

Woombye 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 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

The school community of Woombye State School respectfully acknowledges the Gubbi Gubbi people as the Traditional Custodians of this land. We recognise their continuing connection to the land, waterways and community. We pay our respects to their Elders past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	459
Indigenous enrolments	6.32%
Students with disability	30.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1012

About the review

 3 reviewers from 27 to 28 August 2024	 121 participants	 45 school staff
 44 students	 23 parents and carers	 9 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Strengthen instructional leadership practices of the leadership team as a united group to supportively supervise systematic curriculum implementation and effectiveness of teaching.</p> <p>Domain 2: Analysing and discussing data Further refine data discussions to include monitoring student work samples to inform planning for teaching and learning, starting points and differentiation strategies.</p> <p>Domain 6: Leading systematic curriculum implementation Build teachers' capability in curriculum planning, with regional expertise, to enhance the explicit teaching of reading through the curriculum.</p> <p>Domain 3: Promoting a culture of learning Prioritise enacting a whole-school approach for classroom management to develop consistent routines, responses and expectations to support learning and engagement.</p> <p>Domain 7: Differentiating teaching and learning Systematically enact ways of working aligned to the school-wide vision for inclusion to provide tailored supports for identified groups and individual students.</p>
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Key affirmations



Leaders highlight the positive gains in school improvement achieved at the school since the previous review.

The principal speaks appreciatively of the system and regional expertise supporting the work of the school. The principal outlines that every Annual Implementation Plan from 2021–2024 has had similar improvement priorities to sustain momentum for improvement. Students and parents comment this is a school of choice because 'they focus on learning here'. Students praise their teachers, emphasising that they understand students, are helpful and work hard.



Members of the school community comment that this is a welcoming school where positive and caring relationships between students, staff and parents are a feature.

Staff highlight they focus on developing positive and caring relationships across the school community. Parents consistently articulate they feel a strong sense of belonging to, and pride in, the school. They indicate staff members are approachable, supportive and exhibit great care and concern for all students. Teaching staff present their classrooms as inviting spaces. They emphasise their deliberate selection of co-constructed artefacts, including displays of student work, to support student learning.



Staff express their deep commitment to supporting every student to be successful at school.

Students frequently comment that one of the best things about the school is the 'amazing' staff. Staff commonly mention that seeing a student make progress in their learning is why they love their job. They articulate that the trusted working relationships within their teams adds to their work satisfaction, as they are able to readily share resources, ideas and advice.



Parents and members from local organisations speak appreciatively about the school's long-standing position as a hub of the community.

Leaders and staff highlight the value added to the school by multiple community groups through the provision of support and resources not available within the school. Outside School Hours Care staff value the mutually beneficial partnership developed with the school. Members of the Parents and Citizens' Association outline their proactive efforts to develop a 5-year strategic plan to support the school. Leaders describe how a strong working relationship with Aboriginal community members has led to an increase in Aboriginal and Torres Strait Islander perspectives embedded across the school.