

# Wartburg State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wartburg State School** from **21 to 22 February 2019**.

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 implement 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

Darren Marsh

Internal reviewer, SIU (review chair)

Tamara Wemyss

Peer reviewer



## 1.2 School context

<b>Location:</b>	Coast Road, Baffle Creek
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1913
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	18
<b>Indigenous enrolment percentage:</b>	16 per cent
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	850
<b>Year principal appointed:</b>	2014
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	1.49
<b>Significant partner schools:</b>	Rosedale State School:P-12, Lowmead State School, Agnes Water State School
<b>Significant community partnerships:</b>	Playgroup Queensland, small schools cluster
<b>Significant school programs:</b>	Daily Rapid Reading (DRR), student council, cluster academic



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, two teacher aides, regional principal advisor, 2018 maths champion/Support Teacher Literacy and Numeracy (STLaN), playgroup coordinator, Parents and Citizens' Association (P&C) president and treasurer, 18 students, Business Manager (BM), cleaner and six parents.

Community and business groups:

- Baffle Creek Tavern owner and Wreck Rock Café employee.

Partner schools and other educational providers:

- Principal of Rosedale State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2018	Strategic Plan 2016-2019
Learning and wellbeing framework	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview report
Term calendar	Curriculum planning documents
Reading framework	School intervention layer flowchart
School assessment schedule	Attendance policy
School pedagogical framework	School differentiation policy
School gifted and talented policy	School newsletters and website
School Opinion Survey	Professional learning plan 2019
Headline Indicators (November, 2018 release)	Behaviour management in a supportive school environment document
School based P-6 curriculum and assessment plan	Parent and community engagement framework
Responsible Behaviour Plan for Students	



## 2. Executive summary

### 2.1 Key findings

#### **A culture of supportive, authentic and caring relationships amongst staff, students and parents is a key feature of the school.**

There is collective belief in the values that the school has developed over time, led by the principal. The principal has promoted a culture of honesty and openness that is well received and appreciated by the school community. This is reflected by all groups including parents, students and staff. Interactions between staff members, students and parents indicate high levels of mutual respect and trust. All members of the school community speak positively regarding the school and are supportive of the approaches of the principal and the direction of the school.

#### **The school works to create a relevant and stimulating environment that supports the learning needs of students.**

Utilising the multi-age class structure and a range of programs, students are provided with opportunities to participate in learning programs that are designed to meet their needs. Staff members prioritise the learning environment by displaying and using intentional artefacts that relate to current learning, including anchor charts and learning walls. The principal encourages staff to identify and address the learning needs of the full range of students.

#### **An Explicit Improvement Agenda (EIA) of writing within the Australian Curriculum (AC) is identified for 2019.**

The principal and staff members demonstrate a commitment to school improvement and the success of every student. The principal recognises that further mapping out of the EIA area of writing to clearly outline the strategies to be implemented including timelines, roles and responsibilities, success measures and resources is required to advance the EIA.

#### **A school curriculum plan is developed that utilises the AC and Curriculum into the Classroom (C2C) resources as the foundation.**

A belief is held by the principal that systematic curriculum delivery is vital to student learning, school direction and accountability. The principal articulates that the curriculum plan requires review to include current practice at the school. Staff members indicate that during the development of the plan, local relevancy and a response to local needs should be considered. The principal indicates a desire to share the completed curriculum plan with the wider community.



**It is identified by the principal that the alignment and consistent implementation of an agreed pedagogical approach is crucial to student learning improvement.**

The school pedagogical framework is based on Marzano's<sup>1</sup> Art and Science of Teaching (ASoT). The principal articulates that the focus of the framework has moved to Education Queensland's Dimensions of Teaching and Learning (DoTL). Fisher and Frey's<sup>2</sup> Gradual Release of Responsibility (GRR) is used during reading instruction. Hattie's<sup>3</sup> Visible Learning was recently introduced at the school. Teachers articulate that their understanding and implementation of the pedagogical framework is an area for development. The principal acknowledges that the pedagogical framework is due to be reviewed and updated to reflect the current agreed teaching practice.

**The principal acknowledges the importance of a school-wide system that enables the collection, analysis and discussion of student outcome, attendance, behaviour and wellbeing data.**

Staff articulate that the use of reliable student data as a tool to measure student learning improvement is essential. The principal outlines that a formalised systematic process for the analysis of data to inform school-level decisions and adjustments to teaching practice to improve student learning outcomes is an area for development.

**A learning environment reflective of high expectations, particularly in the areas of engagement, behaviour and attendance is promoted by the school.**

Expectations that promote a strong culture for learning are established and clearly articulated for students to engage in their schooling. Some targets for student learning have been developed in the area of reading. Staff members acknowledge that the development of individualised skill-based ambitious targets for students will help to drive learning outcome improvement.

**Staff members report feeling supported and valued by the principal.**

The school has established a long-term, experienced staff who take collective and personal responsibility in ensuring the learning needs of students are the priority. They seek opportunities to develop their own capabilities and feel supported to do so. Teaching staff are committed to supporting student learning and possess a range of experience and confidence in the areas they teach.

---

<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

<sup>2</sup> Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

<sup>3</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



**The Parents and Citizens' Association (P&C) is a committed group that works with the community to promote the school.**

Funds raised by the P&C are utilised to provide resources for the school. The P&C works with the school principal to support identified initiatives. The P&C has a clear vision in supporting the ongoing needs of students, families and staff members.



## 2.2 Key improvement strategies

Collaboratively refine the focus of the current EIA to specify improvement strategies, including clear roles and responsibilities, a timeline for implementation, success checks and targets.

Review and revise the whole-school multi-age, sequenced curriculum and assessment plan to include the school-agreed reading and writing framework, aligned to the AC across each of the learning areas.

Collaboratively review the school pedagogical framework to include the agreed pedagogical strategies that are aligned to the EIA.

Collaboratively develop a systematic strategy for analysing data collected, including a timeline that is communicated with all staff.

Collaboratively develop individualised skill-based ambitious targets for students aligned to the EIA to drive learning outcome improvement.