

Wamuran State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Wamuran State School** from **9 to 11 November 2021**.

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.

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

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Alan Smith	Internal reviewer
Ken Swan	External reviewer



1.2 School context

Location:	D'Aguilar Highway, Wamuran	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	363	
Indigenous enrolment percentage:	7.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	20.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	996	
Year principal appointed:	2021	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), 21 teachers, 11 teacher aides, two administrative officers, guidance officer, schools officer, chaplain, 24 parents and 39 students.

Community and business groups:

- Representatives of Parents and Citizens' Association (P&C), representative of Lions Club of Wamuran, coordinator of Kids Capers Childcare Wamuran and director Wamuran Outside School Hours Care (OHSC).

Partner schools and other educational providers:

- Principal of Tullawong State High School.

Government and departmental representatives:

- State Member for Glass House, Lead Principal and Principal Advisor – Teaching and Learning (PATaL).

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School newsletters and website
Investing for Success 2021	Strategic Plan 2018 - 2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Assessment Schedule	Student Code of Conduct
School Opinion Survey	Curriculum planning documents
School based curriculum, assessment and reporting plan	



2. Executive summary

2.1 Key findings

Staff, students and parents speak positively of the connection to the school.

Staff members take pride in supporting and encouraging the learning and wellbeing of every student. The school community speaks respectfully of staff and is supportive of the school regarding the expected values of *'Caring for self, others and the environment, Success at all Stages, Love of Learning and Feeling of Belonging'*. Staff and students describe and reference the four key school rules that promote high standards of expectations – *'Be safe, Be responsible, Be respectful, Be positive'*.

Community express support for and speak passionately regarding the school and the important place it has in the community.

Recent centenary celebrations were supported by multiple generations of local citizens, reflecting its long-held connection to the life of people in the community. The school has a well-regarded performing arts program. Students have opportunities to participate in choir, strings, and band programs in addition to dance and drama activities. The choir, strings and bands participate in a range of community and school-based events.

Leaders display enthusiasm for, and commitment in their support of teachers as curriculum drivers and innovators.

School leaders indicate that the school will implement the North Coast Region Plan B Curriculum Model in 2022, focused on the first level of English planning. This model will provide a framework to strengthen and implement pre-moderation and the Collaborative Assessment of Student Work (CASW) process. Many teaching staff indicate the desire to develop their knowledge and skills in delivering the AC, appreciating the need for deeper curriculum knowledge of all appropriate learning areas.

Staff acknowledge the importance of using highly effective pedagogies as a way of supporting the needs and learning of students.

Across the school, class teachers use a wide repertoire of pedagogies to meet the needs of students. A range of understanding regarding the pedagogies that are most effective to maximise student engagement and improve learning outcomes exists. Some teachers indicate a desire to develop their knowledge and understanding of the pedagogies best suited to their work and context. The consistent application of recognised pedagogical approaches and practices across the school to match the developmental needs of students is yet to be fully realised.

Staff talk confidently regarding their desire to be a part of the school team and express pride in supporting the range of learners.

Many members of the team describe leadership changes as impacting the direction of school priorities, as well as expectation. Teachers and teacher aides have continued to design and enact teaching and learning approaches, curriculum, and learning support for



students. Some staff members identify the need for a stronger commitment to collaborative approaches. They express the belief that this, in conjunction with stability in leadership at all levels will enhance consistency of practice and expectation.

Leaders are aware of the importance of building a highly capable teaching team to promote improvements in student outcomes.

They articulate a belief that ongoing professional learning strengthens teacher capability and the refinement of teaching practices. Teachers and teacher aides describe a range of Professional Development (PD) activities designed to build their confidence and expertise. PD opportunities are accessed from a range of sources including online modules, and school-based activities. Some staff indicate they would value the opportunity to gain feedback and to engage in professional dialogue regarding their teaching. Some teachers express an interest in being able to visit their colleagues' classrooms to view elements of the teaching and learning process and to share good practice.

Leaders commit to a school-wide approach to the collection of English and some mathematics student learning data, in addition to behaviour and attendance data.

Staff are undertaking analysis of student data with many teachers identifying the importance of class data sets as informing practices of differentiation. Staff recently worked to share and understand school and system data. Teachers have been supported in building capability of data knowledge through class data sheets. A whole-school approach to the collection, analysis and reviewing of data to inform school-wide achievement, the monitoring of student progress, or how data informs and directs the systematic approaches to intervention and resourcing arrangements is yet to be articulated by staff.

Parents describe the school as supporting the needs of their child.

Parents identify the openness and approachability of staff as desirable attributes of the community. The atmosphere of staff knowing all students, in addition to promoting the vision of *'Our Learning Place – Our Growing Space'*, is a feature of the school. The school enjoys the support of an active Parents and Citizens' Association (P&C). The P&C oversees a popular out-of-school-hours care program and organises the highly anticipated annual colour run. Funds raised by the P&C are directed towards equipment and resources supporting student learning and wellbeing.

Students speak positively of the learning environments in their classroom and feel supported by teachers in the learning process.

They describe a range of activities and events that occur during the course of the school year to celebrate and acknowledge days of cultural, community, charitable or social awareness. The 2021 School Opinion Survey (SOS) indicates that 96.6 per cent of parents, 92.0 per cent of students, and 100.0 per cent of staff agree with the statement, 'This is a good school'.



2.2 Key improvement strategies

Utilise the support of regional staff to further enhance the building of teacher capability in curriculum implementation, with a particular focus on moderation and assessment practices.

Collaboratively develop, implement and embed a shared whole-school understanding of the language of pedagogy, effective pedagogical practices and high impact teaching strategies to engage students in the AC.

Further develop a collegial culture that invites and values voice and input by all members of staff and supports shared and sustained approaches to school direction.

Collaboratively develop and enact a collegial engagement framework to support the building of an expert teaching team aligned with priorities through systematic approaches to observation, feedback, coaching and mentoring.

Develop a whole-school approach to the systematic collection, analysis and reviewing of data across priority areas to inform achievement, monitor progress and direct school-wide approaches to intervention and resourcing arrangements.