

# Warwick East State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Warwick East State School acknowledges the Traditional Custodians of the land, the Bundjalung Nation, where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	236
Aboriginal students and Torres Strait Islander students	17%
Students with disability	22%
Index of Community Socio-Educational Advantage (ICSEA) value	946

### About the review

 <p>3 reviewers from 1 to 3 April 2025</p>	 <p>81 participants</p>	 <p>40 school staff</p>
 <p>23 students</p>	 <p>12 parents and carers</p>	 <p>6 community members and stakeholders</p>

### Key improvement strategies

<p><b>Domain 1: Driving an explicit improvement agenda</b> Consolidate leadership systems and ways of working, enabling collaboration and monitoring of improvement strategies, to ensure line of sight, accountability, and responsive action to achieve school priorities.</p> <p><b>Domain 6: Leading systematic curriculum implementation</b> Build teachers’ deep understanding of the Australian Curriculum and how to plan, through formalising moderation processes throughout the teaching cycle, to build confidence, support teacher judgements and monitor curriculum alignment.</p> <p><b>Domain 2: Analysing and discussing data</b> Systematically enact a school-wide approach for monitoring and analysing data to identify starting points for teaching and learning and evaluate the impact of teaching and learning on student achievement.</p> <p><b>Domain 3: Promoting a culture of learning</b> Collaboratively develop an agreed vision for inclusive education to foster a shared belief that every student is capable of successful learning.</p> <p><b>Domain 7: Differentiating teaching and learning</b> Collaboratively develop a multi-tiered system of supports and the associated action plan to provide clarity and consistent strategies and supports for meeting the needs of students with diverse learning needs.</p> <p><b>Domain 8: Implementing effective pedagogical practices</b> Develop collaborative opportunities for teachers and leaders to engage in discussions focused on the 3 principles of pedagogy to foster a shared language and understanding of effective pedagogical practices.</p>
---

### Key affirmations



**Leaders, staff and parents highlight building and maintaining supportive, positive and caring relationships between staff, students and parents creates a welcoming environment and a sense of belonging.**

The principal, leaders and teachers express a shared commitment to the school, the community and making a difference in students’ lives. They highlight supporting students’ and families’ connection to the school is important. Staff speak appreciatively of their team’s culture of collegiality, support and collaboration. Parents speak positively of staff and the welcoming environment. They convey appreciation for the way the school cares for their child and supports families. Community members convey the Parents and Citizens’ Association has established a productive working relationship with school staff. They describe feeling welcomed at the school, with frequent acknowledgments during parades and staff support for fundraising efforts.



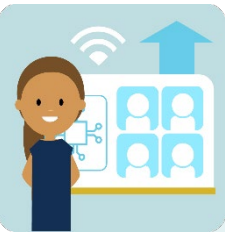
**School stakeholders emphasise Prep transitions are supported by a strong partnership with the local Kindergarten and Early Childhood Education and Care centres.**

Staff from the school and early childhood providers communicate they work together to support parents and children and provide a smooth transition to school. Parents convey they highly value this partnership, noting their child is well-orientated to the school through frequent joint events and school visits. Parents also appreciate the opportunity to engage in parent sessions while their pre-Prep child visits the classroom.



**The principal, leaders, staff, students and parents express the school engages in community partnerships that contribute to improved student learning and engagement.**

Staff highlight the partnership with allied health specialists enable students and families to receive support by removing barriers to learning. They explain partnerships with a paediatrician and allied health professionals enables families and students to access timely support at a reduced cost. Leaders articulate plans to introduce access to a nurse practitioner are underway. They convey using extra funding for additional Speech Language Pathologist time in Prep supports early intervention to develop students’ oral language skills. The principal, leaders, staff, students and parents highlight the breadth of experiences and opportunities via community partnerships that support student learning and engagement, including instrumental music camps, school sport, and interschool choir.



**Leaders highlight the literacy coach has engaged in extensive research and learning to support the contemporary reading approach and build teacher capability in the Prep to Year 2 sector.**

Early years teachers express appreciation for opportunities to work with the literacy coach to review Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data at key junctures, review student progress and make plans for further intervention and differentiation. Leaders communicate that an increase in English C or above Level of Achievement data in Prep to Year 2 can be attributed to the use of DIBELS data to drive differentiated teaching and learning in reading.

The domains reproduced are taken from the *School Improvement Tool* © 2023 Australian Council for Educational Research. Used with permission.