

Gleneagle 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

Jingeri. Gleneagle State School would like to respectfully acknowledge the Munnunjali peoples, the Traditional Custodians of this Country on which our school is built and our learning takes place. We pay our respects to the Munnunjali Elders past, present and emerging for they hold the memories, traditions and knowledge which they share with our jarjum. We recognise their strength and resilience as we grow and learn together in the spirit of kindness, friendship, honesty and respect.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	211
Aboriginal students and Torres Strait Islander students	16.6%
Students with disability	56.4%
Index of Community Socio-Educational Advantage (ICSEA) value	926

About the review

 <p>3 reviewers from 18 to 20 March 2025</p>	 <p>144 participants</p>	 <p>34 school staff</p>
 <p>74 students</p>	 <p>21 parents and carers</p>	 <p>15 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Refine school-wide priorities for student improvement to ensure they reflect system priorities and are informed by school data.

Domain 6: Leading systematic curriculum implementation
Create professional learning opportunities for strengthening staff capability in the effective teaching of reading to support the implementation of evidence-informed reading strategies across the Australian Curriculum (AC).

Strengthen processes for monitoring curriculum design and delivery to ensure the precise and systematic implementation of the AC.

Domain 8: Implementing effective pedagogical practices
Review school-wide processes to develop a shared language and understanding of pedagogy for supporting staff collaboration in making evidence-informed decisions appropriate to the learner, the learning and the curriculum.

Domain 7: Differentiating teaching and learning
Review and refine role and responsibilities of all Inclusion Team members to ensure evidence-informed approaches for supporting the engagement and learning of all students.

Key affirmations



Staff express they are united in their commitment to school priorities, improving student learning, social and emotional outcomes.
The principal and parents praise staff for their investment in the school and for going ‘above and beyond’ for all students. Leaders, teachers and teacher aides express their commitment to the school priorities of supporting students to progress both academically and socially. Students articulate that staff care for them and help them with their learning. Staff describe a collective commitment to supporting students to be ‘the very best version of themselves’. They recognise they are able to make a difference to every student.



Staff emphasise how a strong collegial culture across the school supports consistent curriculum delivery and an understanding of students.
Staff express they value positive, caring and trusting relationships. They describe open, honest and regular conversations with leaders and colleagues about student achievement, wellbeing and engagement. Staff highlight the teaching team’s collaboration as a genuine strength of the school. Parents describe staff and leaders as capable and committed. They express appreciation for the high level of staff commitment and praise the work they do in the school.



Staff describe how being invested in ensuring students are successful learners fosters a strong desire to improve their own practice.
The principal and leaders speak of how they support staff capability development and describe it as an important driver in improving student learning. They describe a wide range of professional learning opportunities to engage staff and encourage the development of a culture of learning across the school. Early career teachers express appreciation for mentoring and the support of leaders and colleagues as they begin their professional career. Many teacher aides articulate they value professional learning opportunities to improve their knowledge and skills.



Students praise how the range of opportunities across the curriculum allows them to pursue their interests and aspirations.
Parents and students recognise the significant effort of staff in providing the array of co-curricular and extra-curricular activities. Students specifically reference robotics, art, eco club, chess, swimming, sport, and the wellbeing hub. Student leaders express appreciation for opportunities to build their leadership skills, as well as representing their school at community activities throughout the year. Staff voice their pride in efforts to promote positive outcomes for all students.