

Wellington Point 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

Wellington Point State School acknowledges the shared lands of the Quandmooka and the Goenpul, Ngugi and Noonuccal of the Jandai.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	447
Indigenous enrolments	5.1%
Students with disability	23%
Index of Community Socio-Educational Advantage (ICSEA) value	1047

About the review

 3 reviewers from 16 to 18 July 2024	 117 participants	 43 school staff
 37 students	 27 parents and carers	 10 community members and stakeholders

Key improvement strategies

<p>Domain 2: Analysing and discussing data Review the data plan and data sets, formulating aspirational goals and targets for student achievement, to inform the rigour in teaching and learning.</p>
<p>Domain 8: Implementing effective pedagogical practices Develop staff capability in identifying effective pedagogies that build intellectual rigour to ensure all students are challenged and engaged through the curriculum.</p>
<p>Domain 7: Differentiating teaching and learning Strengthen opportunities at curriculum planning for building the capability of teachers to identify and document differentiation strategies to ensure that classroom practices are tailored to meet student need.</p>
<p>Domain 5: Building an expert teaching team Sharpen formal opportunities for teachers to learn from each other's practices to further support staff capability development in curriculum and pedagogy.</p>
<p>Domain 4: Targeting school resources Collaboratively develop a digital technology vision and implementation plan to inform budget allocation and staff professional development.</p>

Key affirmations



Leaders have established a dynamic and positive learning culture.

The principal praises staff for their investment in the school and their efforts to go above and beyond for students. Staff convey a sense of pride, passion and speak favourably about the school's direction. Members of the teaching team speak appreciatively of the curriculum and systems leadership expertise of the leadership team. They indicate their willingness to work together on next steps in school improvement.



School leaders describe how data is used to inform decision-making, strategic planning and teaching and learning.

Staff collect data on student outcomes, including academic, attendance and behaviour outcomes. Data informs a range of programs, interventions, and initiatives. Year level teams and the leadership team meet regularly to discuss student achievement and targets. Student achievement is visible on the school data wall. Staff articulate the ease in identifying trends in data with the visual prompts on the data wall.



Staff promote a culture of learning which consistently supports the engagement, wellbeing and achievement of the full range of learners.

Teachers and students speak positively of the supportive impact of the introduction of the Wello Expectations – CHAMPS (Courteous, Honest, Aim high, Mateship, Proud, Safe) as part of universal behaviour expectations. They express they appreciate the high expectations and clear and consistent language of behaviour provided by the program.



Leaders articulate that effective pedagogical practices are central to school improvement.

Teachers discuss the use of a range of pedagogical approaches to engage students in learning. They highlight the use of inquiry in the development of critical thinking skills for students. Students comment they enjoy the variety of extra-curricular opportunities available to them. They highlight the enrichment groups, passion projects and kitchen gardens.



Collaborative Professional Learning Teams meet weekly to analyse data, plan curriculum and develop staff meeting items.

Leaders describe collaboration as central to school improvement. Staff articulate and demonstrate willingness and commitment to engage in professional learning to continually improve their practice.