

# Wyreema State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Wyreema State School acknowledges Jarowair and Giabal people, the Traditional Owners and Custodians of the Western Wakka Wakka lands.

### About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	160
Indigenous enrolments	15%
Students with disability	29.4%
Index of Community Socio-Educational Advantage (ICSEA) value	940


### About the review

 <p>4 reviewers from 12 to 14 November 2024</p>	 <p>121 participants</p>	 <p>28 school staff</p>
 <p>60 students</p>	 <p>24 parents and carers</p>	 <p>9 community members and stakeholders</p>


### Key improvement strategies

- Domain 1: Driving an explicit improvement agenda**  
Sharpen the Annual Implementation Plan, including the strategies, targets and actions aligned to priorities, to foster greater clarity, understanding and ownership of school priorities among staff.
- Domain 3: Promoting a culture of learning**  
Collaboratively consolidate Positive Behaviour for Learning processes to ensure a shared commitment to, and consistent implementation of, engagement and behaviour support practices.
- Domain 8: Implementing effective pedagogical practices**  
Formalise opportunities for collaboratively reviewing pedagogical practices using data to build teachers' capability in determining effective pedagogies and monitoring their impact on student learning.
- Domain 5: Building an expert teaching team**  
Prioritise opportunities for mentoring, coaching and peer observation for all staff to strengthen professional practice aligned to school priorities and individual staff needs.


### Key affirmations

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**Staff express a commitment to promoting high expectations for student engagement and wellbeing, and articulate a belief that all students are capable of learning successfully.**

Students and staff express pride in being part of the school community, commenting that they 'love' the school. Students describe their teachers as kind and helpful. They express a clear awareness of the 3 school expectations: *'I am a responsible learner. I am respectful. I am safe'*. These expectations are communicated extensively across the school and displayed in various artefacts as a reminder to staff, students and parents.
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**Staff speak positively of a clear and accessible curriculum and express appreciation for the support they receive from colleagues in collaborative planning and moderation.**

Teachers comment that a comprehensive and sequenced plan for systematic curriculum delivery is stored on SharePoint. They describe how this documentation includes 3 levels of planning for all year levels and provides a detailed schedule outlining what to teach and when. Teachers comment they value their collective agency in the curriculum planning process, and speak appreciatively of the opportunity to work collaboratively with the Head of Department – Curriculum. Students describe how teachers make learning engaging and express appreciation for the feedback they receive.
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**Leaders, staff and students celebrate how First Nations culture is recognised and embedded throughout the school in artwork and traditional storytelling practices.**

First Nations students express pride in seeing their culture represented in the school through the inclusion of traditional artwork and stories, recognising how this aligns to the school's values. These students articulate how these practices help them feel a greater connection to their heritage and identity. Staff and community members speak of fostering a welcoming, inclusive and culturally rich environment for First Nations students and families. Students and parents highlight the positive relationships between teachers and students, remarking that this makes students feel safe and supported.
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**Parents convey appreciation for personalised communication from staff about their child's progress and engagement.**

Parents, leaders and staff describe strong practices for engaging with parents and the community. Parents praise the effective communication through technology and social media, commenting they value the school's open-door policy and staying informed about events and their child's accomplishments. They highlight their involvement in celebrations of student achievement and describe how this cultivates positive relationships that support their child's education.