

Gladstone West State 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 **Gladstone West State School** from **12 June** to **14 June 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.

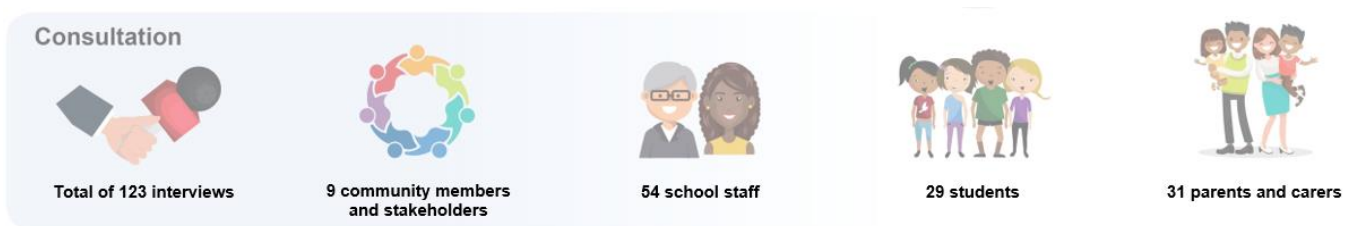
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

|              |                                       |
|--------------|---------------------------------------|
| Noel Baggs   | Internal Reviewer, SRR (review chair) |
| Taylor Haley | Peer Reviewer                         |
| Clare Grant  | External Reviewer                     |

### 1.3 Contributing stakeholders



## 1.4 School context

|  |  |
|--|--|
| <b>Indigenous land name:</b>   | Bailai, Gurang, Gooreng Gooreng, Taibelang Bunda |
| <b>Education region:</b>   | Central Queensland Region                        |
| <b>Year levels:</b>  | Prep to Year 6                                   |
| <b>Enrolment:</b>  | 637  |
| <b>Indigenous enrolment percentage:</b>                              | 14%  |
| <b>Students with disability percentage:</b>                          | 20%  |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 960  |

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from 8 to 10 May 2019. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 966 and the school enrolment was 646 with an Indigenous enrolment of 13.3% and a student with disability enrolment of 20.6%.

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

- Review the roles and responsibilities plan for all staff, to ensure clarity of strategic and operational processes, alignment to the school's priority programs, and embedded Quality Assurance (QA) practices. (Domain 1)
- Develop a shared understanding of inclusive education and associated attitudes, behaviours and practices in the school that cater for all students. (Domain 3)
- Build on current collaborative processes to ensure curriculum units have a strong focus on the rigour and intent of all learning areas of the Australian Curriculum (AC), including the cross-curriculum priorities and general capabilities. (Domain 6)
- Develop a whole-school model that identifies a consistent approach to curriculum differentiation to support teaching teams in engaging with the AC to plan differentiated learning experiences for all students to enable them to be appropriately engaged, challenged and extended in their classroom learning. (Domain 7)
- Create a language and culture of innovation and inquiry linked to the AC whereby creative exploration and independent learning are valued within classroom learning programs. (Domain 3)

## 2. Executive summary

### 2.1 Key affirmations

#### **A strong, collegial culture is apparent at the school.**

Teachers express an unconditional regard for their students and for the collegiality they experience professionally. The leadership team and staff members share high levels of trust, and an atmosphere of professional optimism permeates the culture. Students express a belief that they are supported by their teachers to achieve. Staff express a sense of mutual admiration between themselves and their students.

#### **Positive Behaviour for Learning (PBL) is highly valued by staff, students and parents.**

The school has a long-established commitment to the PBL philosophy. Practices are consistently adhered to and parents are very cognisant of the impact the program has on developing positive behaviour. Students take great pride earning stars to be eligible for the 'Best of West' elite award. The PBL committee is led by highly committed teachers that assists with informing school practice.

#### **Across the school, a commitment to inclusion is apparent.**

The leadership team has developed a strong culture of inclusion across the school. Teaching and support are viewed as an integrated approach with a strong emphasis on the needs of all students. Staff indicate a student-centred approach to how they organise teaching and learning experiences across the curriculum, and how they tailor their programs to meet the range of needs within their classrooms.

#### **Cultural awareness for First Nations students is developed through a range of partnerships.**

The Buraligim Weiber project, meaning 'Place of Learning' in Gooreng Gooreng, is a nationally and internationally recognised program. The project enables First Nations students to connect to their culture, work with input from local Elders and to connect with experts from industry partners in the community and STEM Central at CQUniversity (CQUni). Students and families involved in the project reflect on its power to broaden their horizons of life and careers beyond school.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Create and effectively communicate a narrow Explicit Improvement Agenda (EIA) within cycles of review supported by associated timelines, measurable student targets, and accountabilities for both leaders and teachers to support the implementation of the improvement agenda.

### **Domain 8:** Effective pedagogical practices

Collaboratively review and implement agreed pedagogical approaches to provide clarity and consistency of teaching practice, to improve learning outcomes for students.

### **Domain 6:** Systematic curriculum delivery

Strengthen moderation practices within and outside the school to support teachers in building a deeper understanding of the AC and refine consistency of judgement and to inform future teaching and planning.

### **Domain 2:** Analysis and discussion of data

Establish opportunities to develop the data literacy skills of leaders and teachers to support student improvement at a whole-school and classroom level.

### **Domain 5:** An expert teaching team

Collaboratively develop a collegial engagement framework to provide regular and targeted opportunities for all staff to engage in a range of classroom-based learning, mentoring and coaching arrangements to promote a self-reflective collegial culture of learning.