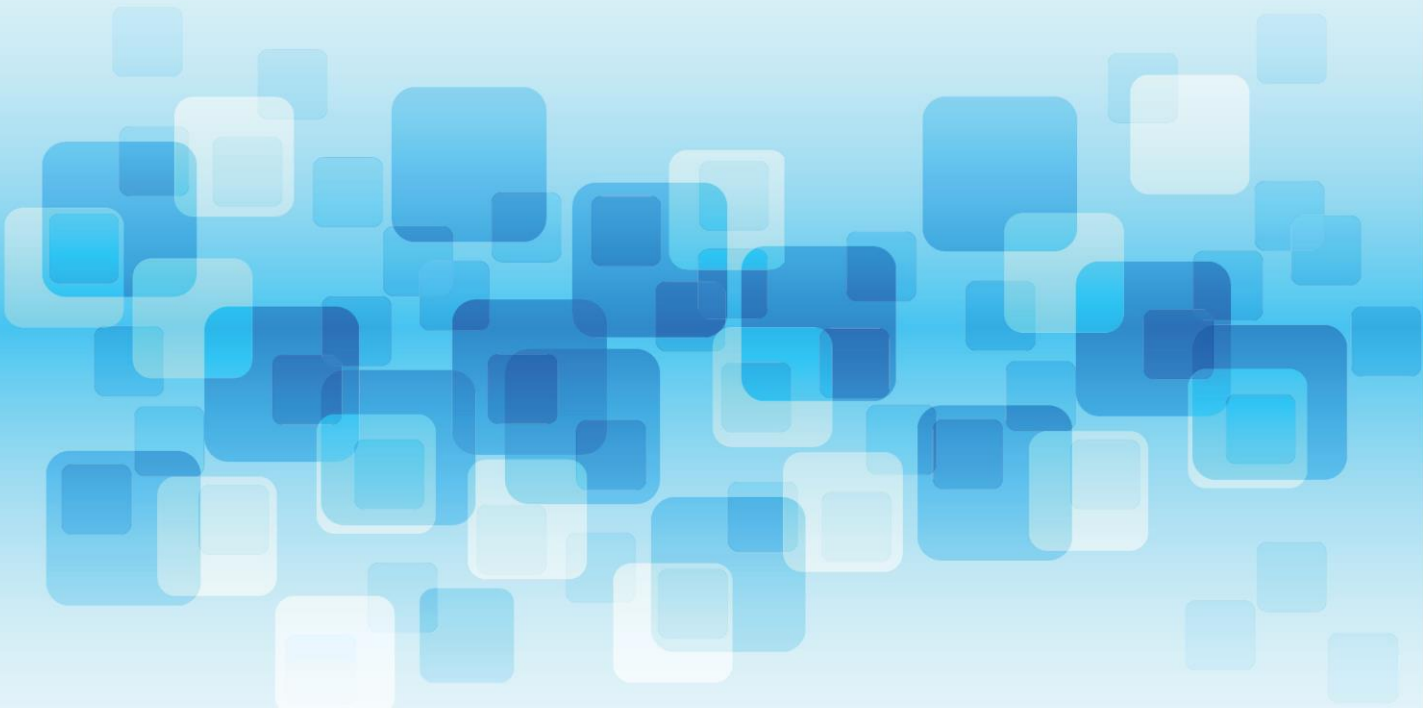# School Improvement Unit
Report

Warra State School
Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at **Warra State School** from **11 to 12 August 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

Location:	Robinson St, Warra
Education region:	Darling Downs South West Region
The school opened in:	1881
Year levels:	Prep to Year 6
Current school enrolment:	10
Indigenous enrolments:	nil
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	996
Year principal appointed:	2012
Number of teachers:	1.41 (full-time equivalent)
Nearby schools:	Brigalow State School, Kogan State School, Jandowae P-10, Dalby State School, Chinchilla State School
Significant community partnerships:	Warra Hall Committee/QCWA - ANZAC Day ceremony, Biggest Morning Tea, Christmas party, Early Learning Network, Cluster Small Schools
Significant school programs:	IMPACT programs - Mind Reader; Solve It, STEM futures, Tennis coaching, Sporting Schools, iAIM daily fitness lessons, Cluster Curriculum Days (Warra - Science)

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 (ARD)

- a school visit of two days

- interviews with staff, students, parents and community representatives, including:

    - Principal

    - Administration relief teacher

    - Support Teacher Literacy and Numeracy (STLaN)

    - Two teacher aides

    - Four parents

    - 10 students

    - Administration Officer

    - Parents and Citizens' Association representatives

    - Principal, Chinchilla State High School

    - Community representative

1.4 Review team

Ian Rathmell   Internal reviewer, SIU (review chair)

Alison Welch   Internal reviewer

2. Executive summary

2.1 Key findings

- Differentiation is a significant practice at the school and takes into account the needs of the multi-age setting.

  The high level of importance in meeting the needs of the full range of learners is acknowledged and prioritised by all staff members. Staff members work to ensure students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness and interests.

- A positive culture which promotes high expectations is underpinned by the school motto, '*To Achieve'.*

  Staff members display understanding and commitment to the establishment of positive, caring and mutually respectful relationships to promote learning. Interactions between staff members, students and families are caring, polite, respectful and inclusive. The acknowledgment of the dedication and commitment of all staff members, by students and parents, is identified as a predominant positive aspect of the school.

- The principal places a high priority on developing all staff members to be committed to the continuous improvement of their own learning and teaching.

  Informal observation and feedback processes are undertaken to build staff member capacity in teaching. There are formal and informal opportunities to share best practice. A formal program of observation, feedback, modelling and coaching for all staff members to enhance teacher interaction and self-reflection is yet to be embedded. Staff members indicate they are supportive of receiving feedback.

- The school recognises that highly effective teaching is the key to improving student learning throughout the school.

  The principal is committed to identifying, understanding and implementing better teaching methods, and a high priority is given to strategies that are demonstrated through research and evidence-based approaches. The principal acknowledges the need to continue to embed the agreed pedagogical practices across the school.

- The whole school curriculum plan aligns with the Australian Curriculum (AC) and provides direction and sequence for planned learning, given the multi-age nature of the school.

  Curriculum delivery is designed to meet the needs of the full range of students. Teacher aides are used to provide additional support to learning where required. Staff members access curriculum Professional Development (PD) and seek online learning. Understanding of the AC varies across the school.

- The principal articulates that reliable and timely data on student progress is crucial to delivering the school's improvement agenda.

  A high priority to school-wide analysis and discussion of student attendance and student achievement regularly occurs during staff meetings. Teachers' skills in the understanding and use of data are at varying levels across the school.

- The principal and staff members demonstrate a commitment to school improvement and the success of every student.

  All staff members believe that every student can learn successfully and build a learning culture that continually expresses high expectations for student academic achievement. Staff members pursue opportunities to enhance the education of all students. The role of teacher aides is considered integral to the improvement of student achievement.

- The school has a team of enthusiastic and dedicated teachers and teacher aides who share responsibility for student learning and success.

  A strong collegial spirit exists within the school. The school staff members contribute to the development of a culture of continuous improvement focusing on student progress. Staff members speak highly of each other and a supportive team approach is apparent in the school. Parents speak highly of the work of the teachers and support staff members.

2.2 Key improvement strategies

- Plan regular opportunities for staff members to develop their teaching practice through modelling, coaching, observation and feedback aligned with the school's improvement agenda and pedagogical model.

- Monitor the embedding of the pedagogical framework to ensure consistency of practice and that understanding across the school is supported and maintained.

- Provide opportunities for staff members to participate in PD activities related to the AC.

- Further engage all staff members in ongoing PD to ensure their data literacy skills enable a deeper understanding of data to better inform teaching practice.