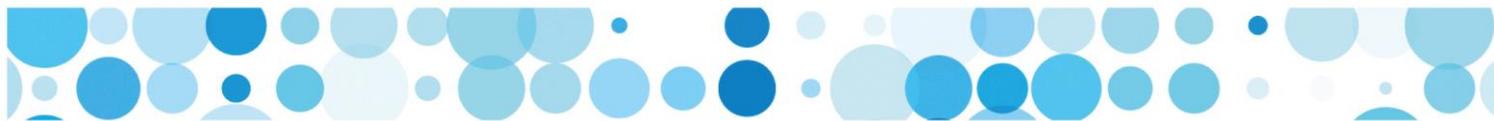


# West End State School

## Executive Summary



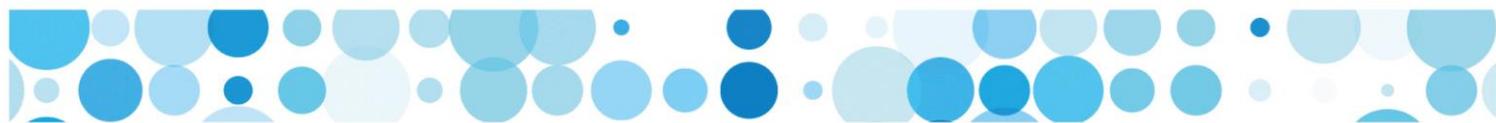


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

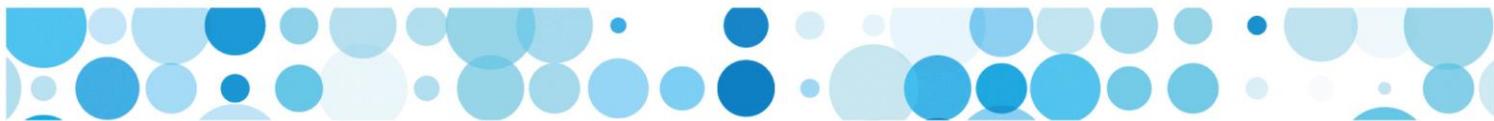
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **West End State School** from **23 to 26 July 2019**.

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

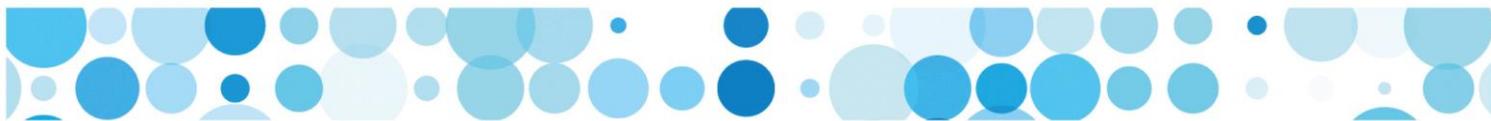
### 1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Brad Clark	Peer reviewer
Anthony Palmer	Peer reviewer
Bert Barbe	External reviewer



## 1.2 School context

<b>Location:</b>	Vulture Street, West End
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1875
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	1128
<b>Indigenous enrolment percentage:</b>	2.3 per cent
<b>Students with disability enrolment percentage:</b>	1.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1157
<b>Year principal appointed:</b>	2016
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	77
<b>Significant partner schools:</b>	Brisbane State High School, City Cluster Schools
<b>Significant community partnerships:</b>	Eco Marines, Australian Business and Community Network (ABCN), University of Queensland (UQ), The Arts – Gallery of Modern Art (GOMA), Queensland Conservatorium, Queensland Ballet, Opera Queensland, West End Police
<b>Significant school programs:</b>	WECreatE – The Arts (including instrumental music), Guided Reading, Quick Writes!, Complex Instruction, Bump it up!, Pedagogical Differentiation Meetings, Environmental Club, Active School Travel, Weekly inter and intra-school sports, Parents and Citizens' Association (P&C) – Outside School Hours Care (OSHC), tennis, swimming



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, guidance officer, literacy coach/classroom teacher, science coach/teacher librarian, technology ambassador, 43 classroom teachers, two classroom music teachers, two physical education teachers, Greek language teacher/teacher librarian, French language teacher, Spanish language teacher, Chinese language teacher, Japanese language teacher, Italian/French language teacher, four inclusion teachers, Business Manager (BM), acting BM, five administration officers, Information Technology (IT) technician, 25 teacher aides, three cleaners, OSHC coordinator, 40 parents and 134 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president, P&C liaison, building our future parent, two OSHC representatives, two Adopt-A-Cops, ABCN partnership representative and 'Schools That Deliver' partner.

Partner schools and other educational providers:

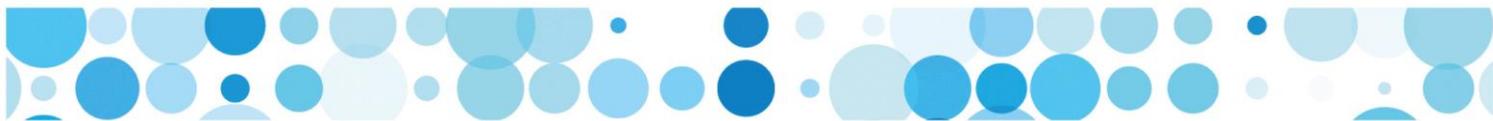
- Coordinator from Early Childhood Education Centre (ECEC), local high school Head of Department (HOD), local high school principal and principal local cluster school.

Government and departmental representatives:

- Councillor for the Gabba Ward, State Member for South Brisbane and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Collaborative Planning Overview
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Staff Development Planner
School pedagogical framework	School newsletters and website, Facebook
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	West End State School Coaching Framework
School based curriculum, assessment and reporting framework	Learning Enhancement Statement and Framework



## 2. Executive summary

### 2.1 Key findings

**The school has a happy and optimistic feel and an ethos built around high expectations and the belief that every student will learn and achieve positive outcomes.**

There is an overt sense of community within the school that is valued by all stakeholders. Strong, positive and respectful relationships exist between staff members and students. Staff members demonstrate a clear understanding of the importance of positive and caring relationships to engage students and facilitate successful learning.

**A strong professional and collegial culture exists in the school with mutual trust readily apparent amongst staff members.**

The school has established structures to support and promote this culture, including year level teams and School Strategic Plan (SSP) teams. Strong professional and personal bonds exist within and beyond many of these staff team structures. All staff members have a shared commitment to the improvement of teaching and actively seek constructive feedback from school leaders and colleagues.

**Achievement and systemic data indicates the school is consistently high performing across a number of literacy and numeracy indicators.**

Relative gain data indicates students are progressing their learning outcomes at or above benchmarks throughout their years of schooling. The school is meeting parents' high expectations for student learning outcomes. All staff have a strong sense of pride in the school, the contribution they make towards improvement, and the clear belief that further improvement is possible. Staff members are partners in priority agendas and committed to ongoing improvement.

**The school leadership team takes an active role in overseeing the school-wide analysis and discussion of systematically collected data on academic achievement.**

There is a clear, shared understanding driven by the leadership team that reliable data, and rigorous analysis of it, is essential in the school's improvement agenda journey. The school uses data for ongoing reflection and evaluation of current programs and processes to inform decisions, interventions and initiatives across the school. A priority is placed on using evidence-informed decisions when engaging in cycles of inquiry of improvement priorities. The leadership team recognised the need to build teachers' data literacy and established data leaders who help build consistent year level ownership and application of student data.

**The school places a priority on making the curriculum locally relevant and building on student existing knowledge and skills.**

The next strategic plan cycle is viewed as an opportunity for further curriculum innovation enabling the alignment of the new pedagogical framework, wellbeing plan and school values with the school curriculum plan.



**Members of the leadership team and teachers articulate the importance of ongoing discussions regarding the Australian Curriculum (AC) as a means for maximising student learning and wellbeing.**

It is acknowledged the consideration of how to progress student deep understanding of the general capabilities, cross-curriculum priorities, big ideas within learning areas, collaboration, critical thinking and problem solving within classroom curriculum is a future school priority.

**The principal and other school leaders have accepted personal responsibility for their whole-school focus on improvement in teaching and learning.**

School leaders model and routinely engage staff members with research-based learning on high-yield teaching practices. Teachers routinely refer to these teaching strategies and identify the current focus is on strengthening whole-school practices in guided reading and complex instruction.

**Staff members recognise some students require more challenging learning opportunities to extend their learning whilst others need individualised or small group programs.**

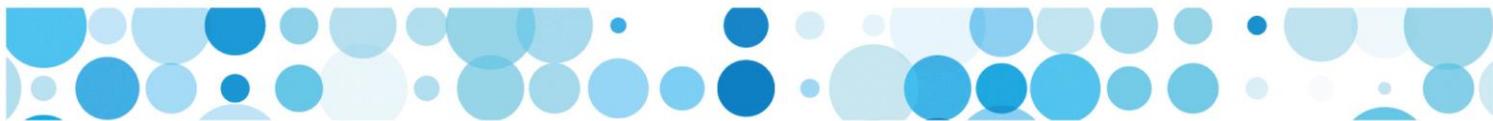
Some teachers are using a range of teaching strategies including digital pedagogies, challenge questions, robotics coding and inquiry questions to provide challenge and extend learning for high achieving students within their class program. This is yet to be a feature of every teacher's practice.

**The leadership team demonstrates an unrelenting commitment to developing staff into an expert teaching team, and articulate this as being central to achieving improved outcomes for all students.**

The current, clearly defined school leadership structure provides clarity of roles and responsibilities of the school leadership team, including the identification of deliverables for each team member. Staff members articulate a clear understanding of which school leaders are first point of contact for support. The development of a school-wide expert teaching team is supported through the strategic and deliberate structure and composition of year level and SSP teams that operate as Professional Learning Communities (PLC).

**There is a very clear sense of community across the school with students, staff, parents and local organisations and businesses.**

All groups consistently highlight that the sense of community is the most significant distinguishing feature of the school. It is apparent the school is the hub of the broader West End community whereby many families and community groups are connected. There is a strong sense of pride in the school and it is apparent that all groups feel like they belong and are welcomed into the school.



## 2.2 Key improvement strategies

Deepen teacher understanding of maximising student learning and wellbeing through further consideration of the general capabilities and cross-curricular priorities of the AC when developing and delivering classroom curriculum programs.

Align the school pedagogical framework, wellbeing plan and school values with the school curriculum, assessment and reporting framework.

Use school-developed systems to embed the pedagogical framework signature practices over time.

Support teachers to further develop their capacity to differentiate for the diverse range of learners including high achieving students within their classrooms.