

# Queens Beach 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

Queens Beach State School acknowledges the Traditional Owners of the lands, seas, skies and waterways, the Juru people. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

### About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	302
Aboriginal students and Torres Strait Islander students	27.8%
Students with disability	25.2%
Index of Community Socio-Educational Advantage (ICSEA) value	939

### About the review

		
3 reviewers from 19 to 21 November 2025	157 participants	41 school staff

  

		
86 students	19 parents and carers	11 community members and stakeholders

### Key improvement strategies

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

Collaboratively review roles and responsibilities of all staff, aligned with updated improvement priorities and staffing, to empower staff in delivering and monitoring improved student outcomes.

#### Domain 3: Promoting a culture of learning

Build staff knowledge and understanding of the decision-making processes and expectations aligned to the behaviour matrix to establish clarity of actions and processes that support student behaviour.

#### Domain 6: Leading systematic curriculum implementation

Systematically enact unit planning processes, integrating evidence-based practices for the explicit teaching of reading through the curriculum, to build teacher capability and consistent, effective practice.

#### Domain 8: Implementing effective pedagogical practices

Prioritise opportunities for professional collaboration, including sharing of research and staff discussion, to foster a shared understanding and language about pedagogy.

#### Domain 3: Promoting a culture of learning

Collaboratively review, with key stakeholders, school-wide communication processes to ensure timely and coordinated sharing of school information with staff, families and the community.

### Key affirmations



**Staff, students and parents celebrate a strong student-centred culture, characterised by a focus on learning and caring relationships that actively support wellbeing and learning outcomes.**

Leaders, staff and parents articulate a shared belief that all students can learn given the right supports. Staff emphasise their commitment to improving outcomes and describe working collaboratively to support engagement and wellbeing. Students speak appreciatively of the personalised support they receive to improve their learning. Staff and students celebrate the diversity of cultures and backgrounds, with teachers adapting practices to meet individual needs. Parents describe the collegiality and professionalism of staff and their dedication to knowing and supporting each child.



**Teachers value the strong culture of collegiality, collaboration, shared expertise and professional support that strengthens their practice and contributes to improved student outcomes.**

Teachers appreciate the opportunities for professional development, networking and collaboration provided through Professional Learning Communities (PLCs), noting these experiences deepen their expertise and promote the sharing of strategies and resources. They speak positively about long-standing external moderation with cluster schools, identifying the insights gained from colleagues as strengthening their professional practice. Teachers appreciate access to regional and external expertise. Many staff emphasise the benefits of collegial dialogue about student progress and working cooperatively to support students.



**Teachers and leaders promote a coherent curriculum that is collaboratively planned, clearly documented and responsively enacted, promoting moderation to share strategies designed to enhance learning outcomes.**

Staff describe a clear and coherent plan for whole-school curriculum provision, with year, band plans and unit plans supporting systematic delivery of the Australian Curriculum (AC). Teachers appreciate the clarity this provides in what to teach and assess, supported by planning guidance from two deputy principals, one of whom also serves as the curriculum coach. They praise colleagues' collaborative efforts to design learning that is challenging and interesting. Staff highlight learning walls, targeted strategies and active learning opportunities, noting these approaches strengthen engagement and support student improvement.



**Leaders, staff and families appreciate community partnerships that actively enhance student learning, wellbeing and successful transitions.**

Leaders highlight effective collaboration with regional and external agencies. Staff and community organisations describe extensive transition processes, noting the positive impact of visits and information sharing with cluster schools, agencies and kindergartens. Staff appreciate the support of the chaplaincy program, Girudala Community Cooperative Society and other services, in assisting with targeted support, alongside resources to sustain engagement for students and families. Staff and students speak positively about partnerships with local businesses, while leaders and Parents and Citizens' Association (P&C) members emphasise strong relationships that enrich learning and wellbeing.

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