

Ipswich 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 Education Improvement Branch (EIB) at **Ipswich West State School** from **31 August** to **2 September 2021**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Ray Bloxham	Internal reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Corner Omar and Keogh Streets, West Ipswich	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	219	
Indigenous enrolment percentage:	10.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	25.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	952	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), Support Teacher Inclusion (STI), Support Teacher Literacy (STL), Support Teacher – Positive Behaviour for Learning (PBL), two National Aborigines and Islanders Day Observance Committee (NAIDOC) committee members, two PBL committee members, community support worker, 11 teachers, five teacher aides, two administration officers, two cleaners, schools officer, 23 parents and 93 students.

Community and business groups:

- President and secretary of Parent and Citizens' Association (P&C), executive coach of High Performance Teams (HPT) and chief executive officer of Ipswich Community Youth Services.

Partner schools and other educational providers:

- Principal of Ipswich North State School.

Government and departmental representatives:

- Principal advisor – early years, Speech Language Pathologist (SLP), PBL regional coach and lead principal.



1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Inquiry planner – PBL Teacher 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
School Opinion Pulse Survey 2020	Student Code of Conduct
PBL committee documents	Ipswich West Personal Learning Plans 2021
PBL Action Plan 2021	School newsletters, website and Facebook
Learning Area Band Plans	2021 Staff Handbook
School Data and Professional Learning Plan 2021	Nationally Consistent Collection of Data (NCCD) reports
Inclusion Support – ACTION Register – Term 3 2021	Ipswich West State School 2021 Explicit Improvement Agenda
Inquiry planner – Differentiated Support for Students with Disabilities	Ipswich West State School – Student Services Process 2021
Support teacher – literacy 2021 Inquiry Planner	Ipswich West State School Whole School Approach – Supporting Student Learning
Curriculum Overview – Ipswich West State School – 2021	Ipswich West - Provision of Whole Curriculum Plan
Speech Language Pathology school support plans	Ipswich West State School Assessment Schedule – 2021
2019-2022 IWSS Ensuring the teaching of English is within the context of the Australian Curriculum	High Performing Teams action plan, data wall, leadership purpose and goals, leadership team roster, pulse reports
School pedagogical framework	



2. Executive summary

2.1 Key findings

A commitment to supporting all students to achieve academically is apparent.

The heritage-listed school has provided education to children of the area since 1861. Students, staff members, parents and the wider community are proud of the school and hold it in high regard. Leaders articulate that the school has a long-standing reputation for being a friendly and nurturing environment and that they are promoting a whole-school focus on improving academic outcomes whilst retaining the culture of care and support for every student.

The newly appointed leadership team of expert classroom practitioners is driving the improvement agenda.

Staff members express appreciation for the expertise and passion of the leadership team. They indicate support for work that is building a culture of high expectations, shared decision making and continuous improvement. Members of this team are developing their skills as instructional leaders. The principal comments that the leadership team is building cohesion and precision in implementing the improvement agenda.

The leadership team is implementing systematic strategic planning with a focus on improving student achievement and cyclic review of progress.

The 2021 Explicit Improvement Agenda (EIA) is created to communicate the three priorities and planned strategies listed in the Annual Implementation Plan (AIP). School improvement targets associated with the improvement priorities are yet to be communicated through this document. Most teachers identify the Australian Curriculum (AC) and differentiation as the focus for the school. Some staff members suggest that improving literacy teaching in literacy blocks, and reading data are the major focus, and others indicate that student engagement in learning is a priority. Parents articulate that the school has a strong focus on reading. Leaders suggest that further precision will be achieved by narrowing the EIA, and communicating the aligned strategies and progressive Level of Achievement (LOA) targets intended to measure the impact of the planned strategies.

The building of deep knowledge of the AC is progressed through a focus on the teaching of English.

Leaders articulate that there is an emphasis on professional conversations within teaching cohorts to collaboratively produce English units that are locally relevant and motivating for the current cohort of students. Teaching teams are creating English units with a plan to review and refine them in the future. Leaders express pride in teachers who have become adept in navigating the AC website and utilising curriculum planning resources to create units to suit the school context. They suggest there is the potential to engage students further by incorporating critical and creative thinking across learning areas. Teachers observe that students are more engaged in the newly developed English units. Staff



members articulate a desire to leverage off their increased depth of knowledge of the AC to collaboratively develop unit plans for other curriculum learning areas.

A documented pedagogical framework outlines the school's purpose, strategic goal, responsibility and curriculum implementation.

The plan is aligned with the school priorities and the EIA. The listed practices relate to high standards, relationships, teaching and learning, behaviour support, and differentiation. Leaders acknowledge that the plan has been developed without wide teacher collaboration. They express a desire to review current teacher practice and evidence-based research to collaboratively determine a set of agreed pedagogical approaches that are most appropriate to the school context. Leaders indicate a future intent for these agreed pedagogical approaches to be documented within the school's Curriculum Assessment and Reporting Plan (CARP) and monitor for enactment in classrooms.

Leaders work with teaching teams to reflect on data during 'curriculum conversations' each term.

Teachers indicate this assists them to differentiate their planning to meet the needs of the current cohort of students. They detail that during these discussions they are asked to consider a student working below and one achieving well above the prescribed LOA in English, and consider teaching strategies to progress these students in their learning. Leaders indicate that this case management process is at an early stage of implementation and express a desire to develop a robust process of cyclic data discussions to case manage the progress of identified students in each class.

The teaching team is dedicated to building individual and collaborative expertise.

A strong ethos of mutual trust and care exists amongst staff members. Teachers work actively to build positive partnerships to share their ideas, expertise and achievements with one another. Staff members indicate that highlights of the school include the overall feeling of positivity and the level of collegial support available. Parents express appreciation for the work of teachers and their willingness to go above and beyond to support their child. Students articulate that teachers are enthusiastic, make learning fun and never give up on any of them.

Engagement in learning is promoted through a focus on student wellbeing.

The school's approach to supporting positive student behaviour is informed by the Behaviour Iceberg model from the Pathways to Resilience initiative, underpinned by neuroscience research into the impact of trauma and disrupted attachment on children's brain development. Leaders indicate that the school is transitioning from an emphasis on student behaviour management to a broader focus on student engagement and learning.



2.2 Key improvement strategies

Sharpen the focus of the EIA and communicate short, medium and long-term LOA targets to inform the process of regular review and refinement.

Extend the process for the development of locally contextualised units across AC learning areas, including the incorporation of opportunities to build critical and creative thinking.

Collaboratively identify the signature pedagogies aligned to context, curriculum and student needs, provide capability development for staff members and monitor enactment within classrooms.

Strengthen cyclic data discussion to build shared accountability for determining next steps in teaching to improve LOAs for identified students in each class, including potentially high achieving students.