

Warwick State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Warwick State High School** from **26 to 28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

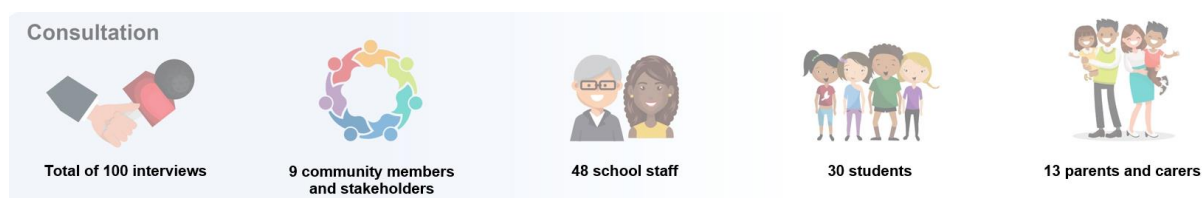
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Timothy Barraud	Peer Reviewer
Valerie Hadgelias	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the Githabul and Kambuwal peoples of the Bundjalung Nation.
Education region:	Darling Downs South West Region
Year levels:	Year 7 to Year 12
Enrolment:	716
Indigenous enrolment percentage:	19.5%
Students with disability percentage:	21.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	934

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11 to 13 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 954 and the school enrolment was 820 with an Indigenous enrolment of 14.2% and a student with disability enrolment of 8.9%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop and implement a school-wide plan that engages staff, and consolidates, and embeds core elements of the teaching and learning framework. (Domain 8)
- Collaboratively build a shared commitment to develop, implement and monitor formal observation and feedback models to support continuous professional growth and improvement. (Domain 5)
- Further support teachers in planning differentiation experiences for all students to ensure they are engaged and challenged in their classroom learning. (Domain 7)
- Continue to build the capability of teachers, and foster the sharing of best practice, to effectively differentiate learning experiences for all students. (Domain 7)

2. Executive summary

2.1 Key affirmations

The school has a proud history as a central hub of the community.

An enduring sense of belonging is apparent. Many staff attended the school as students. Many families are able to trace their strong bond with the school over generations. Parents and families are recognised as integral members of the school community and as partners in student learning. The principal describes the importance of productive and positive communication between staff and families, and the importance of these relationships in building students' sense of pride and their ongoing success.

The school's motto, '*Virtute Et Labore*' translates to '*Excellence through effort*', and has inspired leaders, staff and students towards success since 1912.

Staff identify the importance of providing young people with a quality education. They speak of seeking to improve learning and wellbeing outcomes for all students. Executive leaders are committed to the development of a positive learning culture. They recognise that a safe, respectful, tolerant and inclusive environment is crucial to enabling successful student outcomes.

Many dedicated staff are committed to supporting students to achieve strong learning outcomes.

Staff support and celebrate their colleagues' professional success and take pride in students' effort and achievement. Leaders view the development of staff into an expert and coherent teaching team as central to ensuring a quality education for all students. Staff acknowledge that every student is capable of successful learning. Procedures are established to encourage a school-wide, shared responsibility for student learning and success. Informal discussions among staff regarding teaching and learning occur daily and this collegial interaction is considered invaluable.

A range of partnerships with business, industry, local government, and community organisations provide a diverse range of opportunities for students.

Partnerships are highly appreciated by staff and parents, and enhance the learning and wellbeing outcomes of students across the school. Parents identify tailored supports provided to students. Parents are committed to the strong sense of tradition and culture as a historical institution in the community.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop a coordinated and systematic approach to school improvement, with a particular focus on precision of practice and Quality Assurance (QA), leading to improved student outcomes.

Enhance the instructional leadership skills of all members of the Leadership Team (LT) to drive consistency of curriculum delivery, rigorous monitoring of performance, and supportive evaluation of pedagogy.

Domain 2: Analysis and discussion of data

Build the capability of all members of the LT to work with their teams in the analysis of student achievement data to build a culture of reflection and continual improvement of student outcomes.

Domain 6: Systematic curriculum delivery

Deepen and extend QA processes to monitor and evaluate the full documentation, and systematic and successful enactment of the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

Collaboratively develop a whole-school, inclusive education framework, informed by best practice and Department of Education (DoE) policies and legislation, to build a collective understanding of inclusive education.

Domain 8: Effective pedagogical practices

Determine an agreed approach to pedagogy and build the confidence and understanding of teachers to utilise strategies that to effectively engage all students.