

Weir 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 reviews, 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

We acknowledge the shared lands of the Gurrumbilbarra nation and the Wulgurukaba people of the Manbarra (canoe people) language region.

About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	650
Indigenous enrolments	48%
Students with disability	18%
Index of Community Socio-Educational Advantage (ICSEA) value	845

About the review

 3 reviewers from 11 to 13 March 2024	 113 participants	 37 school staff
 43 students	 23 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Embed targets, timelines, measures and clear actions within the Annual Implementation Plan (AIP) to provide clarity for staff and allow monitoring of priorities to determine their impact on student learning.

Domain 6: Leading systematic curriculum implementation

Formalise consistent curriculum planning practices to support the implementation of contextualised units of work aligned to the Australian Curriculum (AC), and improve student engagement in and access to learning.

Develop a whole-school, evidence-informed approach to the teaching of reading to support consistent curriculum planning for reading instruction across learning areas.

Domain 8: Implementing effective pedagogical practices

Develop opportunities for professional conversations about pedagogy among teachers to promote a shared understanding and language about pedagogy.

Domain 5: Building an expert teaching team

Sharpen processes for teachers to engage in observations and feedback to share effective practice and further develop their capability in prioritised areas.

Domain 7: Differentiating teaching and learning

Initiate professional learning about differentiated teaching and learning to drive a shared understanding and build teachers' capability in creating accessible, engaging and challenging learning experiences for all students.

Key affirmations



The school holds a positive place of prominence within the school community.

Parents convey deep respect for staff members and pride in the school. They articulate there are high expectations for student behaviour, and they positively acknowledge leaders' dedication and commitment. Students indicate they feel safe, and that teachers care about them. 2023 SOS data shows that 93.3% of parents, 93.5% of students and 97.8% of staff agree with the statement, 'This is a good school'.

Families and community members appreciate respectful collaboration with staff to build culturally safe partnerships.

Staff focus on building authentic cultural connections and positive relationships across the school and the wider community. Successful establishment of the Weir Indigenous Didgeridoo and Dance Academy (WIDDA) preserves and celebrates First Nations culture and identity. Parents, students and community members share how participation in WIDDA and the Wakakirri Story-Dance Festival strengthens First Nations perspectives in learning. The principal identifies that ongoing participation in Wakakirri symbolises the school's cultural transformation.



Staff appreciate the high levels of support they receive from leaders and one another.

Staff members describe the school as a calm, caring and respectful place to work and learn. They share that morale has improved in recent years, and attribute this to strong and cohesive leadership with reliable and timely support. Staff express appreciation for the expertise of their colleagues to build their capability. Beginning teachers describe extensive pre-service teacher partnerships and induction processes, and new staff express feeling welcomed and supported. Staff comment that they enjoy coming to work each day.



Staff, parents and students deeply connect with and value the purposefully designed outdoor learning environments.

Parents and students commend the range of learning spaces and the enhanced physical environment. The principal articulates that decisions about resource allocations reflect the school's values and vision. Leaders describe a sophisticated approach for weaving the shared vision and beliefs through the physical environments and flexible learning spaces. Leaders and community members share how The Gabul Gathering place is central to celebrations of culture and learning within the school.

