

Warwick East State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Warwick East State School** from **10 to 12 March 2021**.

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 implement in consultation with its regional office and school community.

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

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.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Emily Robinson	Peer reviewer
Howard Nielsen	External reviewer



1.2 School context

Location:	Fitzroy Street, Warwick	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	246	
Indigenous enrolment percentage:	19.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	930	
Year principal appointed:	2016	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), 14 teachers, Business Manager (BM), seven teacher aides, school chaplain, three cleaners, schools officer, 73 students and 37 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, Goolburri Aboriginal Health Advancement Service family support officer and Warwick Physiotherapy Centre physiotherapist.

Partner schools and other educational providers:

- Warwick State High School deputy principal and Head of Special Education Services (HOSSES), Yangan State School principal, Little Tackers Early Childhood Education and Care (ECEC) centre director and Busy Bees at Warwick director.

Government and departmental representatives:

- Principal Advisor – Teaching and Learning (PATAL), Cluster Diverse Learners Advisor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Opinion Survey
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Data Profile (Semesters 1 and 2, 2020)	Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school is driven by a belief that every student is able to learn.

Teachers and leaders are focused on creating an environment suited to the identified needs of every student. School leaders and staff members are committed to the school and to acting in the best interests of students. Parents express appreciation for the dedication of school leaders and teachers in supporting every child.

The school engages with the regional Principal Advisor – Teaching and Learning (PATAL) to support them in building teacher capability.

The leadership team has enabled teachers and teacher aides to develop strengths associated with the teaching of reading by providing staff with access to the regional PATAL. Other focus areas include the Australian Curriculum (AC) and Age-appropriate pedagogies (AAP). This regional support is offered to all teaching staff and teacher aides. The PATAL has worked with teachers and teacher aides to establish and achieve individual goals for improving the teaching of reading.

The leadership team and teachers are focused on ensuring every student accesses the AC.

Teachers work together to plan, teach and assess the AC. They express appreciation of the opportunity to work with the PATAL to continue to build understanding of all aspects of the AC. The school utilises Curriculum into the Classroom (C2C) as a key driver for implementation of curriculum within the school. Teachers articulate a desire to further unpack all aspects of the curriculum planning documents to build knowledge and understanding of the AC, including achievement standards and content descriptions.

The school places a priority on welcoming and engaging all students in their learning in a safe and supportive environment.

Teaching practices across the school reflect the belief that, although students may be at different stages in their learning, all students are capable of learning successfully, if provided with the appropriate opportunities for learning and the required support. Some school leaders and staff members articulate the need for staff members to further develop their capability to cater for all students in the classroom, including students with diverse learning needs. A shared philosophy of inclusion, that aligns staff members' beliefs and teaching practices with legislative and systemic policy requirements, is yet to be developed.



Pedagogical approaches are intended to lead to the achievement of the school mantra that *'Children learn to live and live to learn'*.

Pedagogical processes are expected to provide safe, supportive, connected and inclusive learning environments. The alignment between curriculum, pedagogy and assessment is emerging in some classrooms. School leaders and staff members express a desire to become more familiar with the AC and the connection to agreed, high impact pedagogical approaches and practices.

School leaders and staff members articulate the importance of positive and caring relationships.

Staff members articulate the importance of building strong relationships to support learning. At the time of the review, many staff members identify the importance of ensuring all staff feel supported and believe they are treated fairly and consistently. They identify potential benefits to be derived from an improvement in communication between all staff members and an improvement in staff morale. Some staff members identify the need to enhance the staff component of the wellbeing framework, with a focus on the areas of respectful relationships, communication, and transparency and fairness in decision making.

A comprehensive, multi-faceted transition to Prep program is valued by parents and the school.

The program includes Prep teachers and the Support Teacher Literacy and Numeracy (STLaN) visiting local kindergartens, kindergarten children participating in excursions to the school, and multiple transition sessions with parent sessions occurring simultaneously. A range of topics is covered in the parent information sessions. The weekly playgroup program is described by parents and the community as being highly popular and creatively organised. It is viewed as a positive example of play-based learning and highlighting what the school has to offer to prospective students.

Partners engage collaboratively with the school to ensure the learning outcomes for students are enhanced through their contributions.

The school is viewed positively by the community for the focus it places on students. This trust and respect are reflected in the breadth and depth of the partnerships the school builds with local businesses and community organisations. The strong and extensive partnerships provide support for various activities undertaken in the school community. Community partners are identified on the basis of their reputation and capacity to deliver services and support student learning.



2.2 Key improvement strategies

Deepen teacher knowledge and understanding of the AC, including achievement standards, content descriptions, general capabilities and cross-curriculum priorities.

Collaboratively develop a shared philosophy of inclusion, supporting all staff members to align their beliefs and teaching practices with current legislative and systemic policy requirements.

Collaboratively develop an agreed set of high impact pedagogical approaches and practices that inform teacher capability development and classroom practice, aligning curriculum and pedagogy.

Collaboratively develop and implement an authentic staff wellbeing action plan, focused on respectful relationships, communication and transparency in decision making.