

Wamuran 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 **Wamuran State School** from **16 to 18 August, 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 that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Lyle Walker	Peer reviewer
Vicki Sykes	External reviewer



1.2 School context

Location:	D'Aguilar Highway, Wamuran
Education region:	North Coast Region
Year opened:	Opened: 1921 Current Location: 1967
Year levels:	Prep to Year 6
Enrolment:	299
Indigenous enrolment percentage:	4.65 per cent
Students with disability enrolment percentage:	4.35 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	979
Year principal appointed:	2013
Full-time equivalent staff:	45.0
Significant partner schools:	Woodford State School, Tullawong State High School
Significant community partnerships:	Lions Club of Wamuran, National Servicemen's Association of Australia. (Inc) (NASHOS), Historical Society, Ray White
Significant school programs:	Talking 4 Reading Home Oral Language Program, Outstanding Literacy Learning Inspires Everyone (OLLIE) Home Reading Program, Getting Reading Right, Words Their Way



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, cluster Head of Special Education (HOSES), literacy coach, Support Teacher Literacy and Numeracy (STLaN), mathematics coach, 19 teachers, nine teacher aides, Business Manager (BM), administration officers, public relations officer, chaplain, Parents and Citizens' Association (P&C) executive members, guidance officer, Speech Language Pathologist (SLP), schools officer, tuckshop convenor, 29 parents and 36 students.

Community and business groups:

- Wamuran Earth Protectors, NASHOS, Lions Club of Wamuran, Historical Society, Professor JellyBean and Kids Capers Childcare Wamuran.

Partner schools and other educational providers:

- Acting Principal Tullawong State High School and Queensland University of Technology (QUT) Caboolture.

Government and departmental representatives:

- Councillor for Division 12 Moreton Bay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2013 - 2016
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2016)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	School referral process and flowchart
School Opinion Survey	Professional development plans
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	Roles and Responsibilities for school leaders
School based curriculum, assessment and reporting framework	Assessment schedule and school improvement targets



2. Executive summary

2.1 Key findings

‘Our learning place, our growing space’ is the school’s vision that echoes the strong connection to the local community the school enjoys.

Staff members and parents relate anecdotes of their long affiliation with the school through generations of families and teachers’ own children attending the school. Staff members and parents express the traits of being a country school with an individualised approach as characteristics they value greatly and wish to see preserved. Parents express the view the dedication and professionalism of class teachers are highly appreciated and widely recognised within the community.

Staff members are committed to their profession, committed to students and support the endeavours of the school.

There is genuine strong collegiality amongst the staff members at the school. Professionalism, and respectful and caring relationships are clear amongst staff members, parents, students and the community. The school encourages parents and families to take an interest in the work of the school and to become partners in their child’s learning. Parents report that they feel welcome in the school and find all staff members approachable, friendly and helpful. Teachers value the work of curriculum leaders in the school who make themselves available to support staff in whatever manner is required to improve their practice and improve student learning outcomes.

School leaders have a commitment to school improvement and lead an Explicit Improvement Agenda (EIA).

The EIA is focused on 80 per cent of all students achieving a ‘C’ Level of Achievement (LOA) or higher in English, mathematics and science. Staff members express a commitment to improving student learning outcomes and identify increasing the number of students achieving a ‘C’ LOA or higher for English, mathematics and science as the key priority of the school’s EIA. All staff members strongly express a continued focus on reading is vital to ensure long-term student success. Some staff members identify a focus on writing as a key feature of the school’s EIA. School leaders acknowledge the success of the EIA will require time, clarity and focus regarding the key strategies and actions required to improve student learning outcomes.

Curriculum leaders are developing a sequenced whole-school curriculum plan for the delivery of the Australian Curriculum (AC).

Curriculum leaders express a desire to embed a process of developing curriculum units adapted from Curriculum into the Classroom (C2C), to ensure stronger alignment with the AC. School leaders recognise the need to build the knowledge, understanding and capacity of all classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.



The work of the Literacy Coach in supporting teachers and teacher aides focused on reading is valued by all staff members.

A dedicated Literacy Coach supports the work of classroom teachers and teacher aides in embedding a whole-school approach to reading across the school. There are roles and responsibilities for school leaders and members of the broader leadership team and key staff members leading curriculum priorities. Accountabilities for school leaders linked to who is driving and monitoring the achievement of targets and outcomes of the EIA are not clearly identified and staff members express a lack of clarity regarding who is responsible for leading aspects of the EIA.

The current school curriculum focus is on English, mathematics and science.

Teachers report varying levels of reference to the AC when planning units of work. Teachers describe a shared responsibility within year level teams for planning and delivering the curriculum. School leaders acknowledge they need to deepen their own knowledge of the AC to lead curriculum development and monitoring of the enacted curriculum.

Positive Behaviour for Learning (PBL) as a framework for improving school culture has recently been reinvigorated and is implemented across the school.

The school has a current Responsible Behaviour Plan for Students (RBPS). The school values of '*Caring of self, others and the environment, The feeling of belonging, love of learning and Success at all stages*' underpins the RPBS. A PBL Professional Learning Team (PLT) operates to support the implementation of PBL and the school is accessing regional support through a PBL coach. Many staff members express the need for greater consistency in setting high expectations for student behaviour and the application of the RBPS.

A strong collegial culture is apparent across the school, with a dedicated team of teachers and teacher aides focused on improving student learning outcomes.

The school has invested significantly in establishing PLTs to provide professional opportunities for teachers to collaborate, learn together and support whole-school improvement. The principal and other school leaders recognise building staff capacity and the development of an expert teaching team as integral to achieving quality student learning outcomes.

An active and committed Parents and Citizens' Association (P&C) supports the school through the enhancement of educational and physical resources.

Parental engagement is valued and the school seeks to connect with parents in a range of ways including newsletters, emails, QSchools, school website, Facebook, student diaries, and engaging parent volunteers. There is always a parent presence at weekly school parades. Active parent participation and support in teaching and learning are being developed and supported through the Parent and Student Engagement (PASE) PLT group. The school conducts parent workshops on a range of relevant topics and these are appreciated by parents. Parents regard the school staff and leadership team highly and believe they are approachable.



2.2 Key improvement strategies

Refine the current EIA ensuring a narrow and deep focus on reading, writing and embedding core AC priorities.

Establish an instructional leadership model for all school leaders that articulates the roles, responsibilities and accountabilities aligned to the EIA.

Provide regular and ongoing professional learning opportunities for all staff members to develop their knowledge and understanding of the AC.

Ensure the intended curriculum is enacted in classrooms through Quality Assurance (QA) of curriculum planning processes by school leaders.

Continue to embed PBL practices across the school and ensure high expectations are maintained and communicated to the whole-school community.