

Warwick West 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 **Warwick West State School** from **11 to 13 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

Kim Kelly	Internal Reviewer, SRR (review chair)
Veronica Kostaschuk	Peer Reviewer
Laurelle Allen	External Reviewer

1.3 Contributing stakeholders

Consultation				
				
Total of 199 interviews	10 community members and stakeholders	67 school staff	87 students	35 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Githabul and Kambuwal people of the Bundjalung nation.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	558
Indigenous enrolment percentage:	18%
Students with disability percentage:	17 %
Index of Community Socio-Educational Advantage (ICSEA) value:	962

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11 to 13 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 974 and the school enrolment was 503 with an Indigenous enrolment of 14% and a student with disability enrolment of 7.2%.

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

- Collaboratively develop an Explicit Improvement Agenda (EIA) that is precise and aligns the work of the school to the specific student improvement targets and timelines. (Domain 1)
- Collaboratively develop a whole-school curriculum plan aligned to the Australian Curriculum (AC) that is explicit, sequenced and coherent, engaging with regional expertise to deepen staff knowledge and understanding of all elements of the AC. (Domain 6)
- Provide targeted Professional Development (PD) to fully embed consistent and agreed principles of the Responsible Behaviour Plan for Students (RBPS) including the implementation of the Positive Behaviour for Learning (PBL) program, ensuring the universal elements are understood by all members of the school community and that regular opportunities to gather student feedback are considered. (Domain 3)
- Collaboratively develop and implement a whole-school wellbeing framework that incorporates the balance between staff members' professional responsibilities and time commitments and their desire to develop higher levels of expertise and knowledge. (Domain 3)

2. Executive summary

2.1 Key affirmations

Staff prioritise student achievement and wellbeing.

Staff comment on how they 'all strive to improve' to ensure they achieve positive learning outcomes for students. The principal speaks highly of staff members, describing their dedication to the wellbeing and learning of students in their class. Leaders and staff speak of a strong tradition of providing quality curriculum delivery to students. Students comment that teachers care for them, are always willing to help them to improve, and make it fun to learn new things.

Collegiality is highly valued by staff members.

Staff describe a strong collegial culture of mutual trust and support. Staff members speak highly of the professional and personal support they receive from leaders and their colleagues. Leaders highlight the skills of staff, their commitment to teamwork, and their dedication. Teachers and teacher aides describe strong professional relationships within and between year level teams, where support is readily provided to ensure the success of each staff member.

A clear focus on developing data-informed teaching and learning is established.

Leaders articulate the importance of collecting and analysing data to make evidence-informed decisions to support student learning. They place a high priority on the school-wide collection of wellbeing, academic achievement, and behaviour data. Leaders are committed to working alongside teachers to analyse whole-school, cohort and individual student data to determine next steps in student learning. Teachers comment that understanding student data 'directs' what needs to be taught.

A strong sense of belonging and school pride – 'the Westie Way' – is established.

Leaders and staff express pride in the school and the culture of encouraging students to '*SHINE*': Security, Healthy relationships, Integrity, Nurturing, Excellence. Students articulate that this is what makes the school special, and use the refrain 'once a Westie, always a Westie'. Parents describe staff as responsive and welcoming. They comment that teachers remove 'roadblocks to students' learning'. A strong tradition of the 'Westie Way' is incorporated in daily operations and celebrations of learning. The 'Westie Way' is identified by staff, parents and the broader community as a signature of the school that promotes a strong sense of belonging.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Sharpen the AIP, to include measurable targets for student outcomes and cycles of review to track implementation progress and monitor the effectiveness of strategies aligned to improvement priorities.

Domain 7: Differentiated teaching and learning

Collaboratively develop a whole-school approach to inclusive education, aligned to the DoE's policy to ensure all students access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers.

Implement an action plan to clarify cohesive strategies, accountabilities for all staff, timelines, and monitoring processes to drive the inclusive education agenda.

Domain 8: Effective pedagogical practices

Collaboratively review and clarify whole-school pedagogical approaches, paired with professional learning, to enhance staff understanding and application of expectations for teaching.