

# Windaroo Valley State High 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

Windaroo Valley State High School acknowledges the shared lands of the Guginjin people of the Yugambeh language region.

### About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	1240
Indigenous enrolments	7.5%
Students with disability	31%
Index of Community Socio-Educational Advantage (ICSEA) value	981

### About the review

 4 reviewers from 11 to 14 June 2024	 293 participants	 102 school staff
 160 students	 15 parents and carers	 16 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively refine and communicate the new improvement agenda to maintain clarity for staff on individual roles in driving improvement priorities and actions.

**Domain 8: Implementing effective pedagogical practices**  
Strengthen processes for reviewing pedagogical practices to ensure teaching remains relevant, impactful and responsive to the diverse learning needs of all students.

**Domain 7: Differentiating teaching and learning**  
Prioritise staff capability in differentiated teaching and learning, for the full range of students, to support successful engagement and learning for every student.

**Domain 1: Driving an explicit improvement agenda**  
Strengthen the leadership capability of all school leaders to drive a precise Explicit Improvement Agenda (EIA).

### Key affirmations



**Leaders describe a shared dedication to excellence in building a learning culture where students achieve success.**

Staff describe a clear vision communicated across the school to foster a culture of learning based on high expectations and positive relationships between staff, students and parents. Parents and staff indicate this vision contributes to a learning environment that is caring, trusting and responsive to students' needs. Student and staff wellbeing are supported by a suite of programs and personnel, including the Engagement Centre, the Wellbeing Hub, and Student Support Services. Parents, staff and students recognise the importance of sustaining a strong learning culture by maintaining consistency in expectations and practices.



**Leaders, parents and community members highlight exceptional partnerships that enhance student capabilities and pathways.**

School leaders, primary school principals, and parents recognise the extensive transition and engagement opportunities the school offers. Staff express pride in the ongoing commitment to various cluster moderation and networking practices to build staff capability and advance collaboration across schools. Community leaders and key school partners express appreciation for the proactive responsiveness of leaders in participating in community endeavours. Parents praise the role of staff in supporting students' learning, engagement and wellbeing. Students express they appreciate the range of opportunities available to them to progress their learning and transition to their next step.



**Leaders and staff use a variety of data to support learning and a culture of high performance.**

Executive leaders outline a whole-school data plan has been developed to inform decision-making, interventions and initiatives. Leaders monitor impact and review outcomes at regular intervals to inform decision-making. Staff highlight practices and processes for the sophisticated analysis of data on student learning, engagement and wellbeing outcomes. They describe the systematic and purposeful use of data to inform support measures and interventions for teaching and learning. A variety of data is used to support both staff and student wellbeing. The use of data informs school practices to support senior school attainment as well as the implementation of adjustments for students requiring additional support.



**Leaders talk about how they create professional learning opportunities to develop great teachers.**

Executive leaders place a high priority on attracting, welcoming and retaining staff to best meet the present and future needs of the school and its programs. Staff describe a purposeful, differentiated induction for teachers who are new to the school, and teachers new to the profession. Teachers can access capability development at all stages of their professional journey. Aspiring leaders speak of the availability of high-quality professional development to build their leadership capability.