

Somerset Hills 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

Somerset Hills State School acknowledge the shared lands of the Tuurbal nation and the Tuurbal people of the Tuurbal language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	102
Indigenous enrolments	20%
Students with disability	38.2%
Index of Community Socio-Educational Advantage (ICSEA) value	998

About the review

 2 reviewers from 30 July to 1 August 2024	 87 participants	 25 school staff
 36 students	 18 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen the alignment between the strategic plan and the Annual Implementation Plan (AIP) to ensure the AIP has a clear and explicit improvement focus with clear targets.

Domain 6: Leading systematic curriculum implementation
Review and refine curriculum planning to strengthen leaders' and teachers' understanding of, and effectively implement, the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning
Build staff capability in enacting differentiated approaches to teaching and learning, to ensure all students are appropriately engaged, challenged and extended.

Domain 8: Implementing effective pedagogical practices
Systematically enact collegial engagement opportunities to identify and develop effective pedagogical practices aligned to whole-school expectations and school priorities.

Strengthen teachers' capability in using data to review pedagogical practices to determine their effectiveness and inform next steps for teaching and learning.

Key affirmations



Leaders are committed to driving the school's purpose and direction.

The principal explains the collaborative process in establishing the school's purpose, vision and values. Staff comment they have direction through the principal's leadership. Leaders articulate how strategic planning aligns with school and system priorities. Opportunities to work and learn together are created by school leaders through implementation of a termly professional learning plan. Staff and parents articulate the visibility of the leadership team and express how they appreciate their presence in classrooms, and other areas around the school.



A culture that promotes learning thrives at the school.

Students, staff and families express a sense of belonging and connection to the school, describing it as an important place where students are connected to friends and teachers, and are supported to be successful. Staff convey a commitment to working collaboratively to create a safe and supportive environment. They are committed to improving students' learning and wellbeing outcomes, and speak of a school-wide culture of collective responsibility and a desire to see ongoing improvement for both staff and students.



Leaders invest time and effort to support staff.

Teachers speak positively of the shared support they receive through collaboration meetings, staff meetings and planning days with their colleagues. Staff describe opportunities to engage personally and professionally. Teachers and teacher aides indicate they participate in a Performance Development Plan (PDP) process, which reflects school priorities and their needs and interests. Staff appreciate that leaders routinely model lessons and co-teach. They describe school leaders as experts in their fields who directly work in classrooms beside teachers.



Parents and students praise staff for the support they receive.

Staff convey a desire to build a deep understanding of the learning, social and emotional needs of all students and their families. Stakeholder meetings are regularly held for students and include representation from a range of external and internal stakeholders, support staff and agencies. Parents praise leaders and staff for the targeted support their child receives, and how this support has facilitated success at school. Students explain the purpose of learning walls and 'Bump it up' walls, and how they engage with them to support their learning and improve their knowledge of the assessment task. Students articulate the different types of feedback they receive from their teachers and how this helps to improve their work.