

Wilsonton 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

Wilsonton State High School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	928
Aboriginal students and Torres Strait Islander students	23.1%
Students with disability	16.3%
Index of Community Socio-Educational Advantage (ICSEA) value	924

About the review

		
4 reviewers from 2 to 4 September 2025	194 participants	109 school staff
		
61 students	13 parents and carers	11 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Create and communicate a clear governance structure, including roles, responsibilities and accountabilities for all roles to develop a shared understanding in enacting the improvement agenda.

Systematically enact agreed line management processes and leadership practices for developing and implementing action plans and line of sight processes to provide clarity and consistency in leading and implementing improvement agendas.

Domain 3: Promoting a culture of learning

Collaboratively review and refine whole-school systems and processes for supporting student behaviour to provide clarity and ensure consistent enactment for all staff and students.

Domain 6: Leading systematic curriculum implementation

Strengthen staff knowledge and understanding of contemporary approaches for the teaching of reading through the Australian Curriculum to develop a whole-school approach for teaching reading.

Domain 7: Differentiating teaching and learning

Collaboratively refine the multi-tiered system of supports, including clear strategies, actions and processes to collectively implement and monitor supports, interventions and targeted case management approaches for the diverse needs of learners.

Domain 8: Implementing effective pedagogical practices

Collaboratively develop a shared language, knowledge and understanding of the 3 principles of pedagogy to support teachers in identifying the most appropriate pedagogical approaches and practices.

Key affirmations



Parents, staff and community members appreciate the broad range of post-school pathways supporting every student's success.

Leaders highlight meaningful pathways for students are evident through the broad and responsive senior offerings. Leaders, staff and community members affirm the value of diverse options including General and Applied subjects, Vocational Education and Training, and school-based apprenticeships and traineeships. Students articulate appreciation for access to industry-based learning and express excitement for real-world opportunities that build confidence in their post-school futures. Parents value the practical connections to further education, training and employment.



Staff, students and parents celebrate the range of opportunities enabling students to participate in relevant, real-world and engaging learning experiences.

Parents describe being valued as partners in their child's learning and appreciate the extracurricular activities, including a range of sporting teams, a trip to Japan, school musicals and agricultural shows. Staff and community members highlight how the agricultural program provides actual farm experience for young people, linked to the curriculum. Students express excitement about the opportunity to work directly with animals, feeding and caring for them and experience aquaculture in a real-world context. Student leaders highlight a planned Cultural Courtyard Mural Project, which will be developed in collaboration with 10 local community groups to represent 10 cultures.



Staff and students praise how purpose-built facilities inspire learning, creativity and community connection.

Leaders, teachers and students celebrate how purpose-built facilities support students to engage in a wide range of learning experiences. They highlight the hairdressing salon, café and Early Childhood room. Staff and students describe expansive, attractive and well-maintained school grounds and facilities. Leaders speak about the recently constructed Performing Arts Complex, emphasising how this centre enables opportunities to include parents and the wider community in a variety of performances and exhibitions.



Leaders and teachers highlight opportunities to enhance teachers' capability, receive feedback to strengthen their knowledge and skills, and refine their practice.

Leaders and teachers describe processes and programs in place to continue enhancing their capability. Leaders highlight an embedded collegial engagement process for classroom observations and feedback. Teachers voice they value the feedback and support provided through this process. Leaders describe a comprehensive 'Beginning Teachers Program' that supports early career teachers in their first year of teaching. Early career teachers remark how this support prepares them well for their teaching journey.

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