School Improvement Unit
Report

Wowan State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Wowan State School from 17 to 18 May 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Don Street, Wowan</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
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<tr>
<td>The school opened in:</td>
<td>1916</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>37</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>4 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>nil</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>966</td>
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<tr>
<td>Year principal appointed:</td>
<td>2016 (acting)</td>
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<tr>
<td>Number of teachers:</td>
<td>2.8 (full-time equivalent)</td>
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<tr>
<td>Nearby schools:</td>
<td>Goovigen State School, Jambin State School, Mount Morgan State High School</td>
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<td>Significant community partnerships:</td>
<td>Playgroup, Wowan Multi-purpose Centre, Wowan Bowls Club, Wowan Returned and Services League (RSL)</td>
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<td>Significant school programs:</td>
<td>IMPACT, rotational multi-age timetable</td>
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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 (acting)
  - Substantive principal
  - Three teachers, three teacher-aides
  - Administration officer
  - 12 students
  - Parents and Citizens’ Association (P&C) executive members
  - Ten parents and community representatives
  - Tuckshop convenor
  - Playgroup coordinator
  - Director Wowan/Dululu Multi-Purpose Centre
  - Principal, Mount Morgan State High School

1.4 Review team

Lee Gerchow  
Internal reviewer, SIU (review chair)

Richard Nash  
Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide commitment to purposeful and successful learning.

Classrooms are orderly and stimulating and reflect the school’s expectations of the consistent and purposeful ‘display’ of learning artefacts and student work.

- A documented school’s improvement agenda has been developed.

Most staff members and some community members were able to state that writing and spelling are the school’s priority areas. Other school priorities are not widely understood by staff members or parents.

- The school communicates clearly that it expects all students to learn successfully.

Staff members articulate that the school has high expectations and most staff members have an understanding of these expectations across the school.

- An assessment and reporting framework is developed which include targets and a schedule for data collection and analysis, including achievement benchmarks.

This plan is yet to be fully enacted.

- Parents speak positively of the school and the staff, and appreciate the warmth and responsiveness of the principal and staff members.

The principal has acknowledged the need to build relationships with parents and to welcome them to the school as partners in their child’s learning.

- The school deploys its resources to meet the learning needs of students, particularly to support the writing priority in the school’s improvement agenda

The school has established a rotational timetable for literacy, numeracy and technology to maximise staff expertise and to improve the efficacy of the distribution of school resources.

- Teaching staff in the school are experienced and have confidence in the fields in which they teach.

Teaching staff are encouraged to undertake and share Professional Development (PD) opportunities. Regular opportunities exist for teachers to share expertise and learning at staff meetings.
• The whole-school curriculum plan is developed utilising the Curriculum into the Classroom (C2C) resources.

Assessment processes are aligned to the delivery of C2C resource units. A whole-school curriculum overview to track the implementation of these units is in the early stages of development.

• All students are grouped in multi-age classes.

Staff members believe that all students are at a different stage in their learning and require individual levels of instruction.

• Teaching staff plan individually and there is some subject specialisation.

A process for the quality assurance of curriculum planning against the Australian Curriculum (AC) is yet to be developed.

• Some classroom walkthroughs have occurred.

A culture of regular observation and feedback between colleagues is yet to be developed.

• The school’s Parent’s and Citizen’s Association (P&C) is an active group that meets regularly and contributes valuable funds to school programs.

In collaboration with the school, the P&C is planning centenary celebrations for the school to take place later this year.
2.2 Key improvement strategies

- Narrow and sharpen the school’s improvement agenda with specific measurable targets, timelines and monitoring processes. Communicate this agenda to all key stakeholders.

- Collaboratively develop strategies to ensure the school’s vision and values, policies and procedures are owned and promoted by all members of staff and the school community.

- Revise the whole-school curriculum plan collaboratively to quality assure the delivery of the AC.

- Collaboratively develop an observation and feedback model for all staff members.

- Develop community engagement strategies to regularly engage families as partners in their child’s learning.