education. Parent and teacher interaction is a common feature through various school activities and school celebratory events. Parents also are invited to parent teacher conferencing at key reporting junctures which occur at the end of each semester.

Parents and community members hold the school, its leadership team and staff in high esteem. An active P& C Association supports the school and provides considerable financial support. The P & C also operates a very busy Outside School Hours Care facility, along with the school tuckshop and the uniform shop. The newly appointed School Council meets on a term by term basis and assists in setting the strategic direction of the school, given its Independent Public School (IPS) status.

The school exhibits positive and caring relationships between staff, students and parents. Student leaders spoke about the caring and safe environment that they believed was well established in the school. Interactions are positive and supportive and respectful relationships between staff and students are a hallmark of the school.

Staff are actively engaged in professional development activities. Opportunities exist for staff to access their own professional development account as well as having access to school funded activities. Regular year level and phase level meetings support cooperative planning and the sharing of ideas and strategies.

The school has clear expectations for how children should behave and interact with each other and these expectations are endorsed by families at the school. Expectations for appropriate classroom behaviours are prominently displayed in most rooms. The key school rules, *Four Be's*, (Be Safe, Responsible, Respectful and a Learner) are prominently displayed at locations across the school campus and referred to at assemblies, in the school newsletter, and referenced at other forums. School leaders and staff also use a variety of positive rewards for students. The "High 5" Strategy is utilised as a support tool for students.

The school has a Responsible Behaviour Plan which provides a common framework and language associated with expected behaviours and values. Student behaviour is actively tracked and monitored. Intervention is undertaken as needed and students can access
support programs, including a Chaplaincy service. The school's expectations in a range of settings are articulated in the published School Expectations Matrix which is displayed in prominent locations.

Some staff indicated a keen awareness of the aspirational nature of the Wellers Hill community and school environment and the concomitant workload pressure.

The school seeks to uplift student performance through goals negotiated with students, and negotiated curriculum plans along with the monitoring and tracking of student progress. All students are encouraged to focus on their learning and irrespective of current levels of achievement, are encouraged to aim for improvement.

The 2014 School Opinion Survey reflects a strong support for the school from the community, students and staff. It is evident that the community places great value and trust in the school and staff. The students value the environment in which the school operates.

A beginning teachers program is in place to support any beginning teachers appointed to the school. Teachers have direct support from school provided pedagogical coaches and through interaction with year level colleagues and the school leaders with specific responsibility for the year level.

At the time of the report the school attendance rate stood at 95% attending for greater than 85% of the school year.

The school reports no student disciplinary absences during 2014. This is a significant outcome when compared to state figures.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Continue to build a culture of high expectations for student learning, behaviour, and attendance.

Develop and refine the explicit link between the school's motto, the school's values statement, school artefacts and symbols, and the explicit expectations that the school and its community have agreed.
3.4 Targeted use of school resources

Findings

The school has a broad range of programs. There is some evidence that program development and resource acquisition across the school is preceded by systematic analysis of whole-school data sets.

There is some alignment between the broad improvement agenda, the school budget and targeted use of financial resources. The allocation of teacher aides is determined according to a base allocation to each class with the opportunity for teachers to engage further aide time through the Teacher Aide Enhancement Grant (TAEG) application process. This provides support for individuals or groups of students based on a strategic identification of need and student support requirements.

Technology is used to provide differentiated teaching and learning across the school. The school has a system of established computer laboratories with further banks of computers available within classrooms on a shared basis. An established school committee is investigating an iPad proposal which will see these devices introduced, initially to Year 4 in 2016.

The school is using physical spaces effectively, the school has a mix of classroom spaces within the grounds which has significant variation in its topography. This creates varying levels of access to classrooms and mitigates open space. Two fires at the school have seen the loss of a significant number of resources and key items relating to the rich history of the school. Replacement buildings have provided the school with two new classroom blocks. These new facilities have provided the school with quality learning spaces and capacity for specific curriculum initiatives.

The leadership team has given consideration to understanding and addressing the learning and wellbeing needs of all students. Resources have been allocated to support the small number of students with identified and verified needs. Some limited work is evident in supporting and extending very capable students. A Guidance Officer is available, and a school chaplain who is jointly funded provides a suite of support services to the school community.

The school has a positive approach to professional development. Funds have been used to develop coaching capacity within the school. Plans are in place to extend this capacity across the school in 2016.

Resources have been committed to support school priorities, strategic intervention and developing teacher capability. Staff can access funds in their Professional Individual Learning Account (PILA) which provides for individualised learning opportunities with applications for programs approved by a committee of peers. The school provides more generalised professional development opportunities through the school accounts. The GRG funds are aligned to specific school priorities.
The school has a Master Teacher who supports staff and takes a primary responsibility for specific programs and the management of the school data.

The school has well developed programs to meet the learning needs of students and a significant array of extra-curricular activities are available for students.

The school enjoys reasonably expansive grounds which are nested against a major intersection and the bushland reserve of Toohey Forest. There is some capacity for grounds improvement and for a softening of the playground environment.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Review and implement a transparent whole-school budget process based on systemic and school data to align the narrowed improvement agenda and the strategic allocation of human and financial resources to meet the learning needs of all students.
3.5 An expert teaching team

Findings

There is evidence that the principal and other school leaders see the development of staff into an expert teaching team as central to improving student outcomes. The school expects all teachers to be committed to the continuous improvement of their own teaching and to be focussed on the development of knowledge and skills required to improve student learning.

The school has enjoyed growth in its enrolments over recent years. This issue has demanded a commensurate growth in staff. The school also has a number of part time arrangements in place as well as having a range of staff accessing a variety of leave options over the course of the school year.

The school has a significant budget to support local professional development and local priorities. Staff have an individual professional development account and professional development is available for all staff, generally via an application process. There needs to be greater alignment between school initiatives, the improvement agenda, focused professional development, and the coverage of all staff for developmental activities.

The school has made a considerable investment in the development of coaching skills with identified staff available to support peers through coaching for performance. Through the three currently available pedagogical coaches, arrangements are in place along with timetable allocations to enable staff to meet with their coach, watch others work, and to learn from each other’s practices.

Documentation suggests all staff have a professional learning plan in place. There is evidence to indicate this is not the case across the school as circumstances appear to have mitigated the completion of a number of plans and awareness of the professional learning plan was, in some instances, quite minimal. There needs to be a stronger alignment between teachers’ professional development plans, when available, and the school agenda. A direct link between these documents and the explicit improvement agenda requires better articulation and clarity.

Some teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices. There are opportunities within the school for teachers to share these skills.

Walkthroughs are undertaken by the Deputy Principals. School documentation indicates these are scheduled to occur during the semester, have a specific focus and observation sheets are used. The schedule for walkthroughs is flexible, school wide and the process is intended to be developmental for staff. Opportunities exist for the school to further embed this developmental activity with all staff and to build a culture and climate of professional engagement and sharing of practice.
The administration team provide professional oversight through a variety of assurance processes. The Deputy Principals take direct responsibility for sections of the school. There are opportunities for the principal to further support and assure the overall supervision and leadership of the teaching and learning processes through both the strategic and executive function.

There are a number of established mechanisms which provide structured arrangements for the monitoring of outcomes and the activities of the various working groups that operate within the school. Phase meetings, year level meetings, class visitations and the management of curriculum and assessment processes by the Deputy Principals all provide measures through which the teaching team is developed and school outcomes monitored.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Develop and implement a whole-school research-based observation and feedback process involving all school leaders to build the capacity of all teaching staff in line with the pedagogical framework and the explicit improvement agenda.

Continue the explicit coaching program and support the school staff to share ways of working across the school.

Ensure all staff have a professional learning plan aligned to the defined school improvement agenda.
3.6 Systematic curriculum delivery

Findings

The school has a disparate suite of curriculum documents rather than a single whole school curriculum plan. The curriculum documents form the basis for discussion, collaborative planning and setting the overall curriculum direction within the school. The school is in the process of developing a number of subject driven scope and sequence overviews which are currently located on the Wellers Hill Edu Space on the Learning Place. To date English and Mathematics are available. A complete scope and sequence exists for the schools innovative Bilingual program.

As part of its offerings, in 2014 the school introduced a Bilingual program with Japanese being established as the second language of instruction offered to identified classes. The Bilingual program currently operates across Year 1 (3 Classes) and Year 2 (3 Classes). In these class groups 50% of the curriculum is taught wholly in Japanese by native speaking teachers. The school reports initial success with this initiative and the program has generated local and community wide interest.

The school plans to expand the Bilingual program across the school in coming years through a year by year progression of the program.

Many teachers are in the process of taking the National Curriculum and adopting and adapting the established C2C subject areas to meet classroom requirements. There is variation in the way curriculum expectations are understood and interpreted by some staff. A systematic process to monitor and review the enacted curriculum across all classes is managed by the Deputy Principals who lead school arrangements and conduct meetings in regard to phase groups and year level planning and discussion. Meetings to monitor curriculum delivery are held with teachers both individually and through year level arrangements.

Teachers are provided with planning time to meet with other teachers of the same year level to enable cooperative professional arrangements and shared discussion. Teachers use the National Curriculum and backward map from the C2C guide to assessment to plan curriculum units. Teachers engage in both phase meetings and year level meetings to discuss curriculum undertake moderation and self-direct their planning.

The school has a promulgated improvement agenda. The school is taking steps to implement specific strategies with spelling and reading in the school. Programs such as CAFÉ, Words Their Way, and The Seven Steps to Writing are used in classrooms as approaches. A school-wide approach is developing and strategies are being refined to address identified issues.

Goal setting is seen in classes and there are individual-level goals in a number of classrooms. Teachers select their own methods of setting and tracking goals.

ICT is part of classroom practice and school operations and it is utilised to assist in maximising student engagement in learning. The school has established a number of
computer laboratories supplemented with in class computer resources. A school committee is investigating an iPad program which is planned for introduction to Year 4 in 2016.

A strong feature of the school’s curriculum is the extensive extra-curricular program which includes music and art instruction for specific year levels. The school also provides a range of lunch time activities which including choir and band.

Reporting processes are aligned with the curriculum and designed to provide parents, families and students with information about the achievement of curriculum intentions and student progress over time. Oral reporting to parents occurs twice a year and is accompanied by written reports.

Assessment processes are used to clarify learning intentions, establish where students are in their learning, and diagnose details of student learning such as gaps in knowledge and understanding. There is not a clear link between data collected and the planning process in all classrooms.

The Deputy Principals use scheduled meetings and class visitation to monitor and support the planning process and quality assure the links to the Australian Curriculum, if alterations are made from the C2C resource. There are solid foundations in place for the further development of a defined quality assurance mechanism through which the school’s curriculum is endorsed.

Specialist teachers are employed in HPE, music, the visual arts, and LOTE areas.

Pedagogical coaches are available for coaching for all staff, however not all teachers have fully embraced this professional opportunity to explore and further develop pedagogical practice and fully participate in the coaching process.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Develop an overarching curriculum plan that ensures all elements of the school’s curriculum including vertical alignment are identified and endorsed.

Incorporate and embed data discussions into the planning processes so that it overtly informs the teaching/learning cycle in all classrooms.
Strengthen quality assurance mechanisms to ensure the curriculum planning processes are followed by feedback regarding the planning documents developed.
3.7 Differentiated teaching and learning

Findings

School leaders encourage and support teachers to tailor their teaching to meet student needs and readiness. There is evidence that teachers are engaged in differentiating teaching and learning experiences for the full range of students in their class to suit learning needs and curriculum expectations. These efforts are set against the school wide priorities and expectations that are articulated across the school.

The Master Teacher holds regular meetings with teachers and year level teams to analyse data, explore strategies and amend approaches and undertakes a process to review systemic and school data sets to identify students and appropriate strategies for classroom implementation. The school also tracks student achievement against benchmark expectations and discusses progress and strategies with teachers to ensure staff are aware of student and whole class progress in key subject areas.

There is evidence that some teachers are individualising learning, including the use of digital pedagogy, to provide learning sequences at each student’s level. Student engagement in classrooms is high. Students commented on the care and support that teachers show and the variety of approaches they experience to ensure their learning is meaningful and developmental.

Most teachers involve students in setting class learning goals. Individual learning goals are set for students in some classrooms.

Individual Curriculum Plans (ICP) are in place for the small number of students with disability and for some students with significant learning needs. There is also a developing awareness of the matter of using data in systemic and school data sets to identify students working more than a year above age cohort and develop ICPs for them in concert with departmental policy.

Supporting data

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Further develop teacher data literacy skills to confidently analyse class data to plan for the differentiated learning needs of all students.

Develop policy and procedures to ensure consistency of practices across the whole school so that all students’ individual needs are catered for.
Continue to differentiate learning opportunities for all students and strengthen processes to ensure students identified as requiring extension are catered for.
3.8 Effective pedagogical practices

Findings

The school has a pedagogical framework based on the Art and Science of Teaching (ASOT). There is a documented implementation plan for ASOT however there is limited evidence of the implementation of this agreed pedagogical framework across the school as school staff do not talk the language of this document and in most classrooms the implementation of ASOT and its associated artefacts are difficult to identify.

The school leadership team along with all class teachers have accepted personal responsibility for driving improvements in teaching. The school places a strong emphasis on identifying the learning needs of students and then selecting the most appropriate approach to use for the identified students.

School leaders provide teachers with feedback on their classroom practices. Walkthroughs are conducted on a scheduled basis by the Deputy Principals. The walkthroughs have an agreed format and focus and the considered feedback post the event along with the professional observations are shared with staff.

Most teaching staff are providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress. Verbal feedback is typically the model used on a regular basis.

Teachers set expectations for every student’s progress and negotiate targets for improving classroom performances. There is some limited evidence of a concentrated focus on the extension of more capable students.

Staff development is accessed through phase level and year level meetings as well as through the school’s collective approach to professional development. Staff can access professional development opportunities through both school resources and their own personal individual learning account (PILA).

Coaching is an enacted strategy within the school. Staff have access to a number of colleagues trained in the Growth Model of Coaching. The school plans to expand the coaching program in coming years through further professional development of staff and widening access by increasing the quantum of pedagogical coaches in the school.

The school leadership team are aware of the school data sets and the issues arising from the evaluation of student learning outcomes. There is scope for expanding the use of this data to provide a measure of the effectiveness of teaching across the school and to manage and support teaching performance.

Supporting data

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators,
school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Collaboratively revisit the existing whole school pedagogical framework and the implementation plan.

Consolidate teacher’s knowledge of the framework and re-establish the links between quality teaching and the desired improvement in student learning at the classroom level.
3.9 School and community partnerships

Findings

Wellers Hill State School actively seeks ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations.

The school enjoys broad based community support for its now traditional bi annual event "Harmonies on the Hill" This celebrates the performing arts combined with a carnival atmosphere to create a focal point for the school community and build significant linkages and relationships.

In conjunction with the introduction of the Japanese Bilingual program the school has established a range of strategic partnerships and alliances. It enjoys a robust association with Yasugi International Exchange Association in the Shimane Prefecture and regular exchanges are a feature of school life. The school hosts exchange arrangements which are negotiated through Education Queensland International and provide further inputs to the programs operating in the school. Formal connections are also established through the schools membership of the Queensland Japan Chamber of Commerce, and the Japan Foundation. The school is also an Access Asia school.

Professionally, the school links with the Freeway Schools Coalition and undertakes a range of collegial and cooperative activities as schools and their staff access programs and events within the local area. Linkages are established with the neighbouring state high school. A body of shared work was undertaken with Holland Park State High School to facilitate the transition of students to high school, and ongoing plans will see the interchange of staff and visitation of students to support transition arrangements.

The school has also initiated arrangements with local kindergarten and day care providers in regard to the transitioning of students to the Preparatory year as in excess of 30 programs in the local area connect to the school. The school has undertaken significant work to link with key providers through visitation, information sessions, media and printed material and collegiate conversations to develop stronger processes for the transition to the Preparatory year.

Partnerships with parents are strengthened through various school events and celebrations which are held regularly. Music presentations, Art shows, Grandparents and Special Friends Day, Father’s Day celebrations and the like, all serve to build strong connections to the community and are well supported.

Special days such as ANZAC Day are acknowledged at the school with considerable ceremony and with the strong support of the Yeronga/Dutton Park RSL. Positive partnerships with parents are further developed through the established classroom parent representative structure.

A regular newsletter is sent to families, through on line arrangements, a school sign board is used for key messages and to provide a community focus on key events. The
school’s Facebook page is reported to be a most successful medium for communication with the wider community.

The local businesses and key community members speak very positively of the school within the local community.

The schools partnerships appear to be successfully implemented and resourced. There is evidence that they are adding value to the schooling experience and value to both the community and student outcomes.

**Supporting data**

Strategic Plan 2012 – 2015, 2015 Annual Implementation Plan, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, reading program, professional development program 2015, school website, school newsletters, budget overview, pedagogical, assessment & reporting framework, staff, student and leadership team interviews, school professional development days.

**Improvement strategies**

Implement documented review processes to monitor the effectiveness of key partnerships to ensure they maintain relevance and effectiveness in meeting school and student needs.

Develop and periodically review strategies to recognise and celebrate strategic relationships with partner organisations.

Continue to develop partnerships with local kindergarten and day care providers that are mutually beneficial to transition arrangements and school expectations.