

Greenslopes State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Greenslopes State School** was conducted from **5 to 7 May 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1103 and the school enrolment was 326 with an Aboriginal student and Torres Strait Islander student enrolment of 3.37% and a student with disability enrolment of 13.4%.

The key improvement strategies recommended in the review are listed below:

- Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders in the school. (Domain 1)
- Build teachers' depth of knowledge of Australian Curriculum (AC) content and associated assessment tasks to allow them to continue to develop curriculum offerings that provide suitable challenges for all learners. (Domain 6)
- Further develop staff understanding of catering to students' diverse learning needs to embed inclusive practices across the school. (Domain 7)
- Enhance current observation and feedback practices to encompass greater emphasis on providing individual teacher feedback to improve skills in delivering the school's key pedagogical practices. (Domain 5)

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Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Greenslopes State School** from **3 to 5 June 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

For more information regarding SRR and reviews for Queensland state schools please visit the [school reviews website](#).

Timeline and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School performance policy](#) and resources provide further information regarding the development of strategic and annual implementation plans.

Schools publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

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.

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%
ICSEA value	1101

Review team

Darren Sengstock	Principal, Reviews, SRR (review chair)
Ingrid Freeman	Principal, Peer Reviewer
Jenny Hart	External Reviewer

Contributing stakeholders



3
reviewers



109
participants



37
school staff



45
students



22
parents and
carers



5
community
members and
stakeholders

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 (OSHC) 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 (HOD-C/I) 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 (ACV9) 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 (PLT), 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.

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 (SPG) process to enhance practice across experience levels and roles.

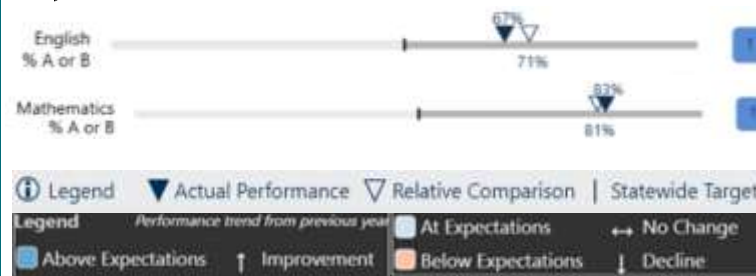
Initial data insights

Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest

Prep to Year 2



Prep to Year 2



Years 3 to 6



Staff morale

Staff Morale (School Opinion Survey) ①



- Prep to Year 2 English and Mathematics A or B LOA are above the statewide targets.
- Prep to Year 2 English is below relative comparison data and Prep to Year –2 Mathematics A or B LOA is above relative comparison data.
- Prep to Year 2 English C and above LOA is above the statewide target and relative comparison data with a decreasing trend.
- Years 3 to 6 English C and above and A or B LOA are above statewide targets and below relative comparison data with decreasing trends.
- Staff morale is at 90%

Data-informed inquiries

- Factors contributing to English and Mathematics performance.
- Factors contributing to English and Mathematics performance.
- Strategies influencing staff morale.

Improvement strategies summary

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.**
- Systematically enact monitoring processes, to evaluate and reflect on the effectiveness of initiatives, programs, improvement strategies and actions in achieving the Annual Improvement Plan (AIP) targets.

Domain 2: Analysing and discussing data

- Strengthen teacher capability in analysing, discussing and interpreting data, including formative, to inform teaching strategies, monitor progress, and evaluate the impacts of curriculum planning and teaching.

Domain 3: Promoting a culture of learning

- Collaboratively develop, clear school-wide expectations for student behaviour to build a common language and a consistent, proactive approach that supports a positive learning environment.

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.**
- Formalise opportunities for teachers with identified expertise in priority improvement areas to flexibly and collaboratively support capability development that improves student learning outcomes.

Domain 5: Building an expert teaching team

- **Prioritise differentiated professional learning opportunities, including targeted coaching, mentoring, and teacher-leader expertise through the SPG process to enhance practice across experience levels and roles.**

Domain 6: Leading systematic curriculum implementation

- Prioritise authentic curriculum planning opportunities in consultation with the school community, to provide students with engaging and contextualised learning, aligned with teaching and assessment.
- Broaden formal processes for engaging leaders and coaches in classrooms to support them in identifying teachers' professional learning needs in implementing the intended curriculum.

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.**
- Strengthen curriculum unit planning, moderation and school processes by including individualised, focused differentiated teaching and learning strategies to ensure all students, including high-achieving learners, remain engaged and challenged in their learning.

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.**
- Systematically enact collaborative processes for engaging leaders and teachers in modelling, observations and feedback to facilitate teachers' reflection on and refinement of their pedagogical practices.

Domain 9: Building school-community partnerships

- Strengthen professional learning partnerships with local schools to develop opportunities for sharing effective pedagogical practices, participating in moderation activities and engaging in curriculum and transition planning.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- The principal and leaders articulate they are united in their commitment to improving outcomes for students. Staff and parents emphasise the principal and leaders promote school-wide high expectations for student engagement and teaching and learning. They articulate these high expectations are providing a strong foundation for school-wide improvement.
- The principal and leaders articulate they have developed and are implementing a coherent and context-appropriate school improvement agenda. They highlight the AIP is aligned to the 3 pillars of the strategic plan: 'Productive Partnerships, Building and Leveraging Capability, and Successful Learning'. They convey these pillars are further grouped by strategies aligned to the School Improvement Tool (SIT).

Key findings

- The principal and leaders outline the 2 AIP priorities are: 'developing a systemic approach, integrating formative and summative data, moderation processes, visible learning and feedback cycles to develop student learning goals' and 'reinvigorate approaches to the Teaching of Reading, with a focus of aligning ACV9 English and current research into the development of reading'.
- The leadership team consists of the principal, deputy principal, HOD-C/I and the Business Manager (BM). The principal describes an organisational and governance framework is developed outlining leaders' roles and responsibilities aligned to the Australian Institute for Teaching and School Leadership (AITSL) Professional Practices of school leaders.
- The principal and many staff articulate the current AIP was developed by the leadership team. They describe an emerging practice of engaging staff in collaborative processes to review and refine improvement plans to ensure strategies and actions are clear and explicit. The principal and leaders recognise the need to implement collaborative processes for developing future strategic planning documents to foster a shared understanding of, and collective responsibility for progressing improvement priorities.
- The principal and leaders convey the improvement agenda is founded on examining a range of data and trends in student outcomes over time, including SOS, diagnostic and LOA data. The principal outlines the AIP contains research and system-informed strategies for improving student outcomes. They mention the 2 AIP priorities are both aimed at increasing the 'density' of students achieving an A or B in English. Leaders and teachers comment they are engaging in purposeful academic case management, focusing on improving student achievement in English. The principal and leaders recognise the opportunity to systematically enact monitoring processes, to evaluate and reflect on the effectiveness of initiatives, programs, improvement strategies and actions in achieving the AIP targets.
- Leaders and some staff discuss the extensive teaching expertise available across the staff team. They realise there are opportunities for leveraging this collective expertise for building other staff members' capability to drive the improvement agenda and progress student learning.

Improvement strategies

- **Implement collaborative processes for developing future strategic planning documents to foster a shared understanding of, and collective responsibility for progressing improvement priorities.**
- Systematically enact monitoring processes, to evaluate and reflect on the effectiveness of initiatives, programs, improvement strategies and actions in achieving the AIP targets.

Domain 2: Analysing and discussing data

Affirmations

- Leaders express a strong commitment to building a data-informed culture, aligning school and system data with improvement priorities and tracking student growth. They emphasise the importance of linking data analysis to curriculum and pedagogical practices to drive improvement. Staff speak of their growing confidence in using data to inform practice. They note that clear processes and leadership support is strengthening action on data insights.
- Teachers value the structured data conversations in PLTs, which focus on student growth and next teaching steps. They highlight the positive impact of these sessions in identifying teaching strategies to improve student outcomes, and appreciate time allocated to reflect on student learning goals and celebrate progress.

Key findings

- The AIP and Data Plan outline the collection and use of assessment data aligned to priorities in reading and English, with a focus on visible learning, feedback, and student goal setting. Leaders describe how key data sets are used to inform decision-making.
- The principal and leaders articulate data analysis considers overall performance, and performance in comparison to similar schools and contexts. They note Prep to Year 2 English C and above LOA is above the statewide target and relative comparison data, and Prep to Year 2 English A or B LOA and Years 3 to 6 English C and above and A or B LOA are above the statewide target and below relative comparison data.
- Leaders describe the structured processes for data analysis, including the dedicated time in PLTs and moderation to review student achievement. Some teachers convey they use collaborative meetings to discuss and analyse data. Some describe engaging in deeper analysis aligned to curriculum intent, pedagogy, text selection, and differentiation, using this to refine student learning goals and multi-tiered systems of support (MTSS).
- Teaching teams access Progressive Achievement Tests (PAT), Dynamic Indicators of Basic Early Literacy Skills¹ (DIBELS), English LOA, and Reading to Learn² (R2L) data to guide tiered support. Some teachers convey they expertly use these data sets to differentiate instruction and plan targeted interventions. Some teachers discuss they are developing these practices through case management, Improving Student Performance (ISP) termly meetings and PLTs.
- Some staff express a desire for additional development in data literacy, particularly among early career teachers, teachers new to the school and staff in specialised roles, such as inclusion and support. Leaders articulate that building staff capability in the use of formative data will further support the school's efforts to monitor progress and evaluate the impact of teaching and learning. Leaders recognise strengthening teacher capability in analysing and discussing data to inform intervention decisions, differentiate teaching, refine instruction, and evaluate the impacts of curriculum planning and classroom practice is the next step.

Improvement strategy

- Strengthen teacher capability in analysing, discussing and interpreting data, including formative, to inform teaching strategies, monitor progress, and evaluate the impacts of curriculum planning and teaching.

¹ Kaminski, R. A., & Good, R. H. (2003). *DIBELS: Dynamic indicators of basic early literacy skills* (6th ed). Sopris West

² Rose, D., & Martin, J.R. (2012). *Learning to Write, Reading to Learn*. Equinox Publishing Ltd.

Affirmations

Key findings

- Teachers describe the growing focus on using data to inform targeting teaching and interventions, following collaborative data analysis at regular PLTs and case management meetings. Some staff indicate a wish for further support in interpreting and applying data to inform instructional decisions.

Improvement strategy

Domain 3: Promoting a culture of learning

Affirmations

- The principal communicates all leaders actively demonstrate a strong commitment to student success and achievement, setting high expectations. They describe how leaders' direct participation in processes that support, track, and monitor student learning emphasises continuous learning progression for all students.
- Teachers, parents, and students consistently praise the school's small close-knit community. They emphasise they appreciate the nurturing, supportive relationships that create an environment where students feel valued and supported 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. This commitment to one another's wellbeing strengthens their collective efforts in achieving the school's teaching and learning priorities.

Key findings

- The AIP outlines the school's vision is to '*cultivate critical and creative thinkers while fostering compassionate, resilient, and adaptive global citizens*'. Leaders describe this vision is brought to life through the 'Big 6 Values' and by prominently displaying them throughout the school grounds and most classrooms, to serve as guiding principles for staff and students. Students in upper years articulate a deep understanding of these values, reflecting their growth over time. Students in the early years express building their understanding as they progress through their schooling journey.
- Most staff articulate a behaviour flowchart is documented that shows responses for minor and major behaviour expectations. Some teachers mention they create their own class rules. An MTSS and response is documented for students requiring additional behaviour supports. The principal conveys the Student Code of Conduct is currently being updated.
- Teachers integrate a commercial social and emotional learning program into the Health curriculum. Some teachers express a desire for better alignment of social and emotional learning with assessment requirements. Some staff discuss how levels of appropriate student behaviour are 'slipping'. Staff members reflect that the social and emotional learning program previously had greater impact and suggest a refresh. They express a desire to collaboratively develop clear school-wide behaviour expectations to enable a shared language and consistent, proactive approach that supports a positive learning environment for all students.
- Leaders outline how they are monitoring and tracking individual student wellbeing and attendance. The Student Support Team (SST) oversees case management for students with identified needs. SST members convey regular meetings facilitate discussions and planning for interventions and adjustments that promote successful student engagement.
- Many staff highlight a recent emphasis on wellbeing, with initial efforts underway, including a staff wellbeing survey to gather insights. They mention a working party is established to develop a staff wellbeing framework aimed at fostering a supportive work environment.
- The principal and leaders discuss the school enrolments reflect the rich diversity of its multicultural community, with 32 languages spoken and 26.32% of students identified as English as an Additional Language or Dialect (EAL/D) learners. Staff, students, and the broader community embrace and celebrate this cultural diversity, fostering an inclusive and welcoming environment.

Improvement strategy

- Collaboratively develop, clear school-wide expectations for student behaviour to build a common language and a consistent, proactive approach that supports a positive learning environment.

Domain 4: Targeting school resources

Affirmations

- The principal conveys they have documented the Greenslopes Organisational and Governance Framework, along with other strategic documents, to provide clear guidance on internal systems and processes. They explain these documents support resourcing decisions to optimise efficient and effective resource deployment aligned to the school's priorities.
- Staff, students and the community widely recognise the P&C as an active and responsive organisation that contributes valuable resources to improve student learning outcomes. Leaders and parents affirm the P&C have recently provided funding to acquire reading materials and enhance the school grounds. They also operate the school tuckshop and OSHC program, which was recently further developed to allow for greater placements.

Key findings

- The principal shares they implement systems and processes to ensure the strategic and targeted deployment of resources. School strategic documents clearly define priorities, timelines, targets, responsible officers, and budget allocations, guiding effective decision-making and resource management.
- The principal and some leaders mention staffing runs over full-time equivalent (FTE) allocation to support the full-time HOD-C/I position and a teacher to support DIBELS implementation and intervention. Teachers appreciate this additional resourcing and acknowledge the work of the HOD-C/I in supporting curriculum planning and implementation
- Some leaders mention staffing FTE is used flexibly to provide additional non-contact time, supporting teachers to engage in PLTs alongside colleagues and leadership members. Most teachers articulate they value these collaborative opportunities, which support their next steps of teaching to improve student learning outcomes.
- Staff affirm the many curriculum and student support processes in the school that attract resource allocations. Some staff would appreciate clarity on how these processes have, over time, improved teacher capability or student outcomes. Leaders recognise the importance of implementing review processes to evaluate school initiatives and levels of resourcing to measure the impact on improving staff capability and student learning outcomes.
- Some leaders articulate meeting regularly with the principal to review the Budget Overview Report (BOR) and required budget adjustments. They speak of valuing the open communication and timely decision-making, which facilitates effective resource allocation and streamlines workflow processes. They describe the office working environment as collegial.
- Leaders and teachers affirm there are teachers with identified expertise in areas of priority improvement within the school. Some teachers comment that these skilled teachers could be used more flexibly to support capability development and improve student learning outcomes.
- The principal mentions they actively seek funding to improve facilities, resulting in the repainting and refurbishment of teaching spaces and outdoor areas, including pool renovations. Community members articulate, they appreciate the ongoing efforts to enhance the environment, ensuring it supports student learning and wellbeing.

Improvement strategies

- **Initiate collaborative processes for reviewing and evaluating resource allocations to measure the intended impact on improving staff capability and student learning outcomes.**
- Formalise opportunities for teachers with identified expertise in priority improvement areas to flexibly and collaboratively support capability development that improves student learning outcomes.

Domain 5: Building an expert teaching team

Affirmations

- Leaders articulate a strong commitment to building collective capability through structured processes, including PLTs, informal coaching, and postgraduate-level training in whole-school teaching methodologies. Early career teachers value the support provided through Regional Connect Days.
- Leaders highlight the use of the school's Continuum of Practice to guide reflection from walkthroughs. They explain how staff continue to build confidence in using this tool for professional growth.
- Staff value embedded structures, such as planning days, which are provided each term. Many teachers express these days contribute significantly to the development of staff expertise through purposeful collaboration. They affirm this time supports the implementation of ACV9 and engagement in the first phase of moderation.

Key findings

- Staff describe how their professional goals are generated through the SPG process and supported through Instructional Coaching and Learning Walks. Some staff articulate they choose personal professional goals to support their pedagogical practices, resulting in a range of identified goals requiring a differentiated approach to professional development (PD). Some leaders mention a desire for the SPG process to more strongly aligned to school priorities.
- Leaders acknowledge the high levels of expertise within the teaching team and speak of their commitment to developing the leadership capability of staff. They communicate 3 coaches have been appointed to support teaching teams and 2 teachers are undertaking the Highly Accomplished Teachers (HAT) certification. Staff speak highly of the knowledge and expertise of these teacher-leaders, and their willingness to share expertise to help build the capability of staff. They describe a culture of collegiality and professional learning, identifying informal coaching, and professional conversations as valuable structures for sustaining growth and reflection.
- Staff convey they value the support within their teaching teams, highlighting the sharing of strategies and informal mentoring as key contributors to their professional fulfilment. Some staff indicate that additional support for induction, coaching and mentorship, especially for new staff, would further strengthen consistency and depth in curriculum and pedagogical delivery. Leaders recognise strengthening the SPG process by implementing differentiated professional learning, including targeted coaching, mentoring, and teacher-leader expertise, to enhance teacher practice across experience levels and roles, is a next step.
- Classroom teachers convey they engage in expert training in the R2L methodology, supporting alignment of English curriculum, assessment, and pedagogy through high-quality literature known as 'authentic texts' and the Language-in-Use model³. They explain that seven days of language and literacy training is provided to new teachers. New staff appreciate access to professional training opportunities. Some support staff express interest in

Improvement strategy

- **Prioritise differentiated professional learning opportunities, including targeted coaching, mentoring, and teacher-leader expertise through the SPG process to enhance practice across experience levels and roles.**

³ Halliday, M.A.K. (2009). *The Essential Halliday*. London: Continuum.

Affirmations

Key findings

- accessing the language and literacy training to further support literacy outcomes.
- Many staff convey they prioritise the capability development of teacher aides, particularly in reading and inclusive practices. They explain weekly teacher aide meetings are used to build shared knowledge and strengthen their role in supporting diverse learners.

Improvement strategy

Domain 6: Leading systematic curriculum implementation

Affirmations

- 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 HOD-C/I who assists them in developing year level unit plans. They emphasise planning time allows them to engage with curriculum, particularly as they transition to the ACV9 for English and Mathematics. Teachers remark this process also supports them to build knowledge and understanding of the achievement standards.
- The principal and leaders outline an explicit, coherent and sequenced whole school plan for curriculum implementation is embedded. They and teachers articulate a QLearn platform is divided into three sections replicating curriculum provisioning, year/band plans and unit planning. Leaders and teachers describe the QLearn platform as providing a central framework for all staff to access remotely.

Key findings

- The principal and leaders describe how year/band plans connect teachers with Curriculum assessment alignment planners (CAAP) to assist with multi-age planning. They and some teachers convey these K-6 Curriculum Planning Model (K-6CPM) tools allow teachers to gain a greater insight into the sequencing of content and achievement for their classes.
- Leaders articulate updated unit overviews, assessment tasks and CAAPs for all year levels and learning areas, including an odd and even cycle of units to cater for composite classes, are available for teachers to use. They explain these plans integrate the general capabilities and cross-curriculum priorities. Leaders identify further integrating the general capabilities and CCPs into unit plans as a future focus.
- The principal and leaders convey they work with teachers to align English units to authentic texts. They describe English plans and assessments as guided by Curriculum Gateway resources and adapted to include authentic texts, R2L sequences and text-dependent questions. Some teachers talk about wanting to further adapt and localise unit plans to provide students with contextually appropriate learning. The principal and leaders recognise sharpening opportunities for authentically planning curriculum in collaboration with the school community as a next step, to provide engaging and contextualised learning for students while maintaining curriculum alignment.
- Leaders mention the range of moderation junctures are enacted termly. They and some teachers explain moderation processes are extended through fortnightly PLT and termly ISP meetings to enable teachers to deepen their understanding of moderation, monitor and review English unit progress and monitor student differentiation and adjustments. Leaders discuss work samples are used at the end of each text cycle to guide the moderation process.
- Leaders convey teachers use achievement content alignment planners to build their knowledge and understanding of horizontal and vertical alignment of planning. Some teachers express a desire to extend their professional learning regarding curriculum implementation. They express the desire to broaden formal processes for engaging leaders and coaches in classrooms to identify professional learning opportunities that strengthen teachers' capability to implement the intended curriculum.

Improvement strategies

- Prioritise authentic curriculum planning opportunities in consultation with the school community, to provide students with engaging and contextualised learning, aligned with teaching and assessment.
- Broaden formal processes for engaging leaders and coaches in classrooms to support them in identifying teachers' professional learning needs in implementing the intended curriculum.

Affirmations

Key findings

- Leaders articulate the digital whole school curriculum plan contains links to each unit and the suggested allocated teaching time. Teachers upload their timetables to a shared file on OneDrive. Leaders explain, this allows 'cross-checking' of suggested allocated time with classroom delivery.

Improvement strategies

Domain 7: Differentiating teaching and learning

Affirmations

- Leaders highlight teachers consistently monitor individual student progress, adapting their instruction to meet evolving learning needs. School-wide processes, including case management, PLTs and ISPs facilitate discussions on student achievement and emphasise differentiated next steps for growth.
- PLTs schedule dedicated time throughout the term to focus on differentiated teaching and curriculum adjustments. Leaders comment discussions are guided by the Maker Model⁴ of differentiation and are systematically documented in OneSchool and curriculum documentation. Teachers convey they appreciate these collaborative opportunities, which are actively supported by school leadership.
- Students articulate they engage in cycles of co-constructed goal setting. Students in the upper primary years articulate their goals and their learning steps to achieve them. They articulate valuing setting challenging learning goals for themselves that enable them to strive for improvement.

Key findings

- Leaders mention they have established comprehensive, schoolwide approaches to identify students who may require additional support.
- Teachers convey they can refer students to the SST, which convenes to review and discuss identified students. Leaders share that established case management processes support the strategic allocation of resources and documenting of strategies. They articulate documents on OneDrive and OneSchool are used to record plans, resource distribution, and case notes.
- Leaders and inclusion staff acknowledge and celebrate the school's progress in fostering inclusion over the past few years, recognising it as ongoing. They emphasise the importance of continued professional growth to deepen staff understanding of students with diverse learning needs. Inclusion staff note teachers actively strive to implement differentiated teaching approaches at varied capability levels across the school. Some teachers express a wish to engage in strengthened professional learning, curriculum planning and discussions to further develop their skills in differentiating teaching and learning to effectively support the learning needs of all students.
- Leaders and most teachers recognise the significant number of high-achieving students at the school and speak of a desire to ensure they are engaged and challenged in their learning. Some teachers describe how they differentiate tasks to extend and challenge these learners. Some teachers express they would appreciate the opportunity to provide focused support to meet the needs of high-achieving students by including individualised, differentiated teaching and learning strategies.
- The Nationally Consistent Collection of Data on School Students with Disability (NCCD) processes are supported by the Adjustments@Greenslopes document, detailing what adjustments look like across the continuum from Quality differentiated teaching practice to Extensive plus. Inclusion staff articulate teachers endeavour to take ownership of processes and documents. Teachers express gratitude for the role of inclusion staff in supporting them to complete required adjustments and personalised plans.
- EAL/D students receive support from the EAL/D teacher, who conducts bandscaling assessments, provides direct instruction, and collaborates with

Improvement strategies

- **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.**
- Strengthen curriculum unit planning, moderation and school processes by including individualised, focused differentiated teaching and learning strategies to ensure all students, including high-achieving learners, remain engaged and challenged in their learning.

⁴ Maker, C.J. (1982). *Teaching models in education for the gifted*. Aspen Systems Inc.

Affirmations

Key findings

class teachers to enhance student wellbeing and engagement. Teachers and parents express they value the expertise of the EAL/D teacher in assisting newly arrived students with varying levels of English proficiency, enabling a smooth transition into the school community.

Improvement strategies

Domain 8: Implementing effective pedagogical practices

Affirmations

- The principal and leaders describe how teachers use effective pedagogical practices, such as explicit instruction (EI), learning walls, ‘Bump it up’ walls in the unit planning stage, learning intentions, success criteria and teacher–student feedback in their teaching and learning cycles.
- Leaders and teachers highlight a learning wall is displayed in the office to model best practice for teachers. Leaders, teachers and students convey learning walls and Bump it up walls are displayed in classrooms to provide students with curriculum content to support and improve their learning.

Key findings

- The principal and leaders discuss an AIP improvement strategy involves ensuring pedagogical approaches are aligned to effective implementation of the ACV9 and current evidence-informed research. They outline a ‘pedagogical framework’ is developed and is built from the work of university researchers. They explain the framework involves the concept of the Instructional Core, focusing on the relationship between the learner, the teacher and the content in the presence of the task.
- The principal and leaders mention the pedagogical framework contains 3 levels of feedback – feed forward, feed-up and feedback. They describe the instructional cycle, involving instructional leadership processes, which is embedded into the framework. Teachers articulate varied knowledge and understanding of the pedagogical framework. Leaders and some staff express a desire to implement opportunities for teacher collaboration focused on the 3 principles of pedagogy, to foster a shared understanding and guide the selection of effective pedagogical practices for delivering the ACV9.
- Some teachers talk about how they value the informal opportunities to discuss effective teaching practices with their colleagues. Many teachers describe their opportunities to engage in ‘before’ moderation, PLT, case management and ISP meetings each term. They mention these sessions foster some collaborative discussions regarding strategic adjustments in pedagogical practices during the delivery of their English units.
- Leaders describe engaging in learning walks and talks with teachers using Sharratt’s 5 questions⁵. Several teachers comment they appreciate sharing their practice and engaging with colleagues through this process to improve their teaching practices and curriculum knowledge. Some staff express they would value opportunities to engage in modelling, observations and feedback to facilitate reflection on and refinement of their pedagogical practices.
- The principal, leaders, staff and many students identify reading as a significant area for sustained focus. Some staff talk of an overlay of many literacy programs. The principal, leaders and some teachers convey a scope and sequence document for the teaching of reading is developed and included in English unit plans. Leaders mention the scope and sequence aligns R2L, text-

Improvement strategies

- **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.**
- Systematically enact collaborative processes for engaging leaders and teachers in modelling, observations and feedback to facilitate teachers’ reflection on and refinement of their pedagogical practices.

⁵ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.

Affirmations

Key findings

dependent questions, Heggerty⁶ and guided reading with the AC. They explain it also contains phonic knowledge and word recognition teaching sequences with links to classroom reading and home reader kits.

Improvement strategies

⁶ Literacy Resources, LLC. (2024). *A love of reading starts with a solid foundation*. Heggerty. <https://heggerty.org/>

Domain 9: Building school-community partnerships

Affirmations

- Students, staff, and leaders articulate, they value the strong partnership with the P&C, highlighting 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.
- Staff and students describe purposeful engagement with the wider community that enriches cultural, sporting, and curriculum programs. Strong partnerships, such as with Moreton Bay Environmental Education Centre (MBEEC), and participation in initiatives such as the Straddie Salute Triathlon Festival, farm excursions, and the school's bi-annual Celebremos event are embedded to provide authentic learning experiences. Students speak proudly of their involvement in community and global citizenship projects.

Key findings

- Staff, students, and parents describe a strong sense of welcome and belonging across the school. Families describe staff as 'friendly and approachable' and appreciate the school's efforts to embrace the individual needs of each child. Community leaders express confidence in the school's leadership and contribution to the broader community.
- Staff mention they value the opportunity to connect beyond the school through professional training and networks. They express interest in strengthening partnerships with local schools to share effective pedagogical practice, participate in moderation activities, and engage in curriculum and transition planning.
- Staff describe deliberate practices that support student transitions into, through, and beyond the school, including strong and growing partnerships with local high schools, early childhood providers, and the local Early Childhood Development Program (ECDP) are described as central to these efforts. Parents praise school-led Prep transition sessions, tours, and individualised support for students with disability and those with EAL/D.
- Teachers and parents highlight the school's commitment to clear and consistent communication. They describe communication tools such as newsletters, fortnightly updates, and scheduled interviews as supporting family engagement and learning conversations. Parents express satisfaction with the quality and frequency of feedback provided by teachers.
- Some teachers relay First Nations Australians' perspectives are addressed in curriculum units, particularly through Health and Humanities and Social Sciences (HASS), and are deepened through local learning experiences at MBEEC. Staff note these programs support student understanding of the histories and cultures of First Nations peoples.
- Staff and parents recognise the value of student voice in shaping school culture. Students speak positively about contributing to wellbeing initiatives, advocating for improvements to sporting equipment, and engaging in leadership and fundraising, including raising money for education in Cambodia and Containers for Change, as projects that foster connection and purpose.
- Local community leaders support and speak passionately and confidently of the school, recognising high levels of parent and community confidence. Staff, parents and students identify strong local links and value the sense of community and belonging within the school. Stakeholders highly appreciate the community involvement of the school.

Improvement strategy

- Strengthen professional learning partnerships with local schools to develop opportunities for sharing effective pedagogical practices, participating in moderation activities and engaging in curriculum and transition planning.

Student Performance

Governance

(i) Legend | Statewide Target ▼ Actual Performance ▽ Relative Performance