

# Ipswich West State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Ipswich West State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	208
Aboriginal students and Torres Strait Islander students	16.8%
Students with disability	22.1%
Index of Community Socio-Educational Advantage (ICSEA) value	935

### About the review

 3 reviewers from 10 to 12 June 2025	 124 participants	 33 school staff
 58 students	 27 parents and carers	 6 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively establish roles, responsibilities and accountabilities to clarify a line management structure which supports the operational and strategic leadership of the school.

**Domain 8: Implementing effective pedagogical practices**  
Systematically enact opportunities for collegial discussions about pedagogy to enhance shared knowledge, language and understanding of evidence-informed pedagogical approaches.

**Domain 6: Leading systematic curriculum implementation**  
Embed the teaching of reading within AC unit planning to ensure evidence-informed components are included in the explicit teaching of reading and aligned with system expectations.

**Domain 5: Building an expert teaching team**  
Systematically enact observations and feedback cycles to support teachers to reflect on and refine effective classroom practices and establish consistency in agreed approaches.

### Key affirmations



**Staff, students and parents articulate the learning environment is warm, respectful and positive, centred on a belief all students can learn and succeed.**

Staff describe working together to deliver proactive and individualised strategies to support student wellbeing and behaviour. Students express appreciation for wellbeing check-ins. Parents describe staff as caring, inclusive and responsive and explain how staff ‘know their child well and are friendly and approachable’. They speak positively regarding the inclusive culture throughout the school.



**Teachers convey the school has a respectful culture that creates opportunities for teams to work together for the benefit of students.**

Leaders communicate the ways they support teaching teams across the school to collaborate. Teachers indicate collaboration is encouraged and valued. Staff praise leaders for building trust and being approachable and responsive to their professional needs. Leaders convey the importance of continuing to strengthen established staff relationships to maintain a professional team.



**The principal articulates maintaining a culture of high expectations supports students’ learning, social and behavioural engagement, and wellbeing.**

Staff and students indicate student wellbeing is a priority, with a strong focus on creating a supportive and inclusive learning environment. Parents praise staff’s unrelenting focus on high expectations for their child’s learning. They speak of the range of ways staff members connect with and challenge their child to do their best every day. Staff highlight how fostering and celebrating success supports improved student outcomes.



**Parents and students praise the work of staff in maintaining high quality grounds and facilities to positively impact on the ‘belonging and welcoming’ feeling within the school.**

Community members appreciate the efforts of the Business Manager, cleaners and school officers to facilitate the upkeep of the heritage-listed site. They acknowledge the range of ‘extra bits’ that are done to support this high level of presentation. Staff indicate a range of recent projects have led to ensuring the buildings, grounds and learning spaces are both aesthetically appealing and useful. Students highlight the recent addition of multi-purpose courts.