

Wulguru State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Wulguru State School** from **14 to 16 June 2017**.

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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
David Hinton	External reviewer



1.2 School context

Location:	Edison Street, Wulguru
Education region:	North Queensland Region
Year opened:	1962
Year levels:	Prep to Year 6
Enrolment:	327
Indigenous enrolment percentage:	29.4 per cent
Students with disability enrolment percentage:	7.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	885
Year principal appointed:	2014
Full-time equivalent staff:	22.39 + 1.4 school purchased
Significant partner schools:	Oonoonba State School, Annandale State School, Woodstock State School, William Ross State High School
Significant community partnerships:	State Member for Mundingburra, Deputy Mayor of Townsville, Adopt-a-Cowboy, Cowboys Try for 5! program, Mount Stuart Cluster Early Years Network, Queensland Cricket, Family and Child Connect, NEM Group Pty Ltd scholarship program, ICAPs regional office team, EVOLVE and Principal Advisor Student Protection, Intuyu Consulting, Townsville Stronger Communities Action Group, KIDS HOPE AUS program
Significant school programs:	Yallorin Playgroup, Mandarin lessons Year 1 to Year 6, School camps, pottery lessons, dance lessons, participation in ASTIAP (Aboriginal and Torres Strait Islander Aspirational Program), Shining Stars concert, student leaders as Positive Behaviour for Learning (PBL) leaders



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, librarian, Head of Curriculum (HOC), master teacher, two Heads of Special Education Services (HOSES), support teacher (reading), two Support Teachers Literacy and Numeracy (STLaN), Business Services Manager (BSM), eight teacher aides, Parents and Citizens' Association (P&C) president, tuckshop convenor, guidance officer, 40 students, 22 parents and 15 teachers.

Community and business groups:

- Consultant from Intuyu Consulting, KIDS HOPE AUS program representative and Townsville Communities Action Group representative.

Partner schools and other educational providers:

- Principal of William Ross State High School.

Government and departmental representatives:

- Two regional support staff members, Councillor for Townsville City Council, ARD and Principal Advisor Student Protection.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015-2018
Clinical Teaching Cycle document	School Data Profile (2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan
Professional development plans	Wulguru State School Differentiation Tool
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Leading Learning Framework	Whole School Targets 2017
Wulguru State School Attendance Policy	Yallorin playgroup information brochure
Wulguru State School Governance Structure	Curriculum, assessment and reporting framework
Headline Indicators (Semester 2, 2016 release)	Wulguru State School Community Engagement framework
School pedagogical framework (Teaching for Impact)	Wulguru State School Charter of Expectations



2. Executive summary

2.1 Key findings

Interactions between staff members, students and parents are caring, polite and inclusive.

Staff members embrace the diversity of the school community and work hard to build positive and caring relationships between staff members, students and parents. Teachers articulate the importance of the teacher-student relationship in motivating students to learn and in improving student learning outcomes.

Students and staff members display a sense of belonging and pride in the school.

The school offers a friendly and professional environment and school leaders promote high expectations for all students. The school grounds are attractive and well maintained, projecting a sense of pride and belonging across the school community.

Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully.

The school works to create an attractive and stimulating classroom environment that supports and encourages learning. Most classrooms are attractively presented with stimulating displays and artefacts to support the teaching and learning process. A strong collegial culture of mutual trust and support is apparent amongst staff members.

The enabled discussions of the Professional Learning Teams (PLT) assist teachers to develop a greater understanding of the elements of the pedagogical framework.

Teachers are cognisant of the learning journey they are embarking on in developing assessment literate learners. The leadership team acknowledges the PLTs as effective vehicles to develop school-wide consistent practice aligned to the Teaching for Impact pedagogical framework.

Learning Walls are a key component of the school's pedagogical framework, Teaching for Impact.

The intention of learning walls and other aspects of Teaching for Impact is to support the development of assessment literate teachers and students. Classrooms have learning walls for English that include evidence of the school's pedagogical framework. Teachers articulate a growing understanding of the positive impact of learning walls and other identified high-yield strategies in improving student learning outcomes.



The principal is strategic in utilising the skills and talents of staff members in driving different operational aspects of the school.

A clearly articulated governance structure for staff members is documented. Staff members report that the school's instructional leaders enhance the development of teaching capacity and are critical to the sustainability of curriculum and teaching improvement.

The PLTs are the starting point for teachers to co-plan, co-teach and co-reflect on their practice.

Co-planning provides teachers with clarity regarding the required teaching and learning of English units, with a particular focus on writing. The co-teaching part of the process is frequently focused on 'Station' and 'Alternative' teaching approaches. Teachers are yet to embrace the 'One Teach, One Observe' practice that engenders opportunities for the giving and receiving of feedback regarding teacher pedagogical practice.

Staff members take shared responsibility for student learning and success.

The principal encourages teachers to take a leadership role beyond the classroom and is harnessing teacher expertise and knowledge through the development of strong and committed year level teams.

Parents and families are recognised as integral members of the school community and partners in their child's education.

Parents indicate that they feel welcome in the school. They hold the school in high regard and speak positively of its achievements, leadership and the relationships between parents and the school.



2.2 Key improvement strategies

Use school-developed processes to deepen teacher understanding of all elements of the school's pedagogical framework.

Continue to align the school's identified high-yield pedagogical practices with the teaching of writing to support improved student learning outcomes.

Build on the work of the school's curriculum leadership group to clarify and drive the school's improvement agenda, including succession planning to ensure the sustainability of roles critical to the improvement of student achievement, curriculum and teaching.

Further develop the school's co-planning, co-teaching, co-reflection model to provide a systematic process for the giving and receiving of feedback and opportunities to watch each other work.