

Warwick State High 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 School Improvement Unit (SIU) at **Warwick State High School** from **11 to 13 June 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

Lee Goossens	Internal reviewer, SIU (review chair)
Anthony Lanskey	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Palmerin St, Warwick
Education region:	Darling Downs South West Region
Year opened:	1912
Year levels:	Year 7 to Year 12
Enrolment:	820
Indigenous enrolment percentage:	14.2 per cent
Students with disability enrolment percentage:	8.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954
Year principal appointed:	October 2016
Day 8 staffing teacher full-time equivalent (FTE):	61.6
Significant partner schools:	Killarney P-10 State School, Allora P-10 State School, Warwick West State School
Significant community partnerships:	Warwick East State School, Glennie Heights State School, Karara State School, Maryvale State School, Freestone State School, Murray's Bridge State School, Wheatvale State School, Yangan State School
Significant school programs:	Clontarf Academy, Formula Student program, Academy classes, Show Teams



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, assistant to the principal, seven Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, six Year Level Coordinators (YLC), 36 teachers, two Business Managers (BM), two schools officers, two administration officers, six teacher aides, two tuckshop staff, Community Education Counsellor (CEC), 13 student leaders, 19 students, Parents and Citizens' Association (P&C) president and eight parents.

Community and business groups:

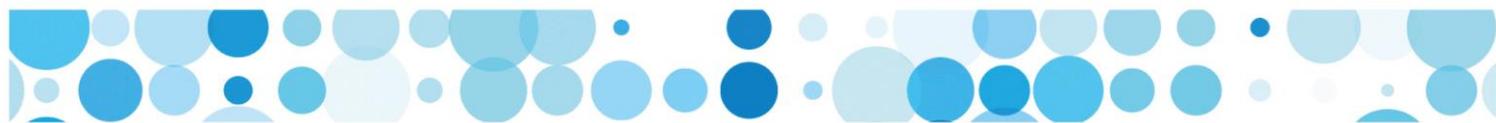
- Representative of Mercy Community Services, representative of Southern Downs Industry Education Association (SDIEA) and Centrelink Indigenous Service Officer.

Partner schools and other educational providers:

- Principal of Warwick West State School, principal of Allora P-10 State School, principal of Freestone State School and Year 6 and transition program teacher at Warwick East State School.

Government and departmental representatives:

- Mayor of Southern Downs Regional Council, State Member for Southern Downs and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Vision, Mission, Values and Beliefs
Investing for Success 2019	Key Strategic Directions 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Annual Report 2018	Curriculum offered at WSHS
School improvement targets	Catering for Diverse Learners
Aspiring Leaders Program	Professional development calendar 2019
2019 Data Plan	Non-Teaching staff Handbook
School Opinion Survey	Staff Introduction
Inclusion Journey	2019 Into the Classroom
Homework and assessment policies	Academy Model and Guidelines
Re-engagement Contract	School Calendar 2019
2019 Leadership Positions	Prospectus 2019
Excellence in Teaching and Learning Framework 2018-2020	School 'Greensheets', newsletters and website and Warwick Daily News articles
Developing Performance Plan - 'How to Do it'	Leadership and Decision making Framework 2019
Responsible Behaviour Plan for Students	



2. Executive summary

2.1 Key findings

School leaders have worked hard to support and supervise staff through the further development and implementation of identified key priorities.

There is a strong commitment to drive an Explicit Improvement Agenda (EIA) to improve the learning outcomes for all students. The school's EIA is reflected in the 2019 Annual Implementation Plan (AIP) and includes attendance, the new Queensland Certificate of Education (QCE), inclusion and reading. School leaders highlight the school's EIA through professional learning opportunities. The school's line management process is viewed favorably by school leaders, including Heads of Department (HOD), in ensuring there is a clear line of sight in advancing the school's EIA.

There is a strong sense of shared pride and ownership of the school.

Parents and community members believe the leadership team has high expectations of learning and student behaviour. The school encourages student voice through a variety of student committees and provides a diverse range of leadership opportunities for students as demonstrated through extensive student participation and leadership of school assemblies. Staff have positive and caring relationships with students and the school uses a range of processes to support student academic progress and wellbeing.

The school has developed an explicit whole-school curriculum plan.

Significant gains have been made in recent years regarding the alignment of planning and delivery of the Australian Curriculum (AC) and the new senior syllabuses. The school has undertaken significant work in preparation for the implementation of the new senior schooling curriculum and assessment. Collaborative planning time for the new senior syllabuses and assessment has been facilitated by the school leadership.

The school prioritises the school-wide analysis and discussion of data.

Data is collected regarding student achievement outcomes, attendance and behaviour. Reading is identified as a whole-school improvement priority for teachers in the junior secondary years. The school has undertaken extensive longitudinal data analysis of reading over six years to evaluate the impacts of the range of reading programs.

The leadership team articulates a clear view that highly effective teaching practice is a key to improving student learning throughout the school.

Teachers affirm the current focus on the teaching of reading is a key school improvement priority. Teachers use data to monitor students' progress over time and express a desire to maintain reading as an improvement priority.

**School leaders identify collegial engagement as a future priority.**

A process to implement and quality assure a whole-school reflective culture including observation and feedback, and structured mentoring and coaching is emerging. An expectation exists for teachers to observe classroom practice and provide feedback. Implementation is self-directed and informal between peers. Teachers identify the value of peer observation and the importance of feedback in their professional growth.

A strong wellbeing philosophy and a culture of inclusive practices underpin the operations of the school.

School leaders are committed to success for all students. There are practices across the school that reflect the belief that every student can learn and achieve successfully. Staff are aware of the challenges some students face in order to engage in learning. The school has collaboratively adopted the Maker¹ Model for differentiated teaching and learning. This structured approach to differentiation is included in faculty curriculum planning documents. Further refinement of the model is still to occur.

The school prioritises the use of school resources and school funds in a targeted manner to meet the learning and wellbeing needs of all students.

There is clear alignment evident in the allocation of Investing for Success (I4S) funding and the school's EIA. School leaders indicate that student access to computers can take the form of Bring Your Own device (BYOx) model, student hire scheme and an equity scheme to enable access for students whose families are experiencing financial difficulties. School Opinion Survey (SOS) data in 2018 acknowledges the high level of satisfaction with access to computers expressed by students and articulated by parents.

Parents speak positively regarding the school and the educational opportunities afforded their children.

School leaders and staff have established a strong sense of community ownership in the school. Founded in 1912, the school is one of the oldest in Queensland and has developed relationships and partnerships across the local community to support the learning and wellbeing of students. The wider school community is supportive of the leadership of the school and describe staff members as caring and approachable. The school is well-established with deep traditions and community pride.

¹ Maker, C. J. (1982). *Curriculum development for the gifted*. USA: Aspen Systems Corporation.



2.2 Key improvement strategies

Collaboratively develop and implement a school-wide plan that engages staff, and consolidates, and embeds core elements of the teaching and learning framework.

Collaboratively build a shared commitment to develop, implement and monitor formal observation and feedback models to support continuous professional growth and improvement.

Further support teachers in planning differentiation experiences for all students to ensure they are engaged and challenged in their classroom learning.

Continue to build the capability of teachers, and foster the sharing of best practice, to effectively differentiate learning experiences for all students.