

Wishart 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

Wishart State School acknowledges the shared lands of the Turrbal and Yuggera people.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1087
Indigenous enrolments	1.3%
Students with disability	13.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1124

About the review

 5 reviewers from 6 to 9 August 2024	 280 participants	 90 school staff
 121 students	 58 parents and carers	 11 community members and stakeholders

Key improvement strategies

<p>Domain 8: Implementing effective pedagogical practices Sharpen the capability of teachers in using knowledge of the 3 principles of pedagogy and student evidence of learning, to make deliberate and responsive decisions to target teaching and learning.</p> <p>Domain 6: Leading systematic curriculum implementation Refine collaborative opportunities for teachers to tailor curriculum to students' learning needs, interests, backgrounds and cultures to foster greater student agency in their learning.</p> <p>Domain 7: Differentiating teaching and learning Strengthen the implementation of approaches to student goal setting to enable student voice and agency over their learning and support targeted teaching.</p> <p>Domain 6: Leading systematic curriculum implementation Apply systemic curriculum planning processes across all learning areas to provide teachers with opportunities to deepen their understanding of the Australian Curriculum (AC).</p> <p>Domain 8: Implementing effective pedagogical practices Collaboratively develop a shared vision for digital learning pedagogies, to drive implementation of digital technologies as a learning tool aligned to the delivery of the AC.</p>
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Key affirmations



Leaders and staff articulate the 'Wishart Way' supports a shared belief of high expectations.

Staff and parents describe the school as 'high performing'. The principal and leaders are driving an Explicit Improvement Agenda focusing on student learning and staff capability. The principal speaks of a clear direction, renewal and optimism for staff. Staff express a united belief in the agenda and how it has positively impacted student learning and teacher capabilities. Students speak with pride about their school and teachers.



Teaching staff value development opportunities that enhance their teaching.

Teachers express they appreciate leaders prioritising building their capability. Leaders have established collaborative moderation sessions in year level cohorts to monitor student learning. Teachers articulate they highly value these meetings and discussions that build common understandings about teaching and learning. Teaching staff express high satisfaction and a sense of belonging that develops from the induction program. The School Opinion Survey 2023 indicates 94.4% of staff agree with the statement, 'I receive useful feedback about my work at this school'.



Staff describe the collegial nature of teaching teams and the sharing of practices as strengths of the school.

Staff describe a supportive learning culture. Teachers emphasise how their colleagues in year level teams support them to reflect on and refine their pedagogical practices. Teacher aides describe being valued members of classroom teams and discuss being well supported to engage in professional learning. Staff, parents and students speak of the positive, caring and supportive nature at the school.



Teachers appreciate the purposeful visibility of leaders in their classrooms to support implementation of the curriculum.

Leaders comment they have a clear understanding of their role and how it influences the current work. Teachers describe how leaders engage with teaching teams in leading curriculum, teaching and learning. Teachers comment they appreciate opportunities to share in the journey with leaders through their participation in strategic committees. Leaders espouse a new direction about 'evolution not change' to 'nurture' staff to implement the existing work.