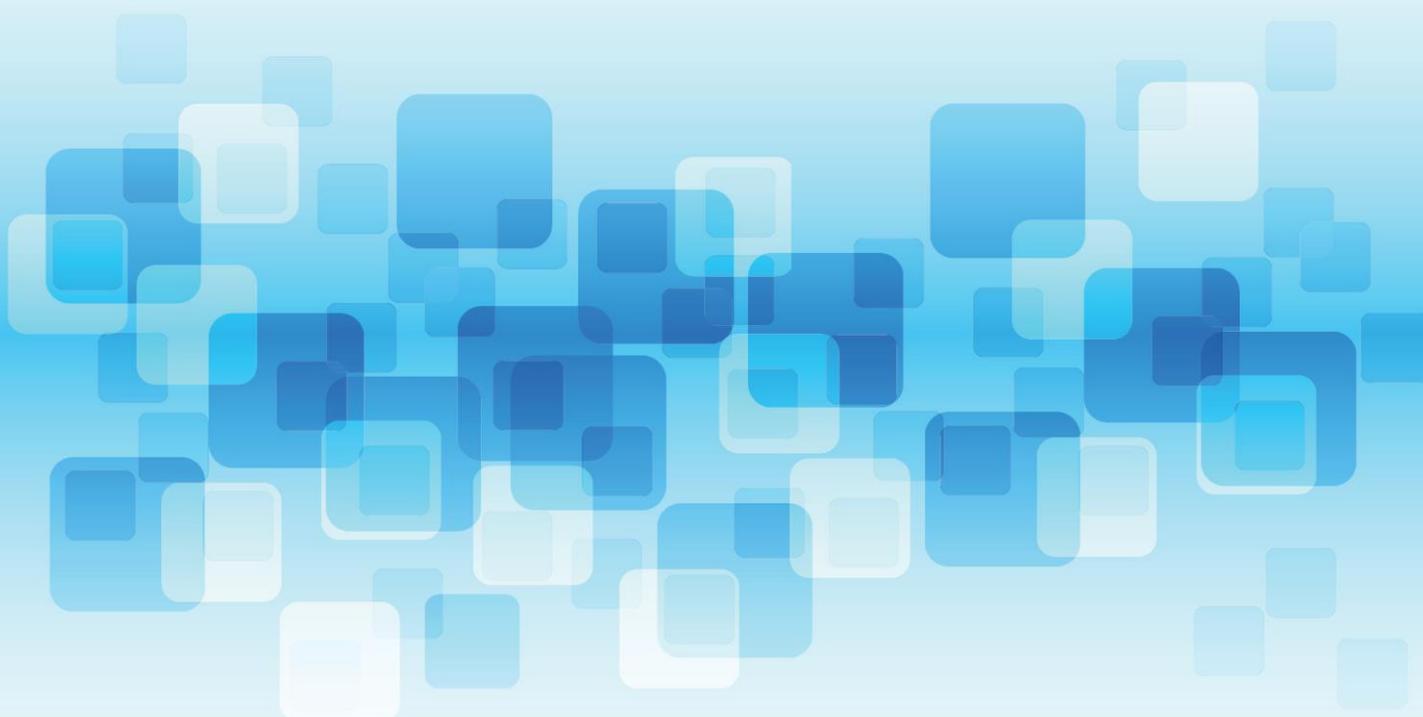




School Improvement Unit Report

Wheatlands State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Wheatlands State School from 28 to 29 October 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	422 Bye Road, Wheatlands
Education region:	Darling Downs South-West Region
The school opened in:	1913
Year levels:	Prep to Year 6
Current school enrolment:	86
Indigenous enrolments:	0 per cent
Students with disability enrolments:	1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1009
Year principal appointed:	2015 (acting)
Number of teachers:	5.6 (full-time equivalent)
Nearby schools:	Proston State School, Murgon State School, Murgon State High School, Wondai State School, Cloyna State School, Moffatdale State School, Winderera State School.
Significant community partnerships:	Wheatland Parents and Citizens' Association, Stanwell Power, South Burnett Regional Council, Murgon Creche and Kindergarten (C&K) Kindergarten
Unique school programs:	



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal and former principal
 - Five teachers
 - Guidance officer
 - Four teacher aides
 - 20 students, including student leaders
 - Three facilities staff
 - Ten parents, including president of the Parents and Citizens' Association (P&C)
 - Director Murgon Creche and Kindergarten (C&K) Kindergarten
 - Principal of two local schools
 - Kathy Duff, Councillor for South Burnett Regional Council

1.4 Review team

Gary Austen

Internal reviewer, SIU (review chair)

David Kirk

Peer reviewer



2. Executive summary

2.1 Key findings

- The school is characterised by a strong and united commitment to school improvement.

Staff, students and parents are united in their commitment to school improvement. People at the school are optimistic and positive about the way in which the school is succeeding in its charter. A clear agenda for improvement is identified and is driving gains in student achievement and wellbeing.

- National Assessment Program - Literacy and Numeracy (NAPLAN) 2015 preliminary data indicates student achievement comparable to or above similar Queensland state schools.

The school has recorded significant growth in learning achievement over recent years. Student performance in NAPLAN is now at or above similar Queensland state schools in all areas assessed. Rates of relative gain have improved. School leaders articulate a drive to continue rates of improvement by developing a sharper focus on higher order thinking in future years.

- School improvement is underpinned by the development of a culture of high expectations.

A culture of high expectations for student learning, attendance and behaviour is highly evident. This culture is underpinning improved school performance. Many staff and parents articulate widespread support for the school. Enrolment demand is strong.

- The school has a curriculum plan that shows the alignment between the Australian Curriculum and classroom planning and implementation.

The school has a coherent, sequenced plan that ensures consistent teaching and learning across year levels. Opportunities exist to further embed locally responsive curriculum responses, regularly evaluate units of work and differentiate for students within school planning processes. The school does not yet have a whole-school strategy to embed a culture of inquiry across the curriculum.

- Teachers value and recognise the important role of coaching, observation, feedback and mentoring in building teacher capability.

The school uses its human and financial resources to provide opportunities to develop staff capability. Staff are open to professional critique. Coaching processes to build alignment between professional learning and the school's explicit improvement agenda are yet to be embedded.



- The school is recording strong rates of improvement in the percentage of students achieving an A-C in semester reports.

Processes for the moderation of student work occur across cluster schools. School leaders identify a need to further develop moderation practices to strengthen confidence and consistency of teacher judgement.



2.2 Key improvement strategies

- Implement a school-wide planning process for teachers to use to plan units of work, identify locally responsive curriculum and priorities and evaluate the effectiveness of units.
- Implement a deliberate, whole-school strategy to embed a culture of inquiry and the teaching of higher order thinking across the curriculum.
- Build confidence in the consistency of teacher judgement through developing moderation processes within and across schools.
- Refine the school's professional learning program to embed systematic rounds of coaching, modelling, observation and feedback.