School Improvement Unit
Report

Westwood State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Westwood State School from 23 to 24 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	108 Herbert Street, Westwood
Education region:	Central Queensland Region
The school opened in:	1872
Year levels:	Prep to Year 6
Current school enrolment:	15
Indigenous enrolments:	nil
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	888 Semester 2 2014
Year principal appointed:	2014
Number of teachers:	1.3 (full-time equivalent)
Nearby schools:	Gogango State School, Stanwell State School, Port Curtis Road State School, Rockhampton State High School
Significant community partnerships:	Playgroup, Westwood Progress Association, Kalapa Auction
Significant school programs:	Abecedarian based Playgroup

1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of two days

- interviews with staff, students, parents and community representatives, including:

  - Principal

  - Teacher

  - 15 students

  - Seven parents and carers

  - Parents and Citizens' Association (P&C) president and treasurer

  - Two teacher aides

  - Administration officer

  - Cleaner

  - School facilities officer

  - Westwood Police Station, Officer-in-charge

  - Westwood business, proprietor

  - Two teachers from highway cluster schools

1.4 Review team

Peter Doyle   Internal reviewer, SIU (review chair)

Lisa Bello   Peer reviewer

2. Executive summary

2.1 Key findings

- The school principal and staff members are united in their desire to improve the learning outcomes of the students.

  The school is valued by the school community. Parents and members of the wider community speak highly of the school and the educational service, which it provides.

- The principal and staff members view student-learning data as important elements in shaping classroom-learning programs.

  There are a range of data walls in the school, including a writing wall and reading data wall. There are plans to triangulate key data to monitor performance and inform practice. The use of data to regularly review or refine teaching and learning strategies is not consistently visible across the school.

- Parents believe that they are well informed regarding their student's learning.

  Parents are provided with weekly progress reports and informal interviews regarding their student's progress. The student's individual goals are used to inform individual differentiation within literacy and numeracy and to support the provision of quality feedback for students.

- The school utilises Explicit Instruction (EI) as the signature pedagogy. Artefacts promoting I do, We do and You do are displayed across the school.

  A link to the EI model is used within learning across the school, particularly with the Gradual Release of Responsibility This model guides the implementation of the school's reading, writing and spelling programs. It is apparent that this process is well understood by the students.

- The principal sees the continual development of staff members as a coherent team, as pivotal to improved student learning outcomes.

  The teaching principal and other teachers express a desire for constructive feedback regarding their teaching. The provision of regular feedback to teachers by other staff members is not yet established. Discussions have commenced within the highway cluster to initiate such feedback from fellow teaching principals. This concept is yet to be enacted.

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- The school has established partnerships with families, local businesses and community organisations with the purpose of engaging support for the school.

A playgroup meets weekly at the school and is led by the teacher. The *Abecedarian Approach*[1] is used to prepare the children for transition to Prep. This program is well supported by the community and is seen as an asset for the school.

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[1] Retrieved from www.education.vic.gov.au/.../Professor%20Joseph%20Sparling%20-%20The%20Abe

2.2 Key improvement strategies

- Undertake Professional Development (PD) to build the capacity of staff members to track and analyse data. Access regional resources to assist with this development.

- Refine the use of personal goal setting with students in order to undertake regular reviews of goals, and to provide timely feedback and differentiated instruction.

- Review the school's pedagogical framework in-line with the *Five Dimensions of Teaching and Learning,*[2] to ensure it continues to reflect the direction of the EI agenda.

- Collaboratively define and implement within the highway cluster a feedback program, which provides feedback to colleagues and peers.

- Promote the school, its programs and achievements in and beyond the school to the wider community.

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[2] Retrieved from https://www.k-12leadership.org/content/