

Gladstone West State 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 **Gladstone West State School** from **8 to 10 May 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

Anthony Ryan	Internal reviewer, SIU (review chair)
Jennifer Kent	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Boles Street, Gladstone
Education region:	Central Queensland Region
Year opened:	1966
Year levels:	Prep to Year 6
Enrolment:	646
Indigenous enrolment percentage:	13.3 per cent
Students with disability enrolment percentage:	20.6 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD) 10 per cent – Education Adjustment Program (EAP)
Index of Community Socio-Educational Advantage (ICSEA) value:	966
Year principal appointed:	July 2016
Day 8 staffing teacher full-time equivalent (FTE):	44
Significant partner schools:	Gladstone South State School, Gladstone State High School, Clinton State School, Kin Kora State School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Start-up Gladstone Inc, The Smith Family
Significant school programs:	Reading challenging texts; Early-preneur program; DRUMBEAT; Gladstone Robotics cluster schools; student2student program; transition program; financial scholarships involving The Smith Family programs; How does my engine run?, A to B program, Rock and Water – student mental health and wellbeing programs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), Head of Curriculum (HOC), pedagogy coach, two Special Education Program (SEP) teachers, support teacher intervention and literacy, guidance officer, chaplain, youth support worker, 24 teachers, eight teacher aides, two administrative officers, two grounds persons, four cleaners, 45 students and 44 parents.

Community and business groups:

- Early-preneurs, PCYC and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Gladstone State High School, Port City Kids and Koolyangarra Kindergarten Inc.

Government and departmental representatives:

- State Member for Gladstone, Transition Officer Education Queensland Central Queensland Region and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Positive energy is created by an enthusiastic staff with a strong sense of belonging and service to the school.

The school motto '*Assist others*' is epitomised by the staff and students who have a united focus on developing student and teacher performance. The principal and staff members demonstrate a commitment to school improvement and the success of every student with a catchcry '*West is Best*'. The school community is united in supporting school staff in providing quality learning outcomes for all students.

Staff members are committed to the school and work together in an environment in which strong collegial trust and respect are apparent.

Opportunities are being created for teachers to work together and to learn from each other's practices. The school has a well-respected Professional Learning Community (PLC) structure that has developed in the school. Staff value this time and identify this strategy as a key feature in the school to support consistency of practice.

The principal has established a model of shared leadership to implement school programs and operations.

A statement of operational roles and responsibilities for school leaders is developed to guide their work in the school. A plan that details key actions, implementation timelines and specific accountabilities for school leaders relating to priority programs is emerging. Processes to monitor and quality assure the strategic work of school leaders in supporting the development of the school's priority programs to ensure strong alignment are yet to be implemented.

The leadership team is promoting a school-wide process to enhance the model for inclusion.

The school is working towards establishing a consistent culture of inclusion to ensure that all learners are given every opportunity to achieve their full potential. Staff and the leadership team identify that a common belief for inclusion for all students is yet to be apparent across the school. Staff identify the high level of trust between colleagues would support the development of common attitudes and beliefs to support all students. Student leaders speak of supporting all students in the playground as a moral imperative.

School leaders clearly articulate their commitment to the implementation of the Australian Curriculum (AC).

School leaders recognise that class teachers' understanding of the intent and rigour of the AC is emerging. An identified focus on the general capabilities in the school curriculum is developing. The leadership team expresses the need to continually work with all class teachers to ensure a deep understanding of the AC is realised across the school.



Structural differentiation is apparent across the school through the implementation of the school's reading program.

Teaching staff have varying degrees of knowledge of how to differentiate for a wide range of student needs. SEP staff members work in classrooms alongside teaching colleagues. Teachers and students indicate the need to continue to explore and provide opportunities to support high achieving students. The use of data to impact the depth of differentiated teaching and learning varies across the school.

Students, staff and parents involved in extension programs speak fondly of the culture of innovation and inquiry that develops as a result of these programs.

The use of inquiry and innovation to deliver the AC to support the broad spectrum of students varies across the school. Students and staff identify that developing this culture throughout the school to support student creative exploration and independent learning in the AC would benefit student engagement in learning and the transfer of their learning.

A school-wide commitment to successful learning is reflected in the tone and appearance of the school.

The three core values of respect, safety and learning drive school expectations and assist staff members to teach and promote high standards of responsible behaviour. The Positive Behaviour for Learning (PBL) program is embedded in classroom practice with consistent messages, artefacts and reward system supporting student outcomes.

Staff and parents are dedicated to and passionate about supporting student learning.

The school is highly valued by parents, students and members of the local community. This is reflected in the range of positive and encouraging comments regarding the school from parents and other community members. Parents speak positively of the interactions they have with staff, and identify that the welcoming nature of the administration staff is a significant consideration in their choice of this school. The P&C actively engages with many school activities and contributes through significant community fundraising to enhance school facilities and resources. A successful family fun night is coordinated by the P&C and is widely attended by the community. Parents speak with pride of the positive atmosphere created by this event.



2.2 Key improvement strategies

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.

Develop a shared understanding of inclusive education and associated attitudes, behaviours and practices in the school that cater for all students.

Build on current collaborative processes to ensure curriculum units have a strong focus on the rigour and intent of all learning areas of the AC, including the cross-curriculum priorities and general capabilities.

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.

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.