

# Warwick East State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Warwick East State School** from **22 to 24 May 2017**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Jenny Hart	Internal Reviewer
Howard Nielsen	External reviewer



## 1.2 School context

<b>Location:</b>	Fitzroy Street, Warwick
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1850
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	216
<b>Indigenous enrolment percentage:</b>	18 per cent
<b>Students with disability enrolment percentage:</b>	33 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	916
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	13
<b>Significant partner schools:</b>	Special Education Program (SEP) cluster schools – Yangan State School, Freestone State School, Maryvale State School, Warwick State High School, Warwick West State School Early Childhood Development Program (ECDP)
<b>Significant community partnerships:</b>	Child and Youth Mental Health Service (CYMHS) - Warwick, BUSHkids - Warwick Centre, Riding for the Disabled Association, Police-Citizens Youth Club (PCYC) School Age Care, Rogers Sports Coaching
<b>Significant school programs:</b>	Reading program, Positive Behaviour for Learning (PBL), Seven Steps to Writing Success program

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal/master teacher, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), 14 teachers, six teacher aides, two cleaners, schools officer, two administration officers, chaplain, two Parents and Citizens' Association (P&C) executives, guidance officer, 12 parents and 25 students.



Community and business groups:

- CYMHS Southern Downs psychologist, Riding for the Disabled Association, BUSHKids, PCYC, Home Timber and Hardware, Warwick Indoor Recreation and Aquatic Centre (WIRAC) and Rogers Sports Coaching.

Partner schools and other educational providers:

- Deputy principal Warwick State High School, Principal cluster school, principal mentor and regional PBL coach.

Government and departmental representatives:

- ARD

## 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Special Education Handbook
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester, 1 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation check list
School pedagogical framework	Professional development plans
School assessment framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum Plan	School Attendance Policy
Reading Framework	EdStudio
Emergency Plan	Staff newsletter
Annual Professional Development Plan	Student Report Card
Individual Curriculum Plans	



## 2. Executive summary

### 2.1 Key findings

**The school motto ‘*Only the Best is Good Enough*’ is fore-fronted in school documentation.**

The leadership team, staff members and students consistently reference the motto in building a school culture that has high expectations for student attendance, engagement and outcomes.

**Parents, students and teachers describe the relationship between members of the school community as caring, trusting and respectful.**

Teachers are admired and respected by students and parents as committed professionals who are open to communicating about student learning and issues affecting that learning.

**The school leadership team is united and committed to improving learning outcomes for all students and are driving an improvement agenda for the school in the priority areas of reading and data analysis.**

The school Annual Implementation Plan (AIP) is accompanied by regional benchmarks. Strategies for improvement are accompanied by some actions. Timelines for implementation and processes to systematically evaluate the effectiveness of school priorities and initiatives in producing improvements in student learning and performance are in the early stages.

**Student achievement data in reading is utilised regularly by the leadership team to gauge the effectiveness of the improvement agenda.**

Deep analysis of school, cohort and individual student reading data is apparent at the leadership level. Teachers are able to discuss how they use their reading data to set their differentiated reading groups. The way in which student achievement data is used by teachers to inform next steps for learning for the class, groups or individual students varies across the school.

**The school has a curriculum plan that is referenced to the Australian Curriculum (AC) and delivered through Curriculum into the Classroom (C2C) resources**

The school leadership team acknowledges the importance of continually developing personal and staff member skills in building consistent teaching and learning expectations delivered across the year levels and informed by the AC.

**The school leadership team is working towards building a collegial teaching team and views this as central to improving student learning outcomes.**

The principal is cognisant of the need to strengthen and build collaborative processes within and across teams and in the whole-school community. Staff members articulate they would appreciate the opportunity to be involved in collaborative decision-making processes.



**The school recognises the broad positive impact that partnerships with parents and the community can have on enhancing student learning and well-being.**

This is demonstrated by the significant sharing of information by the school with parents regarding the learning activities in the school through weekly curriculum, school, and Parents and Citizens' Association (P&C) newsletters, the parent Facebook site and term celebration newsletters. Parents and some staff members identify the need to further engage parents in their role as co-educators of their child.

**School leaders encourage and support teachers to use differentiated teaching strategies to ensure all students are learning successfully.**

It is recognised that many students require significant adjustments to support their learning. Teachers are developing their skills to deliver curriculum to meet the needs of all learners within a multi-age class and understand that students are at different stages in their learning and progressing at different rates.



## 2.2 Key improvement strategies

Develop an Explicit Improvement Agenda (EIA) that defines the actions and timelines for the implementation of the identified school strategies, initiatives and programs in the teaching of reading.

Strengthen the data literacy of teachers to use student achievement data to identify and plan for the next steps for student learning.

Build the capacity of the leadership team and all staff members by accessing expertise through regional supports, other resources and networks to develop a deep understanding of the requirements of the AC.

Broaden the opportunities for all stakeholders to be meaningfully engaged in collaborative school planning and decision making.

Engage parents in face-to-face activities to enhance their understanding, skill and commitment to their role as co-educators of their child.