

# Carole Park 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

Carole Park 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	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	166
Aboriginal students and Torres Strait Islander students	26%
Students with disability	58%
Index of Community Socio-Educational Advantage (ICSEA) value	897

### About the review

 <p>3 reviewers from 27 to 29 May 2025</p>	 <p>117 participants</p>	 <p>34 school staff</p>
 <p>46 students</p>	 <p>34 parents and carers</p>	 <p>13 community members and stakeholders</p>

### Key improvement strategies

**Domain 8: Implementing effective pedagogical practices**

Systematically enact a whole-school approach to pedagogy to develop shared understanding of a broad range of effective, evidence-informed strategies for engaging students and improving achievement.

**Domain 5: Building an expert teaching team**

Systematically enact a collaborative capability development model to drive continuous professional learning with all staff.

**Domain 1: Driving an explicit improvement agenda**

Systematically enact clear line-of-sight opportunities in classrooms for leaders to monitor, support and provide feedback to teachers on the alignment of their practice with Annual Improvement Plan priorities and strategies.

**Domain 6: Leading systematic curriculum implementation**

Refine the whole-school approach for the teaching of reading to ensure it is planned for within units and embedded in the curriculum.

### Key affirmations



**Families express high levels of trust and confidence in the leaders and staff for successfully supporting their child to feel belonging, engagement and connection with their learning.**

Parents talk about a ‘love of the school’ and praise the high expectations all staff have for their child. Parents and community partners highlight the compassion shown by leaders, and particularly the role the principal has played in developing a school that shows ‘genuine care and support for their child and for them as family members’. They praise the work done to build a positive, supportive, caring, inclusive and connected community. Staff appreciate the high levels of trust the community places in them. They value working closely with parents and carers and appreciate the impact of successfully connecting with these families.



**Staff affirm how a shared commitment to a ‘student first’ approach within a calm, safe and engaging learning environment establishes a positive culture for learning.**

Staff indicate ‘the students’ are the priority and are ‘at the centre of everything we do’. They highlight how the positive and supportive nature of leaders enables them to focus on teaching and learning. Leaders appreciate the work of teachers and teacher aides in enacting the school-wide belonging and engagement expectations within their classrooms. Teachers praise the work of the teacher aides in their classrooms to collaboratively achieve and acknowledge positive outcomes for students. Students identify their teachers as being one of the best things about the school. They explain how teachers ‘make the time to ensure we can do our best’.



**Staff demonstrate a belief that every student can learn and enact their commitment by differentiating their approaches to meet the needs of every student.**

Teachers discuss the extensive range of classroom differentiation strategies used to engage students in learning. Staff highlight the benefit of students engaging in learning within their class of similar-aged peers. They discuss the importance of maximising the learning time for every student every day and how this occurs through high-quality differentiated and inclusive classroom practice. Parents describe the range of ways staff differentiate for the needs of their child and how this increased their interest and positive engagement with learning and school.



**Parents and community members praise the extensive, supportive partnerships which create and enhance opportunities for students and their families.**

Local support organisations speak of the level of trust between school staff and families and how this enhances their ability to positively support families. Parents highlight the importance and availability of playgroup and KindyLinQ for children prior to attending school. They identify attending school and Early Childhood Education and Care centres positively prepares their child for success. The chaplain highlights the role of the daily breakfast club, which is funded by community donations and the school and staffed by local volunteers, and explains how this prepares students for engaging with a day of learning.