

Greenslopes 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

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

About the school

Education region	Metropolitan South
Year levels	Prep to Year 6
Enrolment	317
Aboriginal students and Torres Strait Islander students	1.93%
Students with disability	18.33%
Index of Community Socio-Educational Advantage (ICSEA) value	1101

About the review

 3 reviewers from 3 to 5 June 2025	 109 participants	 37 school staff
 45 students	 22 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Implement collaborative processes for developing future strategic planning documents to foster a shared understanding of, and collective responsibility for progressing improvement priorities.

Domain 4: Targeting school resources
Initiate collaborative processes for reviewing and evaluating resource allocations to measure the intended impact on improving staff capability and student learning outcomes.

Domain 8: Implementing effective pedagogical practices
Implement opportunities for sharing research between leaders and teachers about the 3 principles of pedagogy to foster a shared understanding that guides the selection of effective pedagogical practices.

Domain 7: Differentiating teaching and learning
Strengthen professional learning, curriculum planning and discussions focused on differentiation, further building the capability of teachers to differentiate the curriculum and meet the learning needs of all students.

Domain 5: Building an expert teaching team
Prioritise differentiated professional learning opportunities, including targeted coaching, mentoring, and teacher-leader expertise through the Setting Professional Goals process to enhance practice across experience levels and roles.

Key affirmations



The principal communicates a strong commitment to teacher and student success and achievement, setting high expectations that are actively demonstrated by all leaders.

Teachers, parents, and students consistently praise the school's small close-knit community. They appreciate the nurturing, supportive relationships that create an environment where students feel valued and supported to succeed in their learning and wellbeing. Teachers value the strong sense of collegiality within their school community. They express genuine appreciation for their colleagues, fostering a culture of mutual care, respect, and support. Teachers affirm this commitment to one another's wellbeing strengthens their collective efforts in achieving the school's high expectations for teaching and learning priorities.



The Parent and Citizens' Association (P&C) is recognised by staff, students, and the community as a responsive organisation that contributes resources to improve student learning outcomes.

Students, staff, and leaders value the strong partnership with the school's P&C, recognising its role in fostering a sense of belonging and equitable access to school experiences for students. Staff express appreciation for initiatives such as the Welcome BBQ and the P&C's support in subsidising excursions and resources, which increase engagement for all families. They have recently provided funding to acquire reading materials and enhance the school grounds. They also operate the school tuckshop and the Outside School Hours Care program, which has recently been further developed to allow for greater placements.



Leaders emphasise an explicit, coherent and sequenced whole-school curriculum plan is published in QLearn, providing a central platform for all staff to access when collaboratively planning.

The principal highlights one day a term is allocated for collaborative planning in year level teams. Teachers express appreciation for these planning meetings which are supported by the Head of Department – Curriculum/Inclusion who supports them in developing year level unit plans. They emphasise planning time allows them to engage with curriculum, particularly as they transition to the Australian Curriculum Version 9 for English and Mathematics. Teachers also remark this process assists them to enhance their knowledge and understanding of the achievement standards.



Teachers value opportunities to consistently monitor individual student progress, adapt their instruction to meet the evolving learning needs of their students, reflect and celebrate progress.

Teachers describe the value of structured data conversations in Professional Learning Teams, focused on student growth and differentiated next teaching steps. They highlight the positive impact of these sessions in identifying teaching strategies to improve student outcomes. Teachers appreciate these collaborative opportunities, which are actively supported by leaders, and the allocated time to reflect on student learning goals and celebrate progress.