

Wishart State School Quadrennial School Review

Process Report

29th April 2016

BACKGROUND

Wishart State School excels both academically and in their extra curricula program areas. Approximately 635 students are enrolled from Preparatory Year to Year Six. Wishart State School students come from a variety of backgrounds, reflecting the suburb of Wishart. In the 2011 census, 67.6% of people living in Wishart were born in Australia.

The school is set in a quiet street with a bushland setting. The school facilities include:

- Heated swimming pool and swimming club.
- Large, indoor sports/activity centre.
- Well grassed, large oval.
- Tennis courts.
- Adventure playground.
- A "Healthy Foods" tuckshop, open five days a week.
- Well stocked and automated library.
- Computer and Interactive Whiteboards in every classroom.

Wishart also has an excellent extra-curricular programs including:

- Extremely large music, instrumental music and choir (including a Boys' Choir) programs.
- Public speaking competition
- A choice of French or Japanese language (Years Five and Six).
- School Leadership Program for students in Years One to Six.
- School outdoor and camping program.

Other services include before school, after school and vacation care.

The curriculum is based on Education Queensland syllabus guidelines and the National Curriculum and is delivered by experienced, caring teachers.

There is a No bullying policy with an extensive and well planned "Behaviour management" system.

Wishart has a powerful student voice articulated through its Student Leaders. The school also benefits from an active and engaged P & C who have an excellent working relationship with the Principal, staff and students.

The intention of the Quadrennial School Review process reported below was to:

- Provide opportunities for authentic engagement with students, parents, stakeholders and staff
- Identify, articulate and build on what is currently great about Wishart State School
- Develop the strategic direction to guide the school over the next 4 years.

PROCESS

The QSR process was informed by an Appreciative Inquiry¹ approach and followed the stages of the 4D model. The process is documented in Appendix 1. The entire school community was invited to be involved in the DISCOVER phase of the process. The sequential involvement of the specific cohorts and the number that took up the invitation were:

1. The Student Leaders (n = 30) (see Appendix 2 for the Agenda that guided this interaction)
2. The broader student body (who were engaged by the Student Leaders) (n = 150)
3. Through the student council and responses to a survey in the School newsletter, the school community including parents, and interested members of the broader school community (n = 70)
4. The members of the P&C, parents and the entire teaching staff including teacher aides, guidance officer and school chaplain. In addition, the teaching staff made significant contributions to the DREAM, DESIGN AND DELIVER stages of the process in two full staff workshops as well as smaller group meetings. (n = 52) (see Appendix 6 & 7 for the Agenda that guided those workshops)
5. The school administrative and support staff (n = 8)

To aid alignment and congruence whilst balancing the different needs of students and adults, similar processes were used with each of these cohorts during the DISCOVER phase. Participants were invited to workshops, given some background and context on the process and were then invited to pair up and interview each other about:

- What they loved about the school/recognised as their achievements
- What they valued about the school/ is unique about the school
- Their preferences for areas of stretch and innovation for the school/what we could improve at the school

The participants then stayed with their partners, formed small groups and shared their partner's story. From this 'data' each group generated themes under the following headings:

- What they loved about the school/recognised as their achievements
- What they valued about the school/ is unique about the school
- Their preferences for areas of stretch and innovation for the school/what we could improve at the school

¹ Cooperrider, D.L. & Srivastva, S. (1987) Appreciative inquiry in organizational life. In Woodman, R. W. & Pasmore, W.A. (eds) *Research in Organizational Change And Development*, Vol. 1 (129–169). Stamford, CT: JAI Press.

The themes from each small group were linked by the facilitator during the process and captured on a whiteboard for validation by the whole group.

In a slight variation to the process, in the workshop with the Student leaders not only did they interview each other and generate and report their themes but were also trained in Appreciative Interviewing. They were then tasked with interviewing three of their peers from the school as well as their families. This data was then brought back to the Administration team who added it in to the data to be themed.

To ensure the transparency and validity of the process, the themes that emerged from each workshop cohort were not revealed to the next workshop cohort until their own themes had been developed, articulated and captured. What was surprising but affirming was the commonality of themes identified by each of the different cohorts – suggestive of a strong and unified culture at Wishart State School.

As the DISCOVER phase moved towards its conclusion, the teaching staff were invited to a second QSR workshop to incorporate any post workshop reflections, ensure their voices had been recorded appropriately, to guide the development of the Statements of Strategic Intent (DREAM) and to share ideas around major strategies to inform the DESIGN and DELIVER stages of the QSR process. They were also reminded of the work of Professor Geoff N Masters for the Australian Council for Educational Research² and the following characteristic of high performing schools and how these linked to their identified priority areas (in CAPS):

1. Explicit improvement agenda - data, high expectations, results - ACHIEVEMENT
2. Targeted use of school resources - RESOURCES
3. Expert teaching team - staff development, social & emotional wellbeing - EFFECTIVE PEDAGOGICAL PRACTICES
4. Systematic curriculum delivery - CURRICULUM AND EFFECTIVE PEDAGOGICAL PRACTICES
5. Differentiated teaching and learning – differentiation – EXPLICIT IMPROVEMENT AGENDA
6. Effective pedagogical practices - EFFECTIVE PEDAGOGICAL PRACTICES
7. School community partnerships - COMMUNITY ENGAGEMENT

It was agreed that this work provided a useful framework to further progress thinking about the development of the Strategic Plan and that the areas of stretch identified in the process were aligned with this approach. Agreement was made that the next stage of the draft plan would adopt the headings from Master's work as a way of organizing and progressing the school's priorities. Small groups worked outside of the workshop to develop strategies, timelines and performance indicators for the above priority areas.

Out of workshop, key staff members met to decide on best way to ensure a consistent approach across all school priority areas whilst keeping the plan in an implementable and

² Professor Geoff N Masters for the Australian Council for Educational Research in collaboration with the Queensland Department of Education and Training. Copyright © State of Queensland (Department of Education and Training) and the Australian Council for Educational Research, 2010.

meaningful format. This was developed for consultation and refinement at the final QSR Staff Workshop on the 21st April 2016.

A final workshop was held with the School Teaching Team and members of the broader school community to move the process through the final 2 Appreciative Inquiry stages:

1. DESIGN
 - a. Developing high level strategies, responsibilities and timeframes for each of the priority areas
2. DELIVER
 - a. Identifying performance indicators for each of the priority areas

Considerable progress was made and captured in the workshop and this draft Strategic Plan (presented in Appendix 10) was electronically presented to the entire teaching staff and P&C for final validation and additional feedback.

Appendices for the Executive Summary:

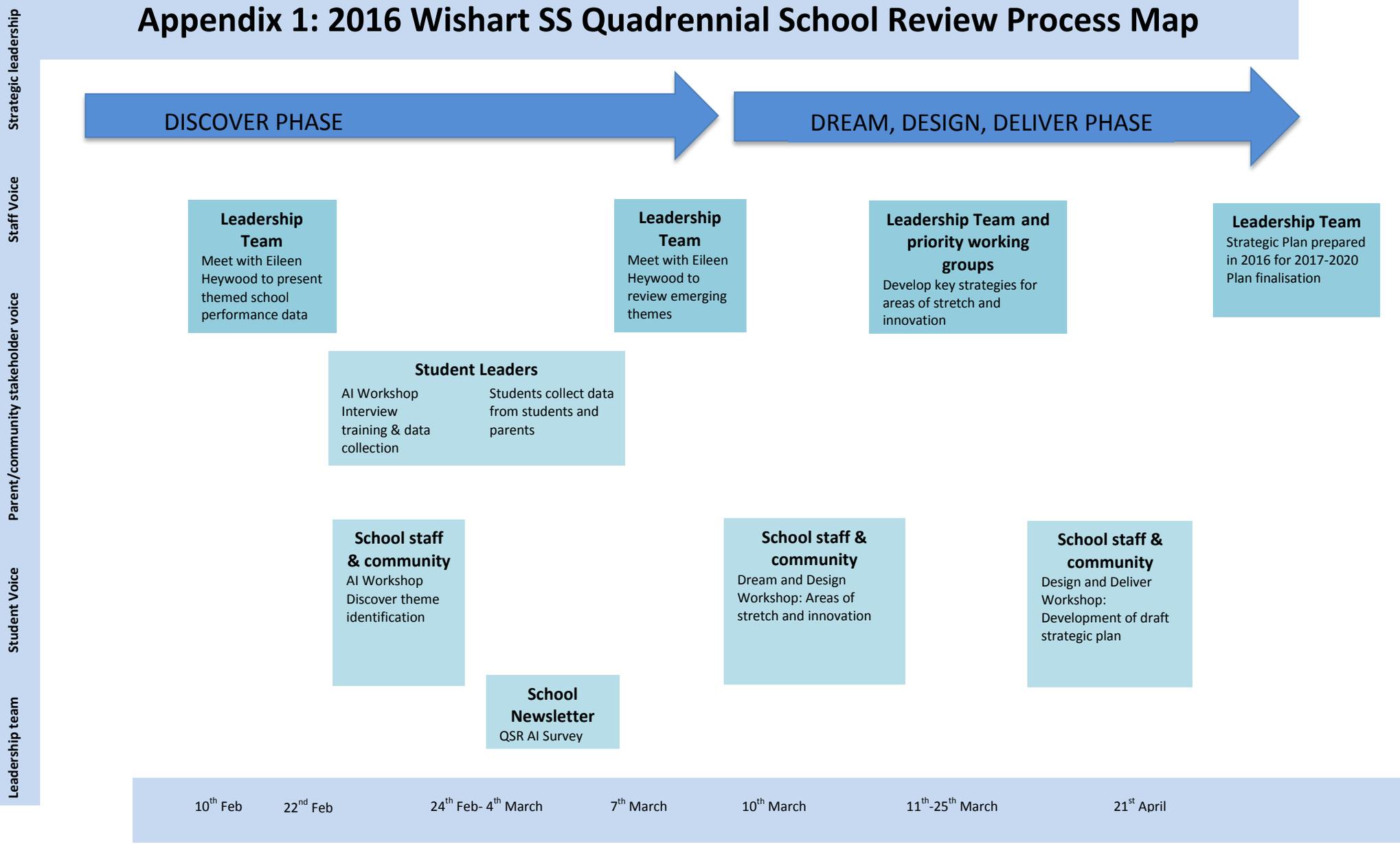
- Appendix 1 QSR Process Map and Timeline
- Appendix 2 QSR Student Leaders Appreciative Inquiry Workshop agenda
- Appendix 6 QSR Staff Appreciative Inquiry Discover Workshop Agenda
- Appendix 7 QSR Staff Appreciative Inquiry Discover Workshop Process Guide
- Appendix 10 Final QSR Strategic Priority Areas and Strategies

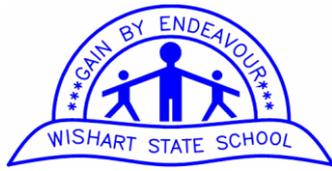
Appendices not included in the Executive Summary:

- Appendix 3 QSR Student Leader reflections and data
- Appendix 4 QSR Student reflections and themes
- Appendix 5 QSR Parent reflections and themes
- Appendix 8 QSR Staff Appreciative Inquiry Discover Workshop Output
- Appendix 9 QSR Support Staff Appreciative Inquiry Discover Workshop Output

(These Appendices can be made available if required)

Appendix 1: 2016 Wishart SS Quadrennial School Review Process Map





Appendix 2

Wishart State School Student Leadership and Strategic Planning Team Workshop 22nd February 2016

- 11.00am Welcome & Purpose of this session
- To skill you in Appreciative Leadership
 - To develop a plan to get as much quality student input into our school plan as possible
- Introductions: Who I am and what I love about Wishart State School
- 11.10am Appreciative Leadership
- About looking for & expecting the best in those around us
 - Psychological principles and ground rules
- Student role in the QSR
- The Wishart SS QSR process and your contribution to it
 - The 4D cycle
- 11.30am Small Groups brainstorm to develop interview questions
- If we were to collect the 'best possible' and most useful information from our fellow students, what questions would we ask?
- 11.40am Group's report and agree on QSR questions
- 11.45am How to conduct an Appreciative interview: Eileen demonstrates with a member of the team
- 11.50am Group splits to pairs and conducts a 10-minute interview with their partner
- 12.10pm Small groups share stories
- 12.30pm Groups report and develop 'common themes'
Feedback from the group
- How well did you notes work – is there a better way to collect it
 - How many interviews will we do?
 - Do we just want to interview students or should we also interview our parents and other members of the community?
 - Where to from here?
- 12.55pm Round circle comments from the group
- 1.00pm Close

Appendix 6: QSR Staff Appreciative Inquiry Discover Workshop

Wishart State School Strategic Planning Team Workshop 22nd February 2016

Agenda

- 6.00pm Welcome, purpose, overview and ground rules
Strategic planning and the QSR process
Why your role is vital
- 6.10pm Appreciative Inquiry and our 4D process
Interviewing skills: Perceptual Positions
- 6.30pm DISCOVER: Wishart SS
- Achievements, values, areas of stretch and innovation
 - Partner interviews
- 7.00pm Small group reviews
- 7.30pm Wishart SS
- Achievements, values, areas of stretch and innovation
 - Small group reports
- 8.00pm Areas of stretch and innovation
- Agreement on our stretch and innovation theme areas
- 8.25pm Next steps and commitments

Appendix 7: QSR Staff Appreciative Inquiry Discover Workshop Process Guide

Quadrennial School Review QSR Workshop 1

WISHART STATE SCHOOL

22nd February 2016

Review Worksheet

GROUP:

TASK: Please refer to the current School Plan and the focus areas for the last 4 years

Think about how well you feel the school is travelling – highlights and achievements, what you value about the school, what you think the school could do more or focus on for the next 4 years

Step 1: Share your ideas with your partner

Step 2: Stay with your partner and share your ideas with your small group

Step 3: Select a reporter to report your group's feedback to the large group

OUR BEST ACHIEVEMENTS	WHAT WE VALUE MOST	OUR STRETCH AREAS – NEXT 4 YEARS

Appendix 12: Final QSR Strategic Priority Areas and Strategies

Numeracy/Mathematics

Continue to implement ACARA Mathematics Scope and Sequence – using the school’s Mathematics Curriculum Plan. Reflect, review and refine the Curriculum Plan and Assessment Schedule yearly. Develop a school wide developmental approach to the teaching of number facts and other identified mathematical concepts

Develop an overview of common mathematical language for each year level and explicitly teach this. Make decisions regarding the teaching of mathematics which are formulated using evidence-based effective pedagogical practices

Implement evidenced-based effective pedagogical practices, including the teaching of problem solving strategies, use of concrete materials, and group work activities, in the teaching of mathematics

Continue to build a bank of work samples for assessment tasks for use as moderation exemplars

Identify and communicate explicit targets for improvement in student achievement levels in mathematics to staff, students and parents

Continue to implement and monitor the school’s improvement agenda in numeracy by identifying, extending or supporting students, including high-achieving students, to reach their full potential

Continue to use One School – Dashboard, Data Walls, assessment and moderation processes to support the collection, recording and analysis of data

Continue to set aside time for all year levels for in-depth staff discussions of achievement data and monitoring strategies for the continuous improvement of student outcomes

Allocate staff, resources, expertise and funds in a targeted manner to respond to student learning needs and staff professional learning needs

Continue the development of a culture of continuous professional improvement that includes classroom-based learning, through mentoring and coaching arrangements

Implement strategies that support teachers in gaining high levels of confidence in the teaching of mathematics and how to improve on their current teaching practices

Use a team approach to build ‘Year Level’ capacity in the KLA of mathematics

Literacy/English

Continue to implement ACARA English Scope and Sequence – using the school’s Curriculum Plan (Based on C2C and EAL/D Units). Reflect, review and refine the Curriculum Plan and Assessment Schedule yearly.

Make decisions regarding the teaching of English which are formulated using evidence-based effective pedagogical practices

Continue to implement evidence-based effective pedagogical practices in the teaching of writing using the Seven Steps to Writing and Daily Writing Program

Implement evidence-based effective pedagogical practices in the explicit teaching of Reading (Guided Reading Process) and reading comprehension. The comprehension strategies focus to include the explicit teaching of inferring strategies.

Continue and further develop the common language used across the school for Reading and Reading Comprehension

Continue to build a bank of work samples for assessment tasks for use as moderation exemplars

Develop and implement a Language Conventions Developmental School Program including Grammar, Punctuation and Spelling

Identify and communicate the explicit targets for improvement in student achievement levels in English to staff, students and parents

Continue to implement and monitor the school’s improvement agenda in English by identifying, extending or supporting students, including high-achieving students, to reach their full potential

Continue to use One School – Dashboard, Data Walls, assessment and moderation processes to support the collection, recording and analysis of data to inform teaching

Continue to set aside time for all year levels for in-depth staff discussions of achievement data and monitoring strategies for the continuous improvement of student outcomes

Allocate staff, resources, expertise and funds in a targeted manner to respond to student learning needs and staff professional learning needs

Continue the development of a culture of continuous professional improvement that includes classroom-based learning, through mentoring and coaching arrangements

Implement strategies that support teachers to gain high levels of confidence in the teaching of English and how to improve on their current teaching practices

Use a team approach to build ‘Year Level’ capacity in the KLA of English

Continue to support the opportunities for targeted students to receive extra support (before school sessions, homework club)

Science

Continue to implement ACARA Science Scope and Sequence – using the School’s Science Curriculum Plan. Continue use of C2C units and Primary Connections in the implementation of the School’s Science Curriculum Plan. Reflect, review and refine the Curriculum Plan and Assessment Schedule yearly

Make decisions regarding the teaching of science which are based on effective pedagogical practices

Identify and communicate explicit targets for improvement in student achievement levels in Science

Develop an overview of common scientific language for each year level and explicitly teach this

Continue to build a bank of work samples for assessment tasks for use as moderation exemplars

Allocate staff, resources, expertise and funds in a targeted manner to respond to student learning needs and staff professional learning needs

Continue to maintain the Science Room and resources

Continue the development of a culture of continuous professional improvement that includes classroom-based learning, through mentoring and coaching arrangements

Implement strategies that support teachers to gain high levels of confidence in the teaching of science and how to improve on their current teaching practices

Use a team approach to build ‘Year Level’ capacity in the KLA of Science

Digital Technologies

Explore the area of Digital Technologies in readiness for implementation in 2020 including how it can be integrated into other Learning Areas.

Make decisions regarding the teaching of Digital Technologies which are based on effective pedagogical practices

Allocate staff, resources, expertise and funds in a targeted manner to respond to student learning needs and staff professional learning needs for Digital Technologies

Support the development of a culture of continuous professional improvement that includes classroom-based learning, through mentoring and coaching arrangements

Implement strategies that support teachers to gain high levels of confidence in the teaching of Digital Technologies and how to improve on their current teaching practices

Provide opportunities for identified staff and students to develop their skills in a particular area of Digital Technologies. Share their learnings by mentoring and supporting others in this area.

Continue to develop links with universities – Digital Technologies

Develop stronger links with local high schools to support the school's Digital Technologies Agenda

Explore links with outside agencies to support the school's Digital Technologies Agenda

Engage in online learning communities to support the school's Digital Technologies Agenda

Establish a Digital Technologies Coding Club

Supportive School Environment

Continue to build, maintain and engage in respectful and productive relationships with fellow students, staff and community members

Support the social and emotional well-being of students and staff

Encourage and enhance positive relationships between the school and the community

Maintain and extend connections with community groups that share common goals –Volunteer groups; educational institutions and associations; sporting organisations; local businesses; chaplaincy.

Embrace parents and caregivers as co-contributors to a student's education by providing Information Sessions relating to Literacy, Numeracy and other topics of interest related to the education of their children; encourage parents to be volunteers e.g. for reading and other curriculum areas

Celebrate the attainment of individual and group milestones and achievements

Continue with the School's Environmental and Sustainability Program

Continue links with universities – Science and Digital Technologies

Develop stronger links with local high schools to support the School's Science and Digital Technologies Agenda

Continue strong links with "Before and After School Care"; P&C; and Swim Club through current and future partnerships e.g. Vegetable Garden project – planning & co-funding of improvements; planning & co-funding of improvements to Swimming Pool area; joint events and fund raising activities such as: Bush Dance, Disco, BBQs, Guest speakers and family fun activities

Physical Environment

Work with the P&C to explore and install play areas and structures for the various age and ability groupings – e.g. Junior Adventure Play area; play equipment/structures suitable for students with disabilities; Senior Adventure Play Structures; Netball Courts

Create more shaded areas using trees and purchase structures that include double seating for social purposes for the senior students

Investigate possibilities of more wet weather play areas – e.g. utilising the Multipurpose Hall; Resource Centre; and more covered walkways

PERFORMANCE INDICATORS

Maintain and increase the number of students in U2B in reading, writing and mathematics

Maintain our attendance % in all year levels

Maintain high satisfaction level in SOS Data for students, staff and parents

See improvements to physical environment

See continued growth in positive reputation of the school in the community

Digital technologies is woven in our curriculum overviews

We have demonstrated improvement in student results in school based and standardised testing