

Wheatlands State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Wheatlands State School** from **16 to 18 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

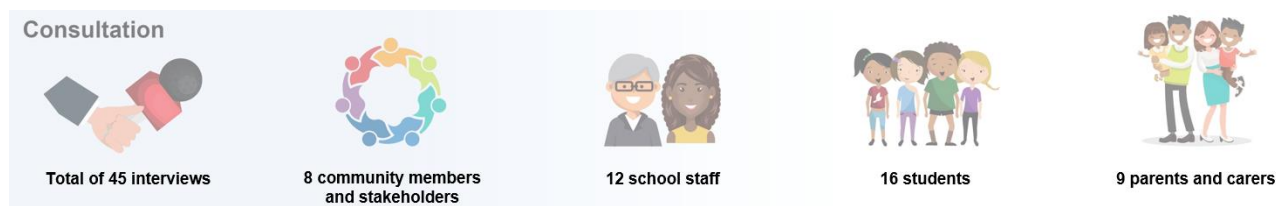
Louise Wilkinson

Internal Reviewer, SRR (review chair)

Anthony Reader

Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Wakka Wakka
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	85
Indigenous enrolment percentage:	14%
Students with disability percentage:	9.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	956

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11 to 12 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 982 and the school enrolment was 81 with an Indigenous enrolment of 8.9% and a student with disability enrolment of 2.43%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop a whole-school curriculum plan aligned with the Department of Education's (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF) to enhance curriculum planning processes. (Domain 6)
- Review the school's pedagogical framework to identify high-yield teaching practices for high-achieving students and provide suitable Professional Development (PD) to build capability in their use across the school. (Domain 8)
- Develop and implement a whole-school inclusion framework that clarifies contemporary inclusion policies and practices, and ensures that the learning and wellbeing needs of all students are consistently addressed. (Domain 7)
- Collaboratively develop an agreed whole-school data plan including roles and responsibilities for the principal and teachers to further build staff member data literacy capability, strengthen differentiation practices and enhance student learning outcomes. (Domain 2)

2. Executive summary

2.1 Key affirmations

A calm and respectful atmosphere permeates the school.

Parents speak appreciatively of the principal's leadership and the approachability of all staff on any matter. Staff confidently work directly with students to resolve small behavioural issues and rarely need to refer students to the principal for follow-up action. The 2023 School Opinion Survey (SOS), indicates high common agreement from students, staff and parents with statements relating to feeling safe at the school.

Community members have intergenerational links and convey deep pride in the school.

The principal and staff view partnering with parents, carers and the wider community as essential for supporting the learning and wellbeing needs of all students. The principal acknowledges the intergenerational links and deep pride many community members have with the school. Staff convey they truly value the positive contribution that strong working relationships bring to the school and are committed to working with parents as partners in their child's education. The Parents and Citizens' Association (P&C) is considered an integral part of supporting the school to gain access to resources not readily available within standard funding arrangements.

A strong focus on meeting the learning and wellbeing needs of the individual student is apparent.

The principal and members of the teaching team show they know their students and families well. They work together with high expectations to nurture the potential of every student. Members of the teaching team commonly articulate that every student can learn and achieve when provided with time and support. Staff endeavour to incorporate inclusive practices into their classrooms. Many students remark they feel supported in their learning. Parents repeatedly acknowledge the care and attention their child receives at the school.

Staff demonstrate collegiality, professionalism and care.

Staff speak appreciatively of the support they receive from the principal to effectively do their job. Interactions between staff members indicate they have high positive regard for each other and a strong sense of mutual trust. Many staff members acknowledge this leads to the sharing of practice and use of initiative to problem-solve as needs arise in day-to-day operations. SOS results in 2022 and 2023 SOS indicate staff morale is high.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Further refine the strategic plan and subsequent annual planning to incorporate the Explicit Improvement Agendas (EIA), performance measures and explicit targets to drive improvement in academic achievement, wellbeing and engagement outcomes for all students.

Domain 6: Systematic curriculum delivery

Quality assure the school's plan for systematic curriculum delivery in a multi-age setting, with regional support, to address system requirements and ensure all students can access their curriculum entitlement.

Formalise processes for leaders and teachers to discuss and moderate student work, including at the planning stage, to support consistent judgements.

Domain 8: Effective pedagogical practices

Enact a repertoire of agreed effective pedagogical approaches and teaching strategies, supported by capability development, to enhance the consistent implementation of the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

Strengthen the capabilities of the teaching team to consistently differentiate, design and deliver the curriculum to address the full range of student learning needs.