

Sherwood 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

Sherwood State School acknowledges the shared lands of the Jagera people of the Yuggera language region of Meanjin.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	644
Indigenous enrolments	0.9%
Students with disability	9.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1133

About the review

 4 reviewers from 19 to 21 November 2024	 202 participants	 65 school staff
 88 students	 45 parents and carers	 8 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Prioritise opportunities for leaders' purposeful visibility in classrooms to enable clear line of sight to the improvement agenda and build collective capability in priority areas.</p>
<p>Domain 3: Promoting a culture of learning Collaboratively establish effective communication protocols and expectations for all staff to ensure clear, consistent and concise delivery of key messaging.</p>
<p>Domain 6: Leading systematic curriculum implementation Formalise opportunities for leaders to establish clear lines of sight from planned to enacted curriculum to ensure every student is receiving the intended curriculum.</p>
<p>Domain 2: Analysing and discussing data Broaden leaders' and teachers' capability in analysing whole-school, cohort and individual student assessment data to inform differentiated teaching and learning.</p>
<p>Domain 7: Differentiating teaching and learning Systematically enact a school-wide multi-tiered system of supports to provide staff with clear expectations and strategies for supporting all students' learning, engagement and wellbeing needs.</p>

Key affirmations



Staff praise the collegiality of their teams and how they collaborate to build the knowledge and understanding of their students.

The principal describes staff and students as 'the assets of the school'. Teachers communicate a strong sense of collegiality within their teaching team. Leaders and teachers acknowledge the importance of intentional and purposeful opportunities to meet as year level teams. They acknowledge how collaboration supports them to understand their students and positively contributes to teacher wellbeing. Teachers articulate the value of vertical alignment within their Professional Learning Communities, which contributes to deepening their professional knowledge.



Students speak appreciatively of opportunities to engage in activities that challenge and extend their thinking by promoting inquiry, creativity and innovation.

Students convey they highly value opportunities to participate in a variety of extracurricular clubs, such as Sherwood Arrows, Friends of the Nature Area, Dance Troupe, and Science, Technology, Engineering and Mathematics. Parents praise the range of sporting, academic, environmental and cultural opportunities available for their child before, during and after school. Teachers comment they appreciate sharing their areas of interest with students to foster mutually respectful relationships and love of learning. Staff emphasise how clubs contribute to building a sense of school and community belonging.



Students talk about how they use 'Bump it up' walls in their classrooms and feedback from their teachers to improve their learning.

Teachers outline the use of Bump it up walls as part of their practice, highlighting how this encourages and assists students to monitor their own learning. Students describe engaging with Bump it up walls to support their understanding of learning intentions and assessment tasks. Upper school students describe using digital and physical Bump it up walls to enhance their classwork. They explain how they are provided with written and verbal feedback linked to the marking guide, which informs their responses to assessment tasks.



Parents highlight the positive, supportive and caring staff and the welcoming school culture that contributes to their child's wellbeing.

Parents speak of positive and inclusive interactions between staff, students and parents, remarking this creates a welcoming school culture. They praise teachers' work in supporting their child's academic progress and developing the 'whole child', commenting that their child is happy and thriving. Staff convey a deep sense of pride in the school's rich history, recognising its role in fostering a strong community spirit that enhances the school's culture. In the 2024 School Opinion Survey, 96.8% of parents agreed with the statement, 'Teachers at this school are interested in my child's wellbeing'.