

# Stafford Heights 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

We acknowledge the Traditional Custodians of the land on which Stafford Heights State School stands – the Turrbal and Jagera people. We pay our respects to their Elders past and present and recognise their ongoing connection to land, waters, and community.

### About the school

Education region	Metropolitan North Region
Year levels	Early childhood to Year 6
Enrolment	305
Aboriginal students and Torres Strait Islander students	17.1%
Students with disability	27.8%
Early Childhood Development Program (ECDP) registrations	17
Index of Community Socio-Educational Advantage (ICSEA) value	992

### About the review

 3 reviewers from 24 to 26 June 2025	 191 participants	 38 school staff
 114 students	 31 parents and carers	 8 community members and stakeholders

### Key improvement strategies

<b>Domain 6: Leading systematic curriculum implementation</b> Strengthen teachers’ knowledge and understanding of all aspects of the Australian Curriculum, to enhance their capability in curriculum planning, assessment, and reporting across all learning areas.
<b>Domain 8: Implementing effective pedagogical practices</b> Collaboratively build teachers’ capability in using a range of pedagogical approaches, practices and strategies, to support confident and consistent use of effective pedagogies that engage all students.
<b>Domain 5: Building an expert teaching team</b> Strengthen planned opportunities for teachers to learn from each other, including watching others work, coaching, mentoring, and feedback, to provide greater sustainability of professional learning.
<b>Domain 6: Leading systematic curriculum implementation</b> Embed quality assurance processes for leaders and teachers to monitor implementation of the intended curriculum and evaluate its impact on student outcomes in all learning areas.
<b>Domain 3: Promoting a culture of learning</b> Strengthen systems, processes and staff capability for Tiers 2 and 3 interventions, to support further improvement in students’ behaviour and engagement in learning.

### Key affirmations



**Teachers and teacher aides convey a strong belief that all students can achieve success when provided with appropriate support, which underpins the school’s positive learning culture.**

Staff articulate a shared moral purpose centred on making a difference for every student. Students articulate staff care about them and comment, ‘Our teachers really want us to do well’. Parents affirm staff members’ commitment to students’ learning and wellbeing, describing the school as a safe, nurturing and respectful environment. Leaders and teachers mention they consistently promote high expectations for every student, and indicate this is reflected in classroom practices and support structures across the school.



**Leaders describe a highly collaborative professional culture that fosters mutual respect, trust and a shared commitment to improving student outcomes.**

Staff and leaders describe a strong sense of collegiality, and a culture where ongoing professional learning is embraced. Leaders indicate they actively support this culture by aligning capability development opportunities to strategic priorities. Teachers express they value regular opportunities to engage in team-based curriculum planning, data analysis and academic case-management processes. Teacher aides and inclusion staff speak positively of their roles within year level teams.



**The principal and leadership team promote the strategic use of data to inform school priorities, guide decision-making, and celebrate improvement in student outcomes.**

Teachers articulate they engage in regular Throughout Moderation Cycle (TMC) sessions to analyse student achievement data and plan differentiated instruction. Staff highlight how these data conversations enable a deeper understanding of individual learners’ needs and support timely interventions. Leaders emphasise that the structured, whole-school approach to using data is central for improving students’ learning outcomes.



**Staff articulate inclusive practices are a strong feature of the school’s approach to teaching and learning and support collaborative planning.**

Teachers and support staff describe opportunities for collaboratively planning and implementing adjustments to meet the needs of students with disability and students with diverse learning needs. They describe enhanced Nationally Consistent Collection of Data on School Students with Disability processes through structured ‘adjustment meetings’ and consistent use of Personalised Learning Records. Inclusion staff convey they are valued members of teaching teams, contributing to planning and TMC processes. Students comment, ‘My teachers understand how I learn best and help me keep improving’. Staff express a commitment to ensuring every student is known, supported and able to access the curriculum equitably.