

Withcott 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

Withcott State School acknowledges Australia's Aboriginal and Torres Strait Islander peoples, the Traditional Custodians of the land, waterways and skies. We thank you for caring for, and sharing, the land we play and learn on. We pay respects to our Elders past, present and future.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	266
Indigenous enrolments	6.3%
Students with disability	18.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1021

About the review

 3 reviewers from 30 April to 2 May 2024	 134 participants	 32 school staff
 57 students	 35 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen leaders' instructional leadership capabilities in strategically and supportively leading actions to quality assure the instructional program and support translation of school and system priorities into classroom practice.

Domain 6: Leading systematic curriculum implementation
Expand alignment and quality assurance processes beyond English to other learning areas, to enable the smooth and comprehensive development of updated curriculum plans.

Domain 5: Building an expert teaching team
Broaden knowledge and understanding of the Department of Education's reading resources and the *P-12 curriculum, assessment and reporting framework* to build the capability of teachers to consistently enact a structured literacy program, including systematic intervention practices.

Domain 7: Differentiating teaching and learning
Develop a school-wide vision for inclusive education, addressing barriers to learning to enable all students to access, participate in and progress through the curriculum on the same basis.

Domain 8: Implementing effective pedagogical practices
Implement collaborative processes for staff to develop a shared understanding and language about pedagogy to support consistent engagement in a whole-school approach to pedagogy.

Key affirmations



Parents appreciatively comment, 'You are always heard at Withcott'.

Staff recognise the importance of positive, caring and trusting relationships for student success. Parents remark that they feel welcomed and are provided opportunities to contribute their voice about school matters. They outline that leaders and teachers take an individual approach with their child. Students speak of the care provided by teachers. Student voice is fostered through student leadership in a variety of representative groups and classroom structures.



The school is recognised as 'a school of choice' by the local community.

Leaders convey their determination to support every student to learn and achieve success. Staff express willingness to engage in school improvement, and demonstrate they are compassionate and student-focused. Parents recognise the care and support of staff, and the school is highly regarded by the local community. They comment that the school's positive reputation is the reason many families move to the local area. Over time, total enrolments have continued to grow.



Staff are committed to building a community of professional learners where inclusion, collaboration and teamwork are embraced.

Structures are in place to support professional collaboration, and staff articulate they enjoy congenial and collegial relationships within their teams. Teachers comment that they seek to progressively strengthen their teaching practice and undertake ongoing professional learning. They highlight that the principal supports further tertiary study. Teachers new to the school and early career teachers speak positively about induction, the support they receive from leaders, and the mentoring program. Leaders and staff describe their learnings as they work to embed Aboriginal and Torres Strait Islander perspectives across the school.



Leaders and staff recognise parents as partners in their child's learning

Staff acknowledge the importance of building authentic, trusting relationships with the community to enhance student learning, engagement and wellbeing. Leaders and staff convey that family involvement in all aspects of the school is valued and encouraged. Parent volunteers are welcomed, and activities are tailored for family participation. Leaders identify the Parents and Citizens' Association (P&C) as a key group who actively supports implementation of school priorities. Members of the P&C speak positively about interactions with leaders and staff and convey they feel appreciated.