

Wyreema State School

School Review Report



School
Improvement
Unit





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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 **Wyreema State School** from **20 to 22 February 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

Peter Doyle	Internal reviewer, SIU (review chair)
Annette Ridley	Peer reviewer
Howard Nielsen	External reviewer



1.2 School context

Location:	High Street, Wyreema
Education region:	Darling Downs South West Region
Year opened:	1895
Year levels:	Prep to Year 6
Enrolment:	134
Indigenous enrolment percentage:	13 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2010
Full-time equivalent staff:	11
Significant partner schools:	Harristown State High School, Cambooya State School, Vale View State School, Wellcamp State School
Significant community partnerships:	Wyreema Store, Wyreema Hall
Significant school programs:	iAims (Increasing Activity and Intelligent Minds Program), Targeting the teaching and learning of Reading, Playgroup



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, nine teachers, guidance officer, seven teacher aides, administrative officer, 16 parents, 38 students, and school facilities officer.

Community and business groups:

- Proprietors of Wyreema Store, and Proprietors of Wyreema Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of Cambooya State School, Principal of Harristown State High School, President of Southern Vale Cluster of Schools, Leader of Cambooya Kindergarten, and University of Southern Queensland (USQ).

Government and departmental representatives:

- Member for Condamine, Deputy Mayor of Toowoomba Regional Council, and ARD.

1.4 Supporting documentary evidence

Investing for Success 2016	Strategic Plan 2012-2016
Headline Indicators (Semester 2, 2016)	School Data Profile (October, 2016)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
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 school's Explicit Improvement Agenda (EIA) to improve learning outcomes for reading is well known throughout the school community.

The school's EIA of improving reading is highly visible in the school and is communicated to staff members, parents and students through the noticeboard, signage, social media and newsletters. A school target of 30 per cent in the Upper Two Bands (U2B) for National Assessment Program – Literacy and Numeracy (NAPLAN) is identified.

Funds to support the EIA regarding reading are drawn from literacy and numeracy, curriculum and Indigenous funds.

The school is yet to align the school's EIA with funding and resource allocations, the Professional Development (PD) program and coaching and feedback.

The leadership team recognises that systematic collection of a range of data is important to build a whole-school culture of continuous improvement.

The rigorous and in-depth analysis of student achievement data for school, cohort or priority groups by the leadership team is not yet apparent. The systematic evaluation of programs for their effectiveness in producing desired improvements in student learning outcomes is yet to occur.

The school budget, based predominantly on historical precedent and emerging priorities, is prepared by the principal in consultation with the school's administrative officer.

Staff members and parents comment that they are not yet aware of the processes used to allocate school resources to various priorities. The need to support budget planning with cost centre plans, detailing expenditure priorities is identified and is yet to be enacted.

The school is currently experiencing significant growth of between 25 per cent to 30 per cent over the past five consecutive years.

This growth is challenging the school's resources. In order to utilise available learning spaces to the school's advantage, the library is currently used as a classroom and the library is transferred to a double teaching space in the original building.

Each teacher modifies the curriculum unit for their individual class or for specifically identified students, utilising curriculum place mats.

The preparation of units is guided by a planning model, incorporating year level description, achievement standards, content descriptions and a weekly overview. Complete curriculum units are uploaded to the school site on The Learning Place. A Quality Assurance (QA) process based on content descriptors and elaborations outlined in the Australian Curriculum (AC) is yet to be developed.



The school places a high priority on the development of strong partnerships with its educational communities, local businesses and the broader community.

The school is viewed highly and respected as integral to the social fabric of this small community. Meaningful engagement occurs with the local high school, cluster primary schools, feeder kindergartens, businesses, community organisations, the local university and government services.



2.2 Key improvement strategies

Sharpen the school's reading focus, aligning human and financial resources, PD and coaching and feedback specific to improving outcomes in reading.

Design and implement a learning program, to build staff members' capability and confidence in the regular analysis, discussion and interrogation of student achievement data to inform their curriculum and teaching practice.

Review the processes utilised to develop the school's budget ensuring that consultation and transparency are features of the process.

Liaise with Infrastructure Services Branch of the Department of Education and Training (DET) to develop a master plan for the provision of future facilities.

Collaboratively engage teachers in professional learning in the AC and updated '*P-12 Curriculum, Assessment and Reporting Framework*' to strengthen curriculum knowledge, planning and delivery.

Develop processes to map and quality assure curriculum delivery in a small school setting.