

Woodridge 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

Woodridge State 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	South East Region
Year levels	Prep to Year 6
Enrolment	730.6
Aboriginal students and Torres Strait Islander students	7.9%
Students with disability	30.4%
Early Childhood Development Program (ECDP) registrations	30
Index of Community Socio-Educational Advantage (ICSEA) value	868

About the review

 3 reviewers from 29 to 31 July 2025	 123 participants	 51 school staff
 50 students	 14 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 8: Implementing effective pedagogical practices

Prioritise discussions between students, their peers and teachers with a focus on providing descriptive feedback and establishing learning goals to further engage students as assessment-literate learners.

Consolidate opportunities for discussions about pedagogy between leaders and teachers to develop a shared language and consistent implementation of effective pedagogical practices across the school.

Domain 5: Building an expert teaching team

Further refine planned opportunities for current and aspiring leaders to accessing a broad range of professional learning options to enhance their strategic and teaching and learning leadership capabilities.

Domain 7: Differentiating teaching and learning

Strengthen collaboration between support staff and teachers, including structured co-teaching opportunities, to build teacher capability in planning and implementing differentiated instruction for all students.

Domain 3: Promoting a culture of learning

Enact opportunities for strengthening students’ self-regulation skills to support and enhance student wellbeing and engagement in learning.

Key affirmations



Staff foster an inclusive and welcoming environment, celebrating diversity and building strong connections with families that create a sense of belonging and support for all students.

Staff actively celebrate the multicultural community, fostering an inclusive environment where diversity is embraced and relational trust is built with families. They highlight how the Community Hub and Learning Pathways for Emerging Multilinguals (Pathways) provide tailored support for students and families, enabling successful transitions and creating a strong sense of belonging. Leaders praise how partnerships with external organisations further enhance student engagement and wellbeing.



Leaders articulate a clear vision for school improvement, balancing high expectations with student wellbeing to drive continuous improvement in teaching practices and student learning outcomes.

Leaders emphasise their united commitment to leading teaching and learning across the school, fostering a culture of collaboration and shared accountability. Staff express optimism about the school’s future direction and convey a collective commitment to driving improvement initiatives. They highlight the importance of data-informed decision making to monitor progress, celebrate success and identify areas for targeted focus. Leaders and staff prioritise building relational trust, promoting a positive school culture and ensuring alignment between strategic priorities and classroom practices to achieve sustained improvement.



Teachers value the collaborative culture, describing how coaching, planning opportunities and shared curriculum ownership enhance professional capability and improve teaching practices and student learning experiences.

Teachers appreciate the support of teaching and learning coaches, who model effective practices and provide differentiated professional learning opportunities. They emphasise collaborative planning meetings, Professional Learning Communities and coaching sessions enhance their capability and foster collective ownership of curriculum implementation. Staff highlight the benefits of collegiality in enhancing professional knowledge and practice. They value leaders’ proactive efforts to strengthen collaboration opportunities.



Staff affirm that using Response to Intervention and Extension (RTI&E) and Checking for Understanding (CFU) ensures targeted teaching practices meet individual needs and improve academic achievement.

Teachers consistently implement highly differentiated practices in English and Mathematics through the school’s systematic RTI&E approach. Daily CFU data informs next steps in teaching, enabling targeted support and challenge for all learners. Teachers comment this approach enables targeted teaching aligned to individual student needs, ensuring that all learners have access to appropriate challenge and support through multi-tiered systems of support. Students and parents express appreciation for these practices, sharing how they boost engagement, success and confidence in learning.