

Western Suburbs State Special 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

Westerns Suburbs State Special School acknowledges the Yuggera and Turrbal People, the Traditional Owners of the land on which we gather. We acknowledge all First Nations peoples and Torres Strait Islander peoples of Australia. Together we will touch the land, we will reach for the sky that covers the land. We will touch our hearts to show that we care for the land and the First Nations Peoples.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 12
Enrolment	221
Aboriginal students and Torres Strait Islander students	14%
Students with disability	100%
Index of Community Socio-Educational Advantage (ICSEA) value	964

About the review

 4 reviewers from 31 March to 3 April 2025	 136 participants	 79 school staff
 21 students	 21 parents and carers	 15 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Refine collaborative planning processes for developing units of work, including teaching and learning sequences, to strengthen teachers’ and leaders’ understanding of learning through the curriculum.

Collaboratively develop teachers’ knowledge and understanding of moderation throughout the teaching and learning cycle to monitor students’ progress and inform next steps for learning.

Domain 1: Driving an explicit improvement agenda
Sharpen agreed line of sight processes for all members of the Senior Leadership Team, to support curriculum coordination, monitoring of performance, and evaluation of pedagogy.

Domain 8: Implementing effective pedagogical practices
Broaden opportunities for teaching staff to further develop their capability in implementing effective and appropriate teaching strategies and pedagogical practices to enhance students’ engagement in learning.

Domain 7: Differentiating teaching and learning
Strengthen the teaching team’s capability in implementing evidence-informed differentiation practices to ensure students are effectively engaged, challenged and learning successfully.

Domain 3: Promoting a culture of learning
Clarify and systematically enact the evidenced-informed approaches within the multi-tiered system of support to optimise student engagement in their learning within a safe, supportive and orderly learning environment.

Key affirmations



Staff highlight a collective commitment to meeting students’ learning and development needs to ensure all students experience success.

Staff convey a belief that all students can be successful learners when given time and support. They speak highly of the specialised educational programs provided that cater for students with a range of abilities, learning characteristics, and unique and significant needs. Teacher aides express a sense of pride for their contributions to students’ learning, wellbeing and engagement. Students express they enjoy learning, and they speak appreciatively about the range of curriculum learning and activities. Students express they enjoy learning and ‘love their teachers and teacher aides’. They speak appreciatively about the range of curriculum learning and activities.



Leaders and staff emphasise the importance of developing and maintaining positive and caring relationships between staff, students, and families to foster an environment of belonging and mutual support.

Staff indicate parents are recognised as integral members of the school community and partners in their child’s education. Parents speak highly of the support provided by staff to engage their child in learning, and they indicate their child is happy at school. Staff describe a strong culture of collegial support and mutual trust. They describe the school as a positive place to work that fosters a sense of belonging.



Staff and students speak proudly about the broad range of diverse learning opportunities provided in senior secondary that enrich students’ learning and expand post-school pathways.

Staff members highlight strong relationships with businesses, community groups and organisations that provide opportunities for students as they pursue lifestyle or workplace pathways. In addition, a number of Certificate I Vocational Education and Training courses are available through the Special Education Training Alliance. Teachers detail an extensive array of established partnerships that support student transitions to post-school destinations. The School Online Reporting Dashboard indicates 100% of Year 12 students were awarded a Queensland Certificate of Individual Achievement across 2020 to 2024.



Leaders express a commitment to building an inclusive school culture that fosters a sense of belonging for staff, parents and students.

Staff highlight working in a diverse school community where 25 different languages are represented. Parents and community members speak excitedly about the celebrations that bring together the school’s multicultural diversity, which fosters a sense of belonging for parents, staff and students. Staff speak proudly of ‘opening the gates’ to be part of the Inala community and ensuring a ‘place for the community’ in the school.