

Western Suburbs State Special School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Western Suburbs State Special School** from **4 to 6 September 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ray Hack	Internal reviewer, SIU (review chair)
Nicole Finch	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Glenala Road, Inala
Education region:	Metropolitan Region
Year opened:	1968
Year levels:	Prep to Year 12
Enrolment:	177
Indigenous enrolment percentage:	7.3 per cent
Students with disability enrolment percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil
Year principal appointed:	2004
Full-time equivalent staff:	38 teachers 51 teacher aides
Significant partner schools:	St Joseph's College Gregory Terrace, Ambrose Treacy College
Significant community partnerships:	Jacob's Court Aged Care Community (Wesley Mission Queensland), MailpaQ, Endeavour Foundation, St Vincent de Paul Society, Foodworks, e-Waste, Westside Community Services, Multicap - Makeables, Help and Lifestyle centres
Significant school programs:	Special Education Training Alliance – Registered Training Organisation (RTO), Work Training, Communication Protocols, Adopt-a-Cop, Balanced Literacy, Positive Behaviour You Can Do It! (YCDI) program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- 35 teachers, 14 teacher aides, three administration staff and six parents.

Community and business groups:

- Indigenous community representative, MailpaQ, Ambrose Lifestyle provider, Help Enterprises Lifestyle provider and Quick Response Lifestyle provider.

Partner schools and other educational providers:

- Acacia Ridge Early Childhood Development Program (ECDP) and Mount Ommaney ECDP.

Government and departmental representatives:

- Federal Member for Oxley, State Member for Inala and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013 - 2016
Headline Indicators (April 2017 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	School Opinion Survey
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Literacy and numeracy data plan	School newsletters and website
Curriculum, assessment and reporting framework	Responsible Behaviour Plan
Whole school curriculum and assessment reporting plan (2017 – 2020)	



2. Executive summary

2.1 Key findings

The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive, and that promotes intellectual rigour.

A 'Quality Life Outcome' is articulated as the goal for every student. The school has an attractive and stimulating physical environment that supports and encourages learning. Every classroom is vibrant, well organised and features a range of visual stimuli.

The school is united and committed to providing every student with opportunities to improve their learning and future quality of life.

This is demonstrated through an explicit and detailed school improvement agenda. The leadership team, teachers and school support staff members are able to articulate the key priorities of Balanced Literacy, communication and data. The allocation of school resources is aligned to the school's Explicit Improvement Agenda (EIA).

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels.

Staff members articulate that they appreciate the curriculum direction and support provided by the Heads of Curriculum (HOC), and they predominantly express a desire to be more involved in the curriculum decision-making process. The school has yet to develop a rigorous, school-wide Quality Assurance (QA) and shared curriculum planning process to monitor the implementation of the school's curriculum plan to ensure that all students are consistently and effectively provided with opportunities to demonstrate their learning against the Australian Curriculum (AC) achievement standards.

Most teachers identify the Balanced Literacy approach as driving pedagogical practice at the school.

This initiative is ensuring a consistent approach to the teaching of literacy across the school. There is not yet a consistent approach to the teaching of numeracy across the school and few teachers have an explicit focus on numeracy. Staff members identify the need to collect specific data to inform the determination of Individual Curriculum Plan (ICP) levels in numeracy. Some teachers articulate a desire to take a more active role in the development of ICP learning goals.

The school provides multiple opportunities for staff members to engage in targeted professional learning.

Considerable support for the Professional Development (PD) of all staff members to achieve better student outcomes in learning and wellbeing is available. A formal, ongoing process to provide teachers with feedback through an agreed observation procedure is yet to be established. Teachers express that they are receptive to receiving more regular and structured feedback from school leaders.



Staff members, parents and community members describe positive school community relationships, mutually supportive interactions and shared support for the wellbeing of students.

Parents, teachers and school leaders report that students completing Year 12 are well supported in the transition to post-school life. The school maintains strong community and industry partnerships to ensure this transition is well supported.



2.2 Key improvement strategies

Develop a collegial agreement for observation and feedback loops to quality assure the consistency of the implementation of the pedagogical framework.

Establish a process to involve all teaching staff members in a curriculum planning and review cycle to build staff capacity and ensure consistency of practice.

Establish a systematic QA process to support teachers to consistently implement the school's curriculum, assessment and reporting plan.

Review the process for the development of ICPs including determining levels and establishing learning goals.

Identify and implement an appropriate tool for the collection of specific data to inform the determination of ICP levels in numeracy.