Cairns West State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Cairns West State School** from **3** to **6 October 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](.). It also contains improvement strategies for the region, school community and school to collaboratively consider and respond to.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](.) policy and resources provide further information regarding the development of strategic and annual implementation plans. Italics indicate findings linked to evidence from school partners with a focus on the broader context of the school community.
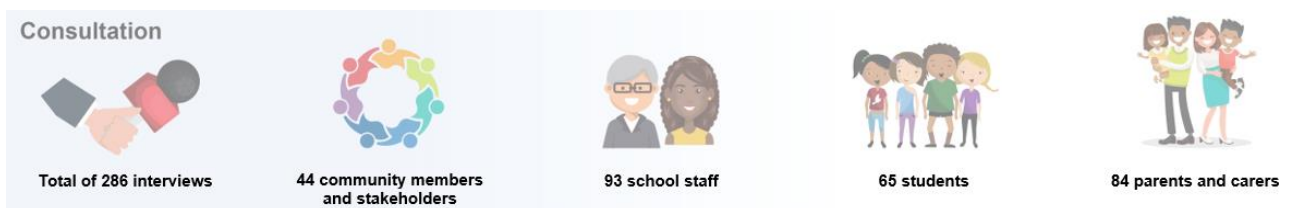
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kylie Smith	Senior Principal, Reviews, SRR (review chair)
Louise Wilkinson	Internal Reviewer
Andrew Helton	External Reviewer
Deb Fisher	Coordinator, Culturally and Linguistically Diverse Inclusion

1.3 Contributing stakeholders

Consultation

Total of 286 interviews | 44 community members and stakeholders | 93 school staff | 65 students | 84 parents and carers

1.4 School context

Indigenous land name:	The land on which Cairns West State School sits is recognised by 2 separate Aboriginal groups. The Gimuy – Walubara Yidinji people and the Yirrganydji people. A native title determination has been submitted by the Gimuy – Walubara Yidinji people. We acknowledge the shared lands of the Gimuy – Walubara Yidinji people and the Yirrganydji nation.
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	504
Indigenous enrolment percentage:	66%
Students with disability percentage:	15.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	742

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **8** to **10 October 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 765 and the school enrolment was 692 with an Indigenous enrolment of 64% and a student with disability enrolment of 5.6%.

The key improvement strategies recommended in the review are listed below.

- Develop measurable targets and define review strategies to support the analysis of Explicit Improvement Agenda (EIA) outcomes and the planning of future next steps for key school priorities. (Domain 1)

- Further develop and quality assure units and assessment tasks referencing the Australian Curriculum (AC) and achievement standards to align and respond to the contextual needs of the school. (Domain 6)

- Further develop, document and implement an intentionally collaborative whole-school approach to the use of data aligned and triangulated to EIA and school priorities to inform teaching and learning. (Domain 2)

- Enhance the capability of teachers to utilise differentiation in their day-to-day teaching for all students, including students with the potential for higher-achievement and gifted and talented students. (Domain 7)

- Develop and share a school-wide professional learning plan outlining developmental opportunities for teaching and non-teaching staff. (Domain 5)

2. Executive summary

2.1 Key affirmations

A strong sense of belonging and pride across the school community is apparent.

Staff are united in their genuine care, concern and respect for their students. Students speak appreciatively of their teachers and describe them as supportive and caring. Many students articulate that friendships made at school are highly valued. Staff convey a commitment to the school community and share a common belief that all students are capable, and with quality teaching and appropriate support, are able to learn successfully. They consistently describe the collegial and caring relationships amongst staff within year level teams and across the school.

The school's learning environment is calm and orderly.

A strong Positive Behaviour for Learning (PBL) framework provides clear and consistent boundaries and ensures all students are explicitly taught expected behaviours. The PBL framework includes elements of a contextualised Social Skills Improvement System (SSIS), The Resilience Project (TRP), and trauma-informed practice to support students' behaviour, social and emotional learning, and wellbeing.

A strong EIA guides the teaching of reading.

The explicit reading improvement strategy is based on research by key school leaders into evidence-informed practices. Leaders have driven a considered and strategic change management process to develop staff buy-in and capability, and provide structures and resources. A school-wide commitment to Systematic Synthetic Phonics (SSP) is apparent through Sounds-Write in Prep and Promoting Literacy Development[1] (PLD) in Years 1 to 6 to support enactment of the research-informed approach to the teaching of reading.

Staff value the principal's leadership, visibility, engagement and responsiveness.

Leaders and teachers articulate an informed understanding of the complexities presented by the diversity of the student population. High levels of trust in the principal's and leadership team's commitment, open communication, professionalism, and leadership are apparent.

The rich cultural diversity of the school community is highly valued and respected.

Staff are culturally aware and interested in developing culturally welcoming, safe and responsive environments. Parents of students with diverse backgrounds similarly acknowledge the commitment of teachers to their child's learning and wellbeing and describe trusting and open communication with teachers and members of the leadership team.

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[1] PLD. (2020). *Resources to improve literacy levels within primary schools.* https://pld-literacy.org/

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop the school's strategic plan, using disaggregated data sets, to consolidate a small number of clear priorities with actions, outcomes and observable, measurable targets.

Domain 9: School-community partnerships

Develop a formal community reference group to foster and encourage communication between school and families and build the knowledge and capability of stakeholders to support student engagement, wellbeing and learning. *[Partnership/community improvement strategy]*

Domain 6: Systematic curriculum delivery

Quality assure the school's curriculum plan, with regional support, to align with the requirements of the current P-12 CARF to ensure every student from Prep to Year 6 is provided with their curriculum entitlement.

Domain 8: Effective pedagogical practices

Refine the whole-school approach to pedagogy, aligned to the current P-12 CARF that outlines a repertoire of effective pedagogical approaches, practices and teaching strategies to meet the diverse learning needs of students.

Domain 5: An expert teaching team

Collaboratively strengthen and systemise observation and feedback processes, along with scheduled opportunities to watch others work, to support consistent, effective teaching and learning practices aligned to the EIA.

Domain 9: School-community partnerships

Establish a place-based strategy to ensure Aboriginal and Torres Strait Islander voice and influence in the school's strategic direction and development of a culturally authentic, rich and engaging curriculum. *[Partnership/community improvement strategy]*