

West End State School

School-led review validation executive summary

About the school

At West End State School, we acknowledge the Yuggera and Turrbal people's land and waterways, where we meet, learn, play, and celebrate together. We recognise and respect the First Nations Elders, past and present, for taking care of Meanjin, and sharing their land, stories and language with us, for thousands of years.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1457
Indigenous enrolments	1.9%
Students with disability	12.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1146

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **West End State School** on **13 and 14 September 2023**.

- **Kylie Smith**, Senior Principal, Reviews, SRR (validation chair)
- **Daniel Duke**, School Supervisor, Metropolitan South Region
- **Michelle D'Netto**, Peer Reviewer
- **Diana Masci**, Peer Reviewer

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 1: An explicit improvement agenda

Collaboratively refine and communicate the Explicit Improvement Agenda (EIA) to ensure shared responsibility and accountability for the strategic direction, with a strong emphasis on priority groups aimed at elevating the proportion of students achieving 'A' and 'B' levels by systematically monitoring progress towards ambitious school-wide and classroom-specific goals.

Domain 3: A culture that promotes learning

Develop a Multi-tiered system of supports (MTSS) including proactive, universal, targeted and intensive strategies; clear roles and responsibilities; and processes to identify learning and wellbeing needs and access supports to improve academic, wellbeing and engagement outcomes.

Domain 6: Systematic curriculum delivery

Strengthen moderation practices, with a focus on the early junctures and external moderation to enhance teachers' consistency of judgement and knowledge of the Australian Curriculum (AC) and students and teachers' assessment literacy to ensure discernible differences between A and B standards are understood by teachers and students.

Domain 8: Effective pedagogical practices

Refine the whole-school approach to pedagogy and agreed evidence-informed practices to support curriculum delivery and student engagement.

Domain 5: An expert teaching team

Embed the agreed collegial engagement framework, supported by high-quality instructional support from leaders, to promote shared understanding and consistent enactment of school approaches and teaching practices.

Key affirmations



Appreciation for cultural diversity and community connection is apparent across the school community.

The school community fosters and values an understanding and appreciation of cultural diversity. Staff, students and families highly value the celebration of diversity through focused themes, events and recognition. Staff recognise the importance of collaborating with parents and families. All school community members express a feeling of belonging, pride and connection and acknowledge the challenge of maintaining this in a large school. Staff, students, parents and families indicate they feel valued and have a voice in their school community. Strong partnerships and trust are apparent between teaching and non-teaching staff.



Cohesion, teamwork and commitment result in a prevailing 'sense of us'.

Strong teams that work together to improve the outcomes for all students are apparent across the school. Year level teams, including the inclusion teacher and teacher aides, support each other to implement the curriculum and manage the wellbeing and engagement of students in their care. A strong sense of cohesion and commitment is apparent for year level teams to be their best for the benefit of their students. Staff are generous with their time and belong to several teams, both vertically and across the year level. Some vertical teams have been established to focus on emerging school needs. Teacher aides work closely with their line manager, and are valued members of year level teams. A prevailing sense of 'us' and being one with the community in which they work is apparent among staff. Sectors work closely with sector leaders, meeting formally once a week and at other times to discuss operational and curriculum matters. Teachers speak highly of the support they receive from their sector leaders.



Everyone feels valued, respected and that they 'belong'.

'We all smile in the same language' celebrates the school's diverse and inclusive culture. Wellbeing, engagement, culture and belonging are purposefully positioned as strategic priorities, and community members value the positive relationships between staff, students and parents. The school council and Parents and Citizens' Association (P&C) maintain a strong voice within the school and a sense of ownership. Staff and year level teams affirm strong levels of support and trust. Students speak proudly of diversity, inclusion and belonging at the school, and the ways these are reflected in the school's reputation.



Access is provided to physical and human resources, and capability support.

Resources are carefully allocated to meet the needs of each student. Staff articulate that resource needs are met, and that required resources are supplied in a timely and efficient manner. Financial expenditure is closely monitored, and support drawn from the P&C to ensure every student is able to access learning opportunities. Staff are invested in making the best use of support staff to maximise impact for all students across year levels. Appreciation is expressed by staff members for opportunities to access professional learning in a range of ways. An emerging improvement focus is the wellbeing and engagement of staff and students, which is supported by flexible resourcing allocations. The school's recent expansion has resulted in state-of-the-art facilities that enhance the learning environment and ensure staff and students can achieve their personal best.



A school-wide commitment to signature pedagogies is established.

The West End State School Playbook outlines the pedagogical approaches and signature strategies used to support highly effective teaching and learning. Students are placed at the centre of decision-making, with their agency, voice, and choice valued. Staff capability is supported by pedagogy coaches. Many examples of highly effective pedagogical practices are identified across teaching teams. Evidence-informed approaches, in particular Age-appropriate pedagogies (AAP), are prioritised. Signature strategies, such as SEED and KITE, promote purposeful play and positive student regulation and engagement to support student learning, engagement and wellbeing.



Continuity is maintained and celebrated during a period of growth.

The school has experienced rapid growth over a short period, with necessary increases (and at times turnover) of staff. During this time, the school's core beliefs and values have remained strong and well articulated. Teachers discuss feeling like active participants through this journey and evolution. Purposeful processes and structures have enabled the school to maintain its legacy of diversity and excellence. Artefacts around the grounds and the development of the school song are two examples of the school's ongoing desire to be culturally sensitive and honour its history. Parents acknowledge the challenges of a rapidly growing school and describe the culture of connectedness as 'magic' and intentional. Leaders recognise the delicate balance required to ensure that the school's long-standing culture is maintained for future generations of students.