

# Wellcamp State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wellcamp State School** from **9 to 10 August 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

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

Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

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

### 1.1 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Fiona Connor

Peer reviewer



## 1.2 School context

<b>Location:</b>	Drayton-Wellcamp Road, Wellcamp
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1899
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	96
<b>Indigenous enrolment percentage:</b>	10 per cent
<b>Students with disability enrolment percentage:</b>	1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	984
<b>Year principal appointed:</b>	1989
<b>Full-time equivalent staff:</b>	4 Full-time equivalent (FTE), 2 part-time 0.2 FTE special education teacher, 0.2 FTE Support Teacher Literacy and Numeracy (STLaN)
<b>Significant partner schools:</b>	Bunker's Hill State School, Glenvale State School
<b>Significant community partnerships:</b>	University of Southern Queensland (USQ), Wellcamp Playgroup, Toowoomba Wellcamp Airport, Southern Vale cluster of schools, Boral Quarries, various childcare centres, Queensland Fire & Emergency Services, futsal, basketball, rugby, hockey, Anglicare
<b>Significant school programs:</b>	High Performing Teams, coaching and feedback, mentoring for beginning teachers, Putting Faces on the Data, Zones of Regulation, Increasing Activity & Intelligent Minds (iAIM), Targeted teaching of reading - Jolly Phonics, PreLit, MiniLit, home reading awards, reading wall of fame; Writing programs - Plan4Me, First Steps Literacy, The Writing Book, Seven Steps to Writing Success; Wellcamp Playgroup, Sporting Schools, Bullshift



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum coordinator, four classroom teachers, special education teacher, Support Teacher Literacy and Numeracy (STLaN), three teacher aides, Business Manager (BM), 13 parents and 37 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Two local cluster principals and Year 7 coordinator of a local high school.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

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





## 2. Executive summary

### 2.1 Key findings

**All staff members work to establish classroom environments that are conducive to learning and supportive of the needs of all students.**

Whole-school processes for managing student behaviour are embedded across the school. Students model high expectations relating to expected behaviours, and relationships with peers and staff members are positive. This is reflected in the strategy whereby older students act as 'buddies' to younger students and promote expected ways of behaving. Students are able to articulate the four school values of *'resilience, responsibility, respect and results'*.

**Staff members promote an inclusive school environment where all students and their families have a strong sense of belonging.**

Students and parents articulate this strong connection to the school is promoted through positive and caring relationships. The tone of the school is calm, positive and friendly. Parents identify that a deep commitment by staff members to support student wellbeing is clearly apparent with students articulating they are well cared for by staff members.

**Student health and wellbeing are viewed as a high priority for promotion across the school.**

Strategies being implemented include regular reference to the Zones of Regulation, Fun Friends, Friends for Life, the buddy bench, buddy programs and reflection sheets. A 'chill out' zone is created for students in the playground to have an inviting place to play. Embedded within the classroom practices are initiatives including Increasing Activity & Intelligent Minds (iAIM), kilometric club and brain break. These strategies are utilised to enhance student engagement and their sense of wellbeing.

**The school's principal undertakes regular strategic planning processes where consideration is given to the school's performance with appropriate responses being planned for collective implementation.**

A school improvement agenda document is developed that articulates three key drivers that will guide improvement at the school. The focus for this work is on lifting student performance in reading and writing. Members of the teaching team are working hard to implement the Explicit Improvement Agenda (EIA) in their classrooms. Some indicate they would value further time and continued support to embed expected practices into their teaching repertoire. The principal is committed to working with members of the teaching team to ensure effective implementation of the EIA.



**The school leadership and members of the teaching team place strong emphasis on the use of data to track student achievement and improvement.**

The principal is building staff capabilities in analysing and using assessment data through staff meetings and individual conversations. The school has commenced work on understanding and using Sharratt's<sup>1</sup> 14 parameters to enhance the data literacy of staff and enable deeper discussions of data. The principal is committed to developing a culture of self-evaluation and reflection to effectively monitor progress over time and plan appropriate responses for teaching and learning. Staff members are beginning to work together on the establishment of case management processes.

**The principal believes the development of an expert teaching team is central to ongoing improvement in student learning outcomes.**

Localised strategies are developed to ensure ongoing capability development that maintains a professionally focused workforce embracing the ethos of the school. A plan is developed that details professional learning opportunities for teaching staff members that occur through fortnightly staff meetings, cluster networking and external providers. Many of these learning experiences relate to the elements of the school's EIA. These learning opportunities are yet to be developed into a timetabled, professional learning plan that details the broad range of opportunities for capability development for all school staff including Annual Performance Development Plans (APDP), coaching and mentoring and models of feedback.

**The principal and members of the teaching team express a commitment to implementing curriculum units relating to the Australian Curriculum (AC).**

The school has commenced the process of providing teachers with dedicated release time each term to plan curriculum units with the support of the curriculum coordinator. Through the school's collaborative planning processes, teachers articulate they are strengthening their knowledge of the AC and have greater confidence in their ability to plan quality learning experiences for students that are appropriately designed in relation to the school's scope and sequence plans. School staff members are committed to continuing to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

**The principal understands that the implementation of consistent, highly effective teaching practices is the key to improving learning outcomes across the school.**

The school team is committed to improving pedagogical practices to ensure every student is engaged and learning successfully. A pedagogical framework is developed based on the elements of the Dimensions of Teaching and Learning (DoTL). This plan details a range of strategies for use in the teaching and learning process. Teachers articulate there is yet to be regular reference made to this framework during curriculum planning processes. The principal expresses a desire to ensure the school's pedagogical framework reflects agreed

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<sup>1</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.



pedagogical strategies, is considered in curriculum planning processes and is consistently implemented across the school.

**A strong collegial culture exists in the school and there are formal and informal opportunities to share practice and stories of student achievement.**

Morale is maintained at high levels with all staff members being highly committed to the school's agenda and to the learning of students. High levels of professional energy are apparent in the work of all staff members. Staff are enthusiastic regarding the programs that are established and the level of support they receive from colleagues and school leaders.

**The school has established strong links with two local clusters: Southern Vale and the Small Schools' Inferno cluster.**

The school acknowledges the benefits and opportunities provided by professional learning partnerships with cluster and similar-sized schools and engages in staff wellbeing programs, collective staff meetings, collegial networking and moderation opportunities. Goals, progress and achievements are regularly monitored and refined as required to create the best possible outcomes. Cluster school principals acknowledge the mentoring and support role of the principal particularly with beginning principals in the cluster.

**The school is characterised by a culture where inclusion and an active recognition of difference are strongly valued.**

School staff members place a high priority on catering for the diverse learning needs of students within the school. The multi-age structure of the school requires staff members to be adept at providing relevant and individualised learning opportunities and support for a wide range of student needs and abilities. The principal has developed a differentiated planning process based on the Maker Model<sup>2</sup> for differentiated curriculum. In this process teachers consider the content, process, product and environment to plan differentiated learning experiences for students.

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<sup>2</sup> Maker, C. J. (1982). *Curriculum development for the gifted*. Aspen Pub.





## 2.2 Key improvement strategies

Provide further time and continued support for teachers to embed collaboratively agreed approaches relating to the EIA and monitor implementation to ensure consistency of practice across the school.

Continue to build the culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress over time and includes case management processes.

Develop a timetabled, professional learning plan that details a broad range of opportunities for capability development for all school staff including APDPs, coaching and mentoring and models of feedback.

Continue to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Ensure the school's pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented across the school.