Arundel 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

Arundel State School acknowledges the shared lands of the Bungjalung nation and the Kombumerri People of the Yugambeh-Bundjalung languages region.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	958
Indigenous enrolments	4%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	1027

About the review

4 reviewers from 13 to 16 August 2024	205 participants	76 school staff
70 students	42 parents and carers	17 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Strengthen processes to quality assure the implementation of the Australian Curriculum, including strong lines of sight, to support the full and systematic enactment of the intended curriculum.

Domain 8: Implementing effective pedagogical practices
Broaden leaders' and teachers' knowledge and understanding of the 3 principles of pedagogy, to support deliberate and responsive pedagogical decisions that are most effective in improving student learning.

Domain 7: Differentiating teaching and learning
Prioritise opportunities for staff collaboration and ongoing professional learning about inclusive education practices, to build collective understanding of and commitment to school-wide approaches to inclusion.

Domain 1: Driving an explicit improvement agenda
Strengthen leaders' capabilities in maintaining greater lines of sight, to realise the precise and successful enactment of the strategic plan.

Domain 2: Analysing and discussing data
Strengthen the use of monitoring strategies to identify evidence-informed pedagogies to inform teaching and learning at the classroom level.

Key affirmations

Leaders express a strong commitment to building and maintaining a positive school culture based on high expectations.
The principal highlights the dedication and commitment of staff and their relentless prioritisation of improving student outcomes. Staff take pride in knowing that the school National Assessment Program – Literacy and Numeracy data has consistently outperformed regional, state and national benchmarks for the majority of testing areas. Staff speak of seeking to ensure every student is engaged and learning successfully.

Staff members express high levels of commitment to realising improvements in students' learning outcomes.
Teachers describe, both individually and collectively, a commitment to continuous improvement. They express eagerness to expand their disciplinary knowledge. Teachers articulate they have an in-depth knowledge of students in their classes. They speak of tailoring their teaching to respond to the learning needs of each student.
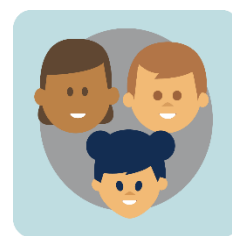
Leaders articulate a focus on student wellbeing.
Staff describe a tiered intervention continuum, delineating levels of wellbeing support matched to student needs. Leaders indicate that pre and post data analysis occurs for all interventions. They describe a range of initiatives and structures, focusing on optimising the wellbeing of students.

Leaders and staff describe an ongoing commitment of connecting with parents and the wider community.
Community members, staff and students praise the 'Mental Wealth Day' and the opportunities for authentic connections that occur. Early childhood educators speak positively of the support provided by the school's 'transition navigator' in 'getting the school ready for each child'. Principals of nearby schools speak in strong and supportive terms about the proactive contribution of the principal and other staff to the work of the cluster. Representatives of both Parents and Citizens' Association and school council indicate there is a strong purposeful partnership between the school and the parent community.