

Woolooga State School

School Review Report





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Woolooga State School** from **13 to 14 October 2022**.

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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Keith Graham

Internal reviewer, SRR (review chair)

Julie Pozzoli

Internal reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Edwards Road, Woollooga
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	11
Indigenous enrolment percentage:	27.3 per cent
Students with disability percentage:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	955
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), two teachers, two teacher aides, two cleaners, two Parents and Citizens' Association (P&C) executive members, 10 students and seven parents.

Community and business groups:

- Longyard owner and Woollooga Trader owner.

Partner schools and other educational providers:

- Kilkivan State School principal and past principal.

Government and departmental representatives:

- North Coast Region Advisory Visiting Teacher (AVT) Student Engagement, Principal Advisor – Teaching and Learning (PATL) and Lead Principal.



2. Executive summary

2.1 Key findings

Staff have established a positive community school culture.

Community and staff members describe the school culture as a feeling of family and belonging. Staff speak highly of their colleagues and of their strong sense of community. The positive school culture is apparent to visitors and is described by staff as a genuine strength of the school. Students are described favourably by staff, community members and each other. The single, multi-age classroom promotes a family culture, and students are supportive of each other and accepting of the different learning styles and learning journeys.

The school is welcoming, engaging and conducive to learning.

The principal is firm in the belief that all classrooms should be adequately resourced so teachers are able to deliver education without having to pursue or collect resources. As such, all classrooms are well resourced with staff and students expressing appreciation for what is available for their teaching and learning. The buildings and surfaces throughout the school are decorated with brightly coloured murals. Some artwork features learning activities and educational information. Student input into the grounds is apparent through garden objects, and students speak proudly of their contributions. Students and staff express a strong connection with, and ownership for, the grounds. Many community members, staff and students comment on the neat, lovely appearance of the school and its contribution to creating a positive learning environment.

The systematic delivery of curriculum has been developing within the school over several years.

Staff members understand that strong planning and an aligned curriculum are essential to running an effective one-class, multi-age school. The regional Principal Advisor – Teaching and Learning (PATL) and the one teacher small school network play key roles in supporting curriculum development, implementation and understanding of the regional approach to small school curriculum planning and delivery. The principal understands the importance of ongoing Professional Development (PD) for leaders and staff members to ensure alignment of the curriculum to the school demographics, and a deep understanding of the multi-age plan to deliver the Australian Curriculum (AC) with fidelity.

The principal recognises that highly effective teaching is central to improving student results.

The principal acknowledges that a range of research-based pedagogical approaches is required to meet the diverse learning needs of students and to effectively deliver the different learning areas. Staff outline various pedagogical approaches to their teaching based on past experiences and their expertise. The principal indicates that the development of school-specific pedagogical approaches is evolving. They reference the importance of understanding the 'how' of what is being taught and acknowledge the need to construct pedagogical approaches which allow flexibility to deliver teaching and learning in a subject-

specific manner and to deliver the Explicit Improvement Agenda (EIA) whilst maintaining a whole-school approach.

Staff members recognise that moderation practices are crucial in ensuring consistency in teacher judgement when allocating Levels of Achievement (LOA) for student assessment activities.

Collaborative assessment and moderation are used to provide Quality Assurance (QA) to the school units and ensure that the intended curriculum is the enacted curriculum. Moderation is based on the M4 moderation model which includes before (M1), during (M2), after (M3) and after after (M4) stages of moderation. The M1 stage, or pre-moderation, happens each term during collaborative planning sessions. This stage ensures the work units and assessment tasks align with the intent of the AC. The M2 and M3 stages of moderation are conducted during the Collaborative Assessment of Student Work (CASW) process held in Weeks 5 and 7 of each term and through case management meetings undertaken within the school. The final M4, or post, stage of moderation includes collaborative work with other schools and is yet to be fully established.

The principal recognises the important role data plays in guiding both school and student improvement.

By analysing the appropriate data, the principal is able to make informed decisions regarding student learning and the impact of school initiatives. Student data is used in a number of ways across the school including to inform student progress and achievement. The principal recognises the need to continue to develop staff data literacy to effectively progress the use of data from a measure of student progress and achievement to the key information which regularly informs classroom practice and the next steps for student learning.

Staff members articulate a belief that all students are able to learn when provided the right environment.

Staff express a belief that students are at different starting points and stages of learning, even when in the same year level. The school community is beginning to undergo a change in demographics with broader population moves being experienced and likely to increase into the future. The associated wider diversification of the community may result in further diversification of the student body. To develop staff capability to effectively support diverse learners within the classroom, the principal highlights the importance of creating a common philosophy and vision of inclusion, and to support staff to deliver practices within these.

There is a professional culture of learning amongst all staff members, complementing a high level of collegiality and support.

School staff are committed to their core objective of improving student outcomes. They are united in their passion to provide opportunities for all students to experience success and improve their learning. Staff reflect the school motto '*Striving to Improve*' through their support of students and through the high expectations of themselves and others. The principal invests resources to skill teacher aides to work with teachers as co-educators.



Parents speak of the approachability of staff members and of their confidence and trust in their professionalism and expertise.

Staff members undertake a student-centred approach to learning.

Staff build relationships with their students and know each as an individual. They build on each student's strength and differentiate teaching and learning to accommodate individual student differences. Staff express pride in their work and are committed to improving outcomes for every student and supporting all students to realise their full potential. Staff have high expectations for their students and work collaboratively to support these. Staff are aware of the important role the school plays within the small community and the generational connections many families have with the school. School staff and the community are proud of their school and of the positive learning environment it provides for all students.



2.2 Key improvement strategies

Provide opportunities for ongoing curriculum PD for leaders and staff members to ensure alignment of the curriculum to school demographics, and a deep understanding of the multi-age plan to deliver the AC with fidelity.

Collaboratively determine, define and document the school's pedagogical approaches that address the diverse learners and the range of learning areas, including the EIA.

Collaboratively establish processes for the full implementation of the four-stage moderation cycle, which includes other schools, to quality assure the school curriculum program and ensure alignment to the AC.

Develop staff data literacy to effectively progress the use of data from a measure of student achievement to an indicator of how to provide the next steps for student learning to regularly inform classroom practice.

Further develop staff capability to effectively support diverse learners within the classroom, by creating a common philosophy and vision of inclusion, and the ongoing support of staff to deliver practices within these.



3. Snapshot of previous school review

The last review carried out at the school was conducted from **13 to 14 August 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2018 review was identified as 916 and the school enrolment was 14 with a nil Indigenous and student with disability enrolment.

The key improvement strategies recommended in the review are listed below.

- Develop and implement a whole-school multi-age curriculum plan aligned to the AC.
- Develop and implement a whole-school assessment and data collection schedule incorporating targets, timelines and benchmarks.
- Collaboratively review and further develop the school's pedagogical framework to reflect the school's expected pedagogical practices.
- Develop and implement a coaching and feedback process aligned to the school's improvement agenda.
- Establish systematic processes to rigorously monitor the effectiveness of targeted resources and programs to ensure the delivery of intended school-wide outcomes.



4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school is located within a scenic, small rural community and caters for 11 students in one multi-age class. Over recent years, the school has experienced several principal changes and members of the school community express a desire for permanency regarding this position. At the time of the review, a new permanent principal has just been appointed and there is a sense of optimism amongst the community for the school moving forward.

School staff are committed to their core objective of improving student outcomes. They are united in their passion to provide opportunities for all students to experience success and improve their learning. Staff reflect the school motto '*Striving to Improve*' through their support of students and the high expectations of themselves and others.

The single multi-age class is predominantly taught by the principal, who is released one day a week for administration time. Some subject-specific lessons are undertaken by specialist teachers and are conducted both in person and online. The class is assisted by teacher aides who support structural groupings throughout each day. The teacher explicitly teaches the lessons while teacher aides primarily help students to consolidate and review learning concepts.

The principal leads an EIA that is guided by several key documents. The North Coast Region Operational Plan and the school's 2019–2022 Strategic Plan provide a strategic overview for school direction. The current strategic plan outlines five key focus improvement areas with 16 associated strategies, targets and timelines for implementation.

Supporting the Strategic Plan each year is an Annual Implementation Plan (AIP). This year's AIP and EIA have a priority of literacy and numeracy. The AIP has six focus areas and 22 actions with progress checks undertaken each term. Many of the AIP actions are described in qualitative and task-based terms. The principal acknowledges the importance of establishing quantitative student outcome targets within the AIP to guide and measure the impact of curriculum initiatives on student learning.

The principal expresses a desire to continue to consolidate reading and writing outcomes for students while incorporating numeracy into the school's future direction. The principal understands the role key documents play in guiding the school's direction and the need to include a clear curriculum focus for future AIPs to guide continued student outcome improvement.

Additional funding supplied through the Investing for Success (I4S) grant this year is used to support the school's work outlined in published documents and the improvement plan. This year the school received an additional \$6 523 which is used to purchase additional support staff and provide targeted PD regarding inclusive pedagogical practices.



Much of the school's work is underpinned by the Clarity work of Sharratt¹ and the described 14 parameters. School staff work together and with regional staff to develop further understanding of Sharratt's work and to actualise this intent at the school. Establishment of this common language and beliefs assists staff to unpack their school improvement plan and critically examine school processes which contribute to teaching and learning across the school.

Staff are proud of the work they undertake to support student learning. They are committed to improving outcomes for every student and supporting all students to realise their full potential. Staff have high expectations for their students and work collaboratively to support these. Staff are aware of the important role the school plays within the small community and the generational connections many families have with the school. Staff and the community are proud of their school and of the positive learning environment it provides for all students.

Through their EIA, the principal and staff are committed to engaging in critical work aimed at improving students' learning outcomes. The principal is engaging staff and parents to partner in the work to support the school's strategic direction. Staff are held in high regard by the school community. Staff, students and parents speak passionately of their school and are extremely proud of their positive learning community.

Improvement strategies

Establish quantitative student outcome targets within the AIP to help guide and measure the impact of curriculum initiatives on student learning.

Ensure a clear curriculum focus within strategic planning to guide continual student outcome improvement.

¹ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.



4.2 Analysis and discussion of data

Findings

The principal recognises the important role data plays in guiding both school and student improvement. By analysing the appropriate data, the principal is able to make informed decisions regarding student learning and the impact of school initiatives. The principal actively works to build on the existing school culture of collegiality and collaboration. Staff are encouraged to take personal and collective responsibility for improving learning outcomes for all students.

Staff are committed to supporting students' learning and undertake any role required to assist them to learn. They possess a range of experience, confidence and expertise within their role responsibilities. The principal leads by example, setting and modelling high levels of professional behaviours, including the use of data to inform practice. Staff describe the principal and their colleagues as supportive and willing to work together, learning from each other's practices.

A whole-school data plan has been developed which complements the EIA and incorporates targets and timelines. This plan informs all staff of what data is collected and why, who collects it, when it is collected, where it is recorded and how it is used. The data is used by staff to inform teaching practices and to identify and celebrate student achievements and improvement.

The school's small enrolment allows for an individualised approach to data and student case management. As the primary teacher within the school, the principal assumes responsibility for data across the school. They express a desire to encourage all staff to become responsible for data and to develop a sense of collective ownership amongst those who support the curriculum regardless of the role they play.

Student data is used in a number of ways across the school, including to inform student progress and achievement. The principal recognises the need to continue to develop staff data literacy to effectively evolve the use of data from a measure of student progress and achievement to the key information that regularly informs classroom practice and the next steps for student learning.

Due to the size of the school, some student data sets such as School Opinion Surveys (SOS) and National Assessment Program – Literacy and Numeracy (NAPLAN) results, are limited in their efficacy in highlighting trends over time. The school works closely with its cluster group to analyse and compare data sets and provide a personalised approach to data walls and student learning. Data is analysed within the professional cluster of one teacher schools and with the regional PATL.

A data wall has been established to track student A to E LOAs. The data wall contains a data card for each student which acts as a starting point for conversations regarding student learning, and guides the next steps for teachers and students. Data conversations are conducted at both formal meetings and informally at lunch breaks when staff have the



opportunity to sit and talk together. The principal triangulates internal data with external systemic data to inform next steps for the school's direction.

The small number of students at the school allows staff to adopt a strong individualised approach to student support. Through this process and knowledge, staff are able to track all students, identify those in priority groups, and consistently monitor their achievement against all students. The school operates in a small town with many staff having deep local connections within the community. As a result of this context, staff are familiar with the stories and backgrounds of all students. Staff convey deep knowledge of every student in their care and are ideally positioned to assist students and families as required.

The local community does not have any Early Childhood Education and Care (ECEC) providers. Many Prep students graduate to the school from the playgroup program as opposed to ECEC centres or kindergartens. As a result, the school does not regularly receive transition statements. Due to the demographics of the town, Prep students are not always enrolled each year. This year two Prep students attend, and another two are anticipated to enrol next year.

Staff use school data processes to understand their students and support them in a holistic way. Staff highlight the importance of establishing connections with students and deliberately develop positive relationships with them. They view each student as an individual and know their unique circumstances and stories which enables them to provide a positive learning environment for all.

Improvement strategies

Develop staff data literacy to effectively progress the use of data from a measure of student achievement to an indicator of how to provide the next steps for student learning to regularly inform classroom practice.

Develop a sense of collective ownership and encourage all staff to be responsible for student data.

4.3 A culture that promotes learning

Findings

School staff share a strong belief that all students are able to achieve if provided with the right opportunities and the right support. They have established a positive school culture focused on students. Community and staff members describe the school culture as a sense of family and belonging. Staff speak highly of their colleagues and of their strong sense of community. The positive school culture is apparent to visitors and is highlighted by staff as a genuine strength of the school.

Students are described favourably by staff, community members and each other. The single, multi-age classroom promotes a family culture within the school. Students are supportive of each other and accepting of the different learning styles and learning journeys.

Positive student behaviour is promoted and supported by a school behaviour framework which highlights students' responsibilities. The school's three main rules are '*we are respectful, we are responsible and we are proud learners*'. Each week, an explicit behaviour focus is highlighted within the class and throughout the school. These behaviours are explicitly taught by staff to support student understanding of, and the reasons for, these expectations.

Maximum attendance is encouraged by staff, and the principal is actively working to ensure students and families understand the importance of being at school. Student absences are approached on an individual and personal basis. The small number of students and families recognise that individual absences impact the overall school absence percentages in a significant way.

School Online Reporting Dashboard (SORD) data shows current school attendance at 88.2 per cent with 25 per cent of students attending less than 85 per cent of the time. The principal acknowledges the need to increase the focus on student attendance to lift the number of students attending school greater than 85 per cent of school days.

Staff and student wellbeing is an important part of the school. This year a wellbeing officer has been appointed, leading initiatives to care for staff and students. Many staff comment that the encouraging and supportive nature of their colleagues, combined with the school's positive work culture, contributes greatly to their wellbeing.

Student wellbeing continues to be a focus for the principal and staff. Teacher aides have recently undergone social and emotional regional training with links to the Berry Street Education Model² (BSEM) to help support the diverse needs of students. Students and staff describe the school and classroom environment as being supportive and inclusive. Staff members' deep understanding of each student allows an individualised approach to maximise their learning engagement. Staff use this personalised style to provide culturally

² Berry Street (2022). *Berry Street Education Model*. <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



safe practices to maximise the learning and engagement of Aboriginal students and Torres Strait Islander students.

Staff have identified the continued development of student confidence as the next piece of work. Staff members reference how a lack of confidence may negatively impact on students' work, their learning risk-taking, and wellbeing. Staff promote student confidence within the classroom, and the principal identifies that continuing to build this confidence and supporting students' wellbeing are the next steps in establishing the right preconditions for student learning.

Staff members endeavour to ensure the school is a welcoming place for all students and families. Staff are visible at the school gate each morning and afternoon, and students express appreciation for the personal connections staff develop with them. The principal strives to keep the school community informed of school events and communicates to parents through the school website, email, Facebook and a fortnightly newsletter. Formal parent teacher interviews are conducted to supplement the many daily conversations staff have with parents. Parents speak of the approachability of staff and convey confidence and trust in their professionalism and expertise.

The school grounds are well maintained and welcoming. The facilities are attractive and classrooms are inviting learning spaces with displays of student work that predominantly match the current curriculum content. The school has a wealth of resources which support student learning.

Improvement strategies

Establish additional ways to build students' confidence and support their wellbeing as the next steps in establishing the right preconditions for student learning.

Expand the focus on student attendance to increase the number of students attending school greater than 85 per cent of the required time.

4.4 Targeted use of school resources

Findings

The principal is fully committed to ensuring success for every student with staff and resources allocated to meet individual student needs. Staff ensure that resources are directed towards students attaining an A-C in English, mathematics and science. Areas of staff expertise are identified and utilised in the delivery of learning to maximise student engagement and achievement.

The school budget aligns expenditure in relation to AIP expenses. Funds are allocated for the purchase of additional staff to support targeted intervention and early literacy skills. Review of the impact of these additional staff on student achievement is yet to be a component of the budget process. At the time of the review, the school bank balance is \$96 403 with provision allocation of \$34 230 for asset replacement and bank reserve.

The principal is firm in the belief that all classrooms should be adequately resourced to enable teachers to deliver education without having to pursue or collect resources. A commitment to providing resources for multi-age classrooms includes programs such as Sound Waves for phonics. As such, all classrooms are well supplied with staff and students expressing appreciation for the availability of resources for teaching and learning.

Students access digital learning, with students in Prep to Year 2 using iPads and students in Years 3 to 6 using school-owned laptops. The principal identifies that, at times, internet connectivity is slow, which compromises learning as students are unable to access information or a program, leading to disengagement. The principal acknowledges the Department of Education's (DoE) broadband deployment process and understands the need to work with the facilities and infrastructure team to support the school's connectivity requirements.

Professional learning is a priority in the school with resources allocated to improve staff members' capability and knowledge. I4S funds are used for release time so teacher aides may develop knowledge and skills enabling them to support and work with teachers. Examples of the learning undertaken include Social and Emotional Teacher Aide (SETA) regional training, CASW and literacy training. Teacher aides express appreciation for the learning opportunities provided and the high professional regard for them as associate educators.

Staff outline how they use all available resources. Regional office staff are accessed, including principal advisors, staffing officers and finance team members. The principal describes these staff being utilised to provide support and information. They articulate that these resources are invaluable and benefit both school management and operations, and improves educational delivery and enhanced student outcomes.

Staff have been successful in receiving a range of grants with the principal outlining that a sports grant is secured each year to enable the provision of specialised sporting coaches for lessons for a term. In partnership with nine other schools, a grant for \$90 000 was awarded



for the purchase of drones, 3D printers and robots for the teaching of Science, Technology, Engineering and Mathematics (STEM), with these resources shared across the schools.

The sharing of knowledge and resources is a feature of the school, with the principal outlining a number of clusters where this is conducted. The school works predominantly within the small schools clusters and is also an active member of the Gympie Alliance which consists of 30 local schools. The principal is proud to be a member of this alliance which is recognised as being a highly effective and supportive collaborative group.

Several schools share support staff including a Head of Special Education Services (HOSES), guidance officer and psychologist. The allocation of these staff members is determined by the Gympie Alliance in conjunction with regional Human Resources (HR) staff. The principal outlines that students are able to access a diverse range of support from these shared staff.

The school's physical environment is welcoming, engaging and conducive to learning. The buildings and surfaces throughout the school are decorated with brightly coloured murals including a large depiction of a kookaburra – the school mascot. Some artwork features learning activities and educational information. Student input into the grounds is apparent throughout the garden objects, and they speak proudly of their contributions. Students and staff express a strong connection to, and ownership for, the grounds. School funds are used to employ grounds staff for mowing, with another staff member employed to maintain the gardens. Students have access to an undercover outside play area, a netball-size covered court and a large oval. Many community members, staff and students comment on the neat, lovely appearance of the school and its contribution to a positive learning environment.

An active Parents and Citizens' Association (P&C) is fully committed to supporting the school. The P&C operates the tuckshop using food from a local café, and a uniform shop, supplying the school shirt and hat. Parents purchase skirts or shorts from local retailers. The P&C conducts a bingo night each term and holds sausage sizzles at Bunnings to raise funds for the school. The money generated from fundraising goes back into the school and is used to purchase resources for students, fund excursions and contribute to school camps. P&C members express the belief that no child should go without due to lack of finances. The P&C has plans for the provision of a servery area to operate the tuckshop at school and are exploring the option of a bus to support parents who find it difficult to drop off and collect their child each day. P&C members refer to the school as a community school with students and staff being part of a big family.

Improvement strategies

Work with the DoE's infrastructure team to support full deployment of enhanced broadband to ensure online learning and maximum student engagement.

Systematically review the impact of additional staff on student achievement to evaluate the effectiveness of resource allocation.



4.5 An expert teaching team

Findings

The principal shares a belief that the development of staff is integral for student success and school improvement. There is a professional culture of learning amongst all staff complementing a high level of collegiality and support. The principal invests resources to skill teacher aides to work with teachers as co-educators.

Through the principal identifying areas of their own expertise and areas requiring additional specialisation, recruitment of staff has seen the employment of an additional teacher to deliver science. The additional staff provides the principal with one day administration time. The principal teaches for four days in the classroom.

The school is provided with cluster circuit specialist teachers. Students access a Health and Physical Education (HPE) teacher, and Language Other Than English (LOTE) teacher for Japanese and a teacher for the Arts. The Arts teacher delivers music for a semester then digital technology for the second semester. Circuit teachers visit the school on a regular timetabled basis.

The principal has established a model of peer learning where staff undertake work shadowing and mentoring to develop skills and knowledge to take on a specific role. Examples of this include the Business Manager (BM) who transitioned from a teacher aide into the BM role, and the Arts teacher who took time to work with a colleague at another school regarding the teaching of digital technology. Staff express appreciation for this support relating to their new roles.

Peer learning has been extended through the principal's promotion of both internal and external collaboration with peers. Strong networks have been established by various members of the school community and the principal models this expectation, belonging to several cluster and regional groups. Staff undertake robust and deep learning conversations with each other, that occur during lunchtimes with the focus on individual student learning and achievement.

A professional learning plan details the learning intended to be undertaken during the year. The plan includes mandatory training, an induction program for new staff, PD relating to the AC, pedagogy and moderation, capability development, cluster engagement and other PD sources. A PD schedule for teacher aides is included in the document. The principal explains that staff access the teacher learning centre through the North Coast Region, and outlines that further development of staff in all areas of the EIA, including numeracy, is planned.

Staff indicate that they participate in the Annual Performance Development Plan (APDP) process and have a current plan. Staff PD needs feed into the school's professional learning plan. Staff comment that the conversations undertaken in relation to the APDP process have a focus on their personal development. The principal indicates a commitment to the development of all school staff. It is believed that incorporating APDPs of circuit staff into school procedures would enable professional learning and development for all staff members connected to the school.



The school provides the venue for a local playgroup – the Woolooga Wildlings, and a teacher aide is allocated to coordinate it. This resource allocation is viewed by the principal as an investment in future enrolments in addition to supporting the community to access the school. The principal recognises and utilises the past experiences and skills of the teacher aide, who provides peer learning through the modelling of teaching strategies with early and developing learners. The playgroup is viewed as an integral part of the school community and is held in high regard by community members.

Improvement strategies

Further develop the knowledge and skills of all staff to deliver the AC, prioritising the school's EIA focus.

Incorporate APDPs of circuit staff into school processes to enable and support the professional learning and development of all staff members connected to the school.



4.6 Systematic curriculum delivery

Findings

The systematic delivery of curriculum has been developing within the school over several years. Staff members understand that strong planning and an aligned curriculum are essential to running an effective one-class, multi-age school. The regional PATL and the one teacher small school network play key roles in supporting school curriculum development and implementation.

A school Curriculum Assessment and Reporting Plan (CARP) is developed based on the regional small school curriculum plan, aligned to the AC. The CARP has been partly created by the PATL and contextualised to fit the school's individual circumstances and contains the three levels of planning. It outlines the long-term provisions for curriculum across the eight learning areas, outlining the units to be covered by each year level. Additionally, the CARP includes band plans and anchor charts, or unit plans, with associated term and weekly plans. School staff try to match the planned units to each year's unique cohort of students which may vary significantly in a small school context. School planning is stored on OneNote to provide one point of truth and allow staff access to relevant documentation outside school hours.

Teacher aides play an important role in delivering the school curriculum, and are viewed as valuable partners in education by teaching staff and the principal. Teacher aides have been included in curriculum learning walks at other schools within the one teacher school network and attend planning sessions with the class and specialist teachers.

The principal is new to the school and the regional approach to small school curriculum planning and delivery. They understand the importance of ongoing PD for leaders and staff to ensure alignment of the curriculum to the school demographics and a deep understanding of the multi-age plan to deliver the AC with fidelity.

Supporting the school curriculum is the introduction of 'the third teacher' and learning walls. Learning walls display the learning intentions for each year level's unit of work, co-constructed resources, and exemplars of A, B and C standards of work for each year level related to the English task being undertaken within the unit. Students use the learning wall to support their own learning and to take greater responsibility for their learning. The class mantra explains that students have not finished their work until they have used and checked-in with the learning wall.

School staff recognise that moderation practices are crucial for ensuring consistency in teacher judgement when allocating LOAs for student assessment activities. Collaborative assessment and moderation are used to provide QA to the school units and to ensure that the intended curriculum is the enacted curriculum. Moderation is based on the M4 moderation model which includes before (M1), during (M2), after (M3) and after after (M4) stages of moderation.

The M1 stage of moderation, or pre-moderation, is conducted each term during collaborative planning sessions. This stage ensures the work units and assessment tasks align with the



intent of the AC. The M2 and M3 stages of moderation are conducted during the CASW process held in Weeks 5 and 7 of each term and through case management meetings undertaken within the school. The final M4, or post, stage of moderation, which includes collaborative work with other schools, is yet to be fully established.

Parents speak positively of the regular communication with the school and the information provided regarding their child's learning and progress. Parents have regular informal conversations with staff and receive formal report cards twice a year. These reports align to the school curriculum and indicate student LOAs for each learning area studied in the reporting period against the relevant achievement standard of the AC. Parents express appreciation for the approachability and willingness of teachers to discuss their child's progress.

Students speak highly of the range of curricular, co-curricular and extracurricular activities the school provides. They appreciate the efforts of teachers and support staff to make learning fun, enjoyable and interesting.

Improvement strategies

Provide opportunities for ongoing curriculum PD for leaders and staff members to ensure alignment of the curriculum to school demographics, and a deep understanding of the multi-age plan to deliver the AC with fidelity.

Collaboratively establish processes for the full implementation of the four-stage moderation cycle, which includes other schools, to quality assure the school curriculum program and ensure alignment to the AC.



4.7 Differentiated teaching and learning

Findings

School staff undertake a student-centred approach to learning. Staff develop relationships with their students and know each as an individual. They build on each student's strength and differentiate teaching and learning to accommodate individual student differences.

Staff articulate a belief that all students are able to learn when provided with the right environment. They understand students may be at different starting points and stages of the learning even when in the same year level. Within the small school structure of one class group, staff share a belief that the multi-age approach allows for inherent differentiation every day. Differentiation within the classroom is primarily based on structural groupings which provide varying work programs for the different year levels and ability groups.

The small class of only 11 students and the allocation of support teacher aides provides a high ratio of staff to students and allows teachers to adapt practices and make reasonable adjustments for all students including those with disability. Additionally, this highly individualised and personalised approach, supports differentiated teaching and learning practices to improve outcomes for Aboriginal students and Torres Strait Islander students.

Student performance is closely monitored and reviewed each term through school data processes. Students who are high achievers are engaged, challenged and extended through class work and additional activities provided by external and online opportunities. Students who are achieving below the year level expectation are supported at class level during the initial stage. If the intended support does not realise the anticipated improvement, Individual Learning Plans (ILP) or Individual Curriculum Plans (ICP) may be considered. If required, ICPs are developed in consultation with parents and fellow education advisors.

A whole-school approach to engaging with regional and external specialists to support staff and assist student learning is apparent. Itinerant staff who service the school and provide specialised support as required include the cluster HOSSES, guidance officer and Speech Language Pathologist (SLP). The school has a formal process for accessing these support staff and share any concerns and student progress with parents.

The school community is beginning to undergo a change in demographics with broader population moves being experienced and likely to increase into the future. The associated wider diversification of the community is likely to also see further diversification of the student body. To further develop staff capability to effectively support diverse learners within the classroom, the principal highlights the importance of creating a common philosophy and vision of inclusion, and support staff to deliver practices within these.

Student learning is supported by teacher feedback and goal setting. Students describe a range of ways in which they receive feedback from teachers and the different approaches to goal setting. The principal wishes to encourage students to become more responsible for their own learning and to develop greater independence in understanding and reflecting on their goals. To this end, they aim to streamline feedback and goal setting methodologies across staff to promote a consistent approach for all students.



Current data from SORD indicates that 100 per cent of students received a 'C' or higher LOA in English and mathematics on their last report card. Additionally, 53.9 per cent of students received an 'A' or 'B' LOA in these two learning areas.

School staff prioritise implementing and resourcing whole-school approaches to student support that identify individual learning needs and provide early and sustained intervention to support full participation in learning. Staff speak highly of the inclusive culture within the school which supports all diverse learners, including high-achieving students. Significant effort is undertaken to maximise support for all students to promote inclusive practices, and teach students to understand and appreciate their own unique learning characteristics and the diverse learning needs of others.

Improvement strategies

Further develop staff capability to effectively support diverse learners within the classroom, by creating a common philosophy and vision of inclusion, and the ongoing support of staff to deliver practices within these.

Encourage students to become more responsible for their own learning and to develop greater independence in understanding and reflecting on their goals by streamlining the feedback and goal setting methodologies across staff to promote a consistent approach for all students.

4.8 Effective pedagogical practices

Findings

The principal recognises that highly effective teaching is central to improving student results. They acknowledge that a range of research-based pedagogical approaches is required to meet the diverse learning needs of students and to deliver the different learning areas effectively.

School outline a range of pedagogical approaches undertaken in the school, describing them as inclusive practices. Reference is made to the Art and Science of Teaching³ (ASoT) as a past pedagogical approach which staff feel contained a suite of effective teaching strategies. Staff comment that in a multi-age class, the main teaching strategy is explicit teaching of individuals while other students are engaged in group work.

Staff and school documentation (lesson expectations) refer to the Gradual Release of Responsibility (GRR) to be used when teaching. In addition, this document includes Sharratt's⁴ five questions to check for understanding. Students describe what they are learning, and most students outline where they are positioned and who to access for help. The 'why' for learning and how to improve their results is yet to be clear for some students. Some teachers describe that they have a specific lesson structure they use when delivering lessons.

Sharratt's work is further apparent in the school with the use of learning walls through making the learning visible. Students outline the learning walls as assisting them in their learning with teachers describing building the learning walls with students as effective teaching practice.

Teachers articulate their use of 'We are learning to' (WALT), 'What I'm looking for' (WILF), and 'This is because' (TIB) in class. Reference is made to Sharratt's third teacher concept to communicate learning intentions and success criteria. Students are able to describe receiving feedback in various formats regarding their progress in each subject area, with some direction on what to do next to improve their results.

Staff articulate various pedagogical approaches to their teaching based on past experiences and their expertise. The principal indicates that the development of school-specific pedagogical approaches is evolving. They highlight the importance of understanding the 'how' of what is being taught and acknowledge the need to construct pedagogical approaches which allow flexibility to deliver teaching and learning in a subject-specific manner, and deliver the EIA whilst maintaining a whole-school approach.

³ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Association for Supervision & Curriculum Development (ASCD).

⁴ Sharratt, L. (2008-2015). *Learning Walks and Talks* [Training materials]. Australia, Canada, and Chile.



The principal comments that students develop learning goals in some learning areas which are recorded and sent home in their diaries each week. Students indicate they are aware of learning goals, with the understanding of the intent of the goal varying between the students.

The school has collaboratively developed a collegial engagement framework as part of the professional learning plan. Aspects of the plan include learning walks, snap shots, classroom observations and coaching. Staff discuss the commencement of this process with the principal, indicating that this is an area to further expand.

The principal articulates that several learning walks have been conducted at other schools and expresses a desire for these to continue with all staff including teachers and teacher aides. Observations of some circuit staff have occurred, with the provision of verbal feedback. Formal lesson observation sheets are emerging documents. Staff members, including the principal, indicate their willingness for feedback and observation to improve their teaching practice.

The principal and staff articulate all students are engaged and learning. Teachers detail strategies to extend students and to engage them in deeper learning.

Improvement strategies

Collaboratively determine, define and document the school's pedagogical approaches that address the diverse learners and the range of learning areas, including the EIA.

Formalise and embed the collegial engagement framework to provide timely and constructive feedback to all staff aligned to the school's improvement focus.



4.9 School-community partnerships

Findings

Having been established in 1913, the school has maintained a community and inclusion focus for over 100 years. All staff members recognise the important position the school holds in the local community. Members of the community speak of the school with pride and a sense of ownership. Students and staff are described as a family and staff are praised in glowing terms. Families value the country feel of the school and comment that it is a community school.

The Woolooga Wildlings playgroup meets weekly and further enhances community connection. Local parents are provided with morning tea and activities for young and beginning learners (zero to five years) which is coordinated by the school. Whilst providing familiarisation with the school, the provision of learning opportunities for children, and future enrolments, the playgroup also provides a social connection for local parents. Parents express appreciation for this social aspect of the playgroup.

The teacher aide coordinating the playgroup has an early education background and is able to use established networks to access resources and learning materials for the early learners. With no external early education providers within the local community, families must travel significant distances to access such programs. The playgroup assists in fulfilling this need and attracts families from beyond the immediate community. The principal speaks proudly of the smooth transition into Prep for children who attend the playgroup.

Parents are significantly involved in the school and are seen as partners in their child's learning. Regular contact is maintained through both formal and informal interactions. For students with diverse learning needs or those with disability, an extensive consultation process is conducted between all parties to ensure clear communication of goals and anticipated outcomes.

Communication regarding what is happening in the school is provided to the local community through a range of information sources. The AIP is shared and input is sought regarding school operations. The school newsletter is published every fortnight and the school has an active Facebook page. Parents express how much they value the principal and staff greeting and farewelling the students at the gate each day and describe incidental conversations as maintaining the communication flow. Some community members identify that the school website may require updating.

An active and engaged P&C is significantly involved with the school, providing resources and funds for student learning. Maintaining a viable number of P&C members continues to be a challenge and may be reflective of the small number of parents involved with the school. Some community members attend the P&C to support the association and the school. P&C members indicate their willingness to undertake fundraisers and identify future plans including updating of playground equipment and the provision of a tuckshop facility.

Local community members speak highly of the school with some indicating they attended the school themselves or wish that their child had the opportunity to attend. Some community



members indicate a desire for further student enrolments to ensure the continuation of the school. With the opening of several businesses in the township, and the increased interest in the town, it is hoped that more families may move to the town.

Local businesses including Rosella Farm, Longyard and Woolooga Trader are eager to be involved with the school and provide support where possible. Examples include Woolooga Trader providing food for the student tuckshop and Rosella Farm inviting the school to host a stand at the Rosella Festival as a school fundraiser. The local council is supportive of the school, aiding where able. School staff members express appreciation and gratitude for the support provided by the businesses and the council. Formal documentation of established and potential partnerships and the impact on student learning is yet to be undertaken.

The school supports all students, including First Nations students. Significant Indigenous events are recognised and several Indigenous artworks are on display within the school. Engagement with First Nations students, families and communities to co-design school initiatives to increase outcomes of Aboriginal students and Torres Strait Islander students is an area identified for continuing work.

Stability of the principal position is expressed by both the parents and community members as necessary for the school. The current principal has only just begun their tenure, lives locally and looks forward to leading the school into the future. Community members remark on the commitment of the principal to their community and their willingness to be an active part of their town.

Improvement strategies

Formalise and publish existing and potential partnerships and evaluate their impact on student learning.

Review all communication modes, including the school website, to ensure currency of information.