

# Woodhill 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 reviews, 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

Woodhill State School acknowledges the shared lands of the Bundjalung nation and the Mununjali people of the Bundjalung region.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	177
Indigenous enrolments	15.6%
Students with disability	22.6%
Index of Community Socio-Educational Advantage (ICSEA) value	948

### About the review

 3 reviewers from 27 to 29 February 2024	 81 participants	 26 school staff
 27 students	 23 parents and carers	 5 community members and stakeholders

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Build the capability of school leaders to develop and communicate a coherent improvement agenda with targets, timelines and measures to allow systematic monitoring of student learning outcomes.

#### Domain 6: Leading systematic curriculum implementation

Build leaders' understanding of the P–12 curriculum, assessment and reporting framework (P–12 Framework) to support their capacity to meet system requirements and establish school-wide curriculum expectations.

Develop collaborative processes to implement systematic, coherent mapping of year or band plans to ensure students are receiving their full entitlement of the curriculum.

Develop collaborative planning opportunities for teachers and leaders to work together to ensure clear and consistent understanding of the curriculum intent.

#### Domain 3: Promoting a culture of learning

Build and foster a culture of collegiality that values voice and input by all staff, to nurture a professional and collaborative work environment.

#### Domain 2: Analysing and discussing data

Collaboratively create a whole-school data plan to provide clarity for leaders and teachers on what, when, and why data is collected.

### Key affirmations



#### A focus on wellbeing is the foundation for improved student engagement and attendance.

There is a sustained focus on student wellbeing and the creation of safe and orderly learning environments for students. Student wellbeing is measured through the Queensland Engagement and Wellbeing (QEW) Survey. The Smiling Minds Investing and Learning to manage Emotions (SMILE) club was created as a result of QEW Survey data. SMILE club enables students to engage in social emotional activities. Focus 40 routines are a consistent practice implemented across the whole school. Students share they have a sense of belonging and articulate that teachers and teacher aides are welcoming, approachable, supportive and exhibit care and concern for their learning and wellbeing. Staff credit high student attendance data to their focus on wellbeing.



#### The school is a positive and supportive environment for student learning.

Staff, students and parents speak of the school's positive and welcoming atmosphere including a calm, friendly and orderly environment. Classrooms are inviting learning spaces with displays of student work. Staff and students convey appreciation for the recent refurbishment of classrooms and multi-purpose area, and technology investments. Student behaviour is viewed as a positive aspect of the school. Staff share how new students are supported by peers as role models of behaviour routines and expectations.



#### Staff are thoughtful and supportive of colleagues.

Staff describe a collegial culture of mutual trust and support among teachers and teacher aides. Staff receive ongoing Professional Development (PD), collaborate informally, and share resources to enhance their professional practice. Collegial support through sharing of resources and pedagogical strategies is valued. Teachers relate how this collegial support assists them to grow their professional practice.



#### Community partnerships support the wellbeing of students and their families.

The school actively engages with parents, the Parents and Citizens' Association (P&C), and community partners to provide a holistic educational experience. A number of partnerships within the community have contributed to improving opportunities and outcomes for students. Staff, students and parents acknowledge Wellbeing Day as an example of this community connection, with a number of government and non-government organisations engaging with the school community. Kindergarten to Prep transition supports are resourced by the school and involve access to facilities, the allocation of human resources, and school readiness and data-gathering activities.