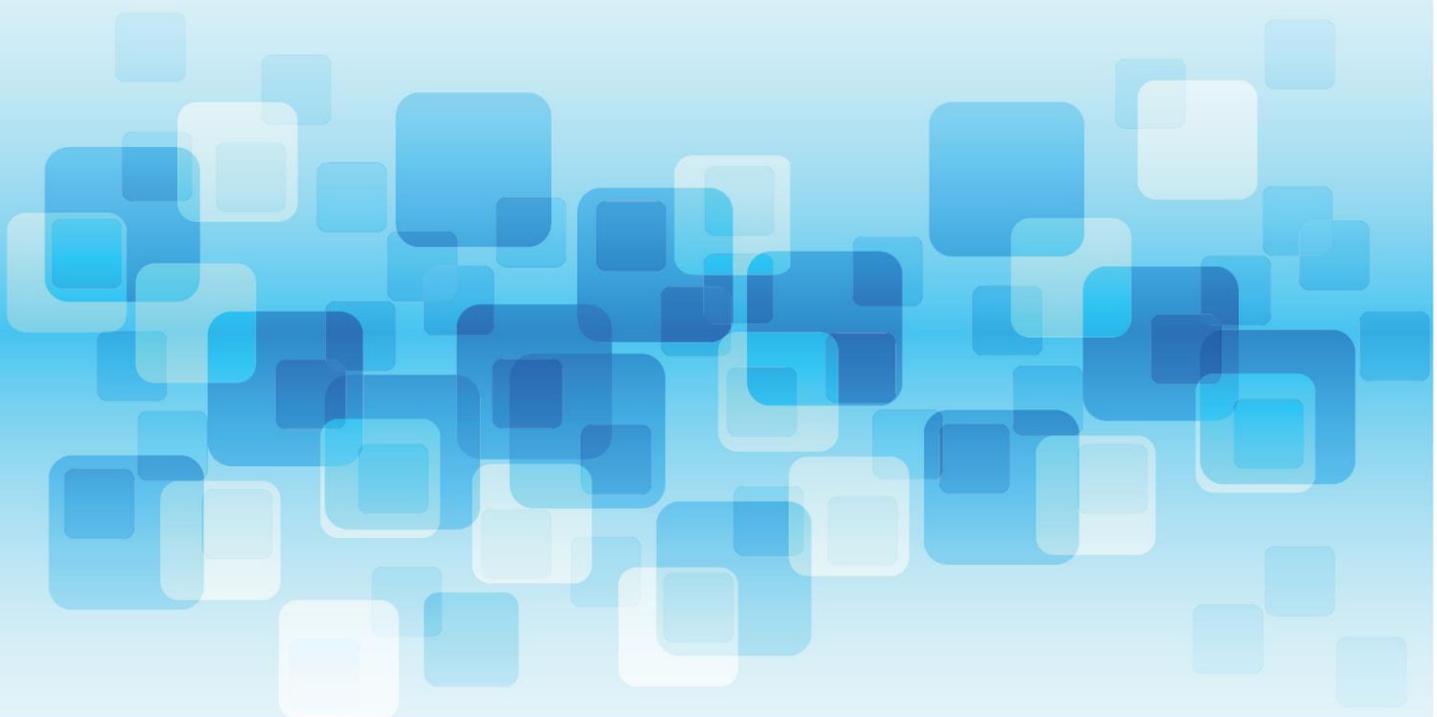




# School Improvement Unit Report

## Warwick State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Warwick State High School from 28 to 30 July 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Palmerin Street, Warwick
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1912
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	931
<b>Indigenous enrolments:</b>	10 per cent
<b>Students with disability enrolments:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	941
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	82
<b>Nearby schools:</b>	Warwick West State School, Warwick East State School, Warwick Central State School, Glennie Heights State School, Killarney P-10 State School, Allora P-10 State School, Karara State School, Maryvale State School, Freestone State School, Murray's Bridge State School, Wheatvale State School, Tannymorel State School, Yangan State School, Scots PGC College, Assumption College, Warwick Christian College, The School of Total Education
<b>Significant community partnerships:</b>	Red Cross, Headspace, Southern Downs Industry Education Association, Mercy Family Services, Queensland Police Service,



	Queensland Health, Clontarf Foundation, Warwick Chaplaincy Group, Southern Downs Regional Council, Destination Southern Downs, Warwick Indoor Recreation and Aquatic Centre, local sporting clubs, local service clubs, local business and industry, local primary producers, local arts and cultural groups, Emergency Services, Senior Citizens' associations, TAFE and private providers, employment agencies
<b>Unique school programs:</b>	Mt Gordon flexi campus, rodeo, agricultural and show teams



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two Deputy Principals and Assistant Principal
  - Business Services Manager (BSM)
  - Nine Heads of Department (HODs) and Head of Special Education Services (HOSES)
  - Support Teacher Literacy and Numeracy (STLaN) and master teacher
  - 41 classroom teachers
  - Guidance officer, re-engagement team and student support team
  - Community Education Counsellor (CEC) and Indigenous support team
  - Four teacher aides, four administration officers, schools officer (facilities) and tuckshop convenor
  - Business community liaison officer
  - Student leaders and more than 40 students across various year levels
  - Parents and Citizens' Association (P&C) secretary and six other parents
  - Principals of feeder state school
  - Ross Bartley, Deputy Mayor, Southern Downs Regional Council
  - Community representatives

### 1.4 Review team

Paul Pengelly	Internal Reviewer SIU (Review Chair)
Jeff Major	Internal Reviewer, SIU
Trevor Gordon	External Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school leadership team have established a strong improvement agenda for the school.

The improvement agenda appears to be universally owned, with staff readily articulating all components. Clear targets have been established and communicated as part of the improvement agenda and some of these were often referred to by staff and students in discussions.

The school values, *Respect, Responsibility and Relationships*, are regularly espoused by staff and are well understood and broadly acknowledged by students. These values are displayed prominently alongside the three 'As' outside the school canteen.

- The explicit teaching of reading is a key element in the identified improvement agenda.

Improving reading is a major focus area and its potential contribution to improved student outcomes is broadly acknowledged. A significant amount of research was conducted prior to the implementation of this initiative. Strategic alliances with partner feeder schools have been established and the improved alignment of teaching practice is expected to improve learning outcomes for transitioning students.

- Teachers expressed a desire to see a stronger whole-school commitment to consultation in decision making.

Many teachers are highly committed to Warwick State High School and are very proud of their school. Teachers expressed a desire to see a stronger whole-school commitment to consultation in decision making. There was also a perception that many new initiatives were continually rolled out on short timelines before there was an opportunity to embed previous priorities. Some staff expressed a concern that their efforts were not always valued.

- The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive.

Classrooms are generally orderly with the majority of students engaged in successful learning. Both staff and students expressed a concern that behaviour of a minority of students disrupts the learning process in some classes. The Responsible Behaviour Plan for Students was reviewed in 2014 and a new plan for 2014-2016 was developed. The plan includes seven behaviour levels with clear rewards and consequences for students. The behaviour levels have been part of the culture of Warwick State High School for many years and these levels are understood and valued by students and parents. A number of concerns were expressed in relation to the understanding of roles and consistency of application of procedures and action in relation to implementing the plan.



- The school leaders are committed to continuous improvement in teacher practice.

The *Excellence and Teaching and Learning Framework* is an extensive document outlining curriculum intent, assessment, sequences of teaching and learning, making judgments and processes for feedback. The aim is for Explicit Instruction (EI) to underpin all lessons at Warwick State High School. EI is being implemented in many classrooms. A number of teachers indicated that although the framework is a high quality document, it is yet to have the desired impact on learning in their classrooms.

- A high priority is given to the school-wide analysis and discussion of systematically collected data however the use of this data in influencing classroom practice is not yet fully developed.

There is a documented school data plan which includes a timetable for both the continuous and annual (term by term) collection of student outcome data. Access to relevant data and analysis, and use of such data for classes and student groups by Heads of Department (HODs) and school leaders is expected. The outcomes of these discussions and strategies do not appear to be informing practice. It is unclear that expectations driving teacher engagement with data are applied in any consistent manner.

- The school is committed to building a whole-school reflective culture to improve performance and outcomes for students.

The school has commenced the process to build a school-wide reflective culture which included the establishment of a task group to lead the implementation, the provision of professional development for staff and the design of personal reflection plans and observation sheets.

At this time, teachers have completed their performance development plans and some teachers have used feedback from colleagues or supervisors to self-reflect and discuss strategies for improvement. This process is in the early stages of implementation.



## 2.2 Key improvement strategies

- Establish a collaborative process to identify strategies that will enhance the whole of school collegial culture to include a greater focus on high levels of trust, effective communication, high expectations and commitment to excellence.
- Develop consultative review processes to ensure that all aspects of the on-going positive behaviour for learning implementation are working effectively. Review the effectiveness of the Responsible Behaviour Plan for Students implementation and ensure rigorous and consistent management processes are universally understood and consistently enacted in all areas of the school. Include a focus on clarity of all roles within the student management framework.
- Quality assure implementation of the identified *Excellence in Teaching and Learning Framework* to ensure consistency of practice across the whole school. Support teachers by providing further modelling and feedback to augment professional learning.
- Set realistic but aspirational targets in all classes and for all subjects reflective of high expectations for all students' learning. Ensure these targets are used to inform review processes in consultation with HODs, as indicators of successful teaching practices.
- Implement fully and quality assure the whole-school reflective culture including observation and feedback, and structured mentoring and coaching as key elements of the process.
- Support and supervise staff through the further development and implementation of identified key priorities to ensure consistency of understanding and embedded practice across the school.