

Wilsonton State High 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 **Wilsonton State High School** from **13 to 15 March 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.

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

1.1 Review team

Meredith Wenta	Internal reviewer, SIU (review chair)
Tom Beck	Peer reviewer
Allan Morgan	External reviewer



1.2 School context

Location:	North Street, Wilsonton Heights
Education region:	Darling Downs South West Region
Year opened:	2017
Year levels:	Year 7 to Year 12
Enrolment:	718
Indigenous enrolment percentage:	21 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	To be allocated February, 2018 (As Toowoomba SHS – Wilsonton Campus – 970)
Year principal appointed:	2016
Full-time equivalent staff:	55.5
Significant partner schools:	Wilsonton State School, Fairview State School, Rockville State School, Harlaxton State School, Glensvale State School, Newtown State School
Significant community partnerships:	Clontarf Foundation, NRL – Rugby League Academy, Toowoomba Hockey Association – Hockey Academy, Downs Group Training, Aurora Group Training, Cedar Centre, Downs Industry Schools Co-op (DISCO), University of Southern Queensland (USQ), Police-Citizens Youth Club (PCYC), The Smith Family
Significant school programs:	BLAST, PCYC Re-Start and school camps program, USQ – BLAST tutors and Western Alliance Practicum program, USQ Bike Build Program, Wilsonton Agricultural and Field Study Centre



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, nine Heads of Department (HODs), one Head of Special Education Services (HOSES), five year coordinators, thirty-one teachers, five teacher aides, Parents and Citizens' Association (P&C) president and operations officer, eight parents, forty-eight students, guidance officer, industry placement officer, school-based police officer, youth support coordinator, community education counsellor, youth engagement officer, careers officer, Business Services Manager (BSM), five administration officers, scientific officer, facilities officer, groundsman and tuckshop convenor.

Community and business groups:

- Indigenous representative, Aurora Training Institute representative, President Hockey Queensland, Clontarf Foundation representative, Cedar Centre representative, Queensland Rugby League (QRL) representative and PCYC coordinator.

Partner schools and other educational providers:

- Principals of Wilsonton State School, Newtown State School, Rockville State School and Glenvale State School, and University of Southern Queensland (USQ) representative.

Government and departmental representatives:

- Indigenous representative - Regional Office, Mayor of Toowoomba Regional Council, State Member for Condamine and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2016
Headline Indicators (2016 release)	School Data Profile (October 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The leadership team and staff members are united in their commitment to improve student learning and wellbeing outcomes.

The newly appointed principal has led the development of the school's Annual Implementation Plan (AIP), "The Wilsonton High Way" through consultation with Heads of Department (HODs) and teachers. The Explicit Improvement Agenda (EIA) is outlined in this document and includes the four pillars of High Impact Teaching (HIT), reading and writing, engagement and positive partnerships.

A number of teachers have begun to develop and document initial pedagogical responses to individual student profile data.

Teachers currently access OneSchool dashboard to compile class and individual student profiles. The purposeful use of data by teachers to inform differentiation in teaching practice is expected to be routine practice from Term 2.

The school has a highly positive educational climate that is actively fostered by school staff members.

Students and staff overwhelmingly express an optimistic view regarding the separation of Wilsonton State High from Toowoomba State High. They demonstrate pride in their new school along with a commitment to build a reputation for educational achievement. Staff members indicate the school is now well positioned to focus on improving academic outcomes.

Student access to ICT is provided through computer labs and laptop trolleys which are housed in the library.

A plan for the integration of Information and Communication Technology (ICT) within teaching and learning across the school is yet to be developed. The use of ICT varies across the school and is dependent on teacher skills and curriculum design within departments.

A school-wide systematic process of classroom observation and feedback to improve teacher practice is recently implemented.

Teachers are involved in pre-negotiation regarding the focus of the observation and written feedback is provided by two observers post-observation. Teachers consider the process to be a supportive opportunity to reflect on practice. Some teachers indicate that current feedback practices require improvement.



The school has a wide range of strategies to cater for its diversity of learners.

The school has a wide range of strategies to cater for its diversity of learners and enable them to be successful members of their educational community. A welcoming and inclusive philosophy exists whereby teachers know their students and work hard to ensure they reach their potential.

The school has adopted HIT (Ivana Jones 2015) with Archer & Hughes¹ Explicit Instruction (EI) embedded as their pedagogical framework.

The pedagogical framework is the driving force for developing a learning culture that encompasses a consistent set of pedagogical expectations. Shared meaning of the 'six critical functions of teaching' is growing amongst staff members.

The school has a broad range of partnership arrangements with other education and training institutions, local businesses and community organisations.

Many school staff members have worked collaboratively with organisations over a long period of time to establish sustainable partnerships that ensure students' continued engagement in education and transition to successful life pathways.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press



2.2 Key improvement strategies

Review the EIA to provide a sharp and narrow focus that is shared and understood by all community members.

Extend professional learning focused on classroom level data analysis to enable teachers to modify their pedagogy for individual differentiation including higher performing students.

Heighten staff and community expectations of students' ability to achieve high outcomes in academic, cultural and sporting endeavours.

Investigate, resource and embed a whole-school ICT framework to support teaching and learning.

Clarify classroom observation and feedback protocols and extend skilling in the observation and feedback process.

Ensure teacher understanding of the concepts and terminology of the school's pedagogical framework is consistent and meaningful to their practice.