

Yarrabilba 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 would like to acknowledge the Traditional Custodians of the land on which Yarrabilba State School is built, the Guginin peoples. We also acknowledge the Mununjali people as cultural caretakers for this area. Yarrabilba means ‘Place of Song’ and is known to be a place for meeting and sharing. We pay our respects to our Elders past and present for paving the way, holding the memories, passing on of knowledge and for their ongoing spiritual connection to Country. We pay our respects to our emerging leaders for their valuable role in continuing our knowledge and sharing our culture.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	840
Aboriginal students and Torres Strait Islander students	12.5%
Students with disability	19.9%
Index of Community Socio-Educational Advantage (ICSEA) value	942

About the review

 4 reviewers from 22 to 24 July 2025	 175 participants	 66 school staff
 58 students	 35 parents and carers	 16 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Strengthen instructional leadership practices and line-of-sight processes to support the implementation of improvement strategies, monitor programs and ensure consistent, sustained enactment of the Annual Implementation Plan (AIP).
Domain 8: Implementing effective pedagogical practices Formalise opportunities for using student data in discussions about pedagogy to build staff capability in identifying effective teaching practices that enhance student engagement and learning.
Domain 6: Leading systematic curriculum implementation Broaden teachers’ knowledge and understanding of the teaching of reading through the Australian Curriculum to inform a whole-school approach to teaching, monitoring and assessing students’ progress in reading.
Domain 5: Building an expert teaching team Broaden opportunities for collegial learning, including mentoring, coaching, watching others work, peer observation and feedback, to enable teachers to reflect and learn from each other’s practices.
Domain 7: Differentiating teaching and learning Systematically enact a whole-school approach to planning and implementing accessible, challenging and engaging differentiated learning experiences to promote high expectations and improved outcomes for all students.

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Key affirmations



Staff highlight how the strong and collaborative leadership team and investments in wellbeing and professional growth foster a positive culture built on trust and high expectations.

Leaders emphasise their strong commitment to continuously improving teaching and learning and fostering high expectations for school improvement and student outcomes. Staff comment on how the principal’s calm, collaborative and approachable leadership style has significantly contributed to a positive school culture centred on engagement and wellbeing. They mention this is further supported by targeted investments, Professional Learning Teams (PLT) and strong community partnerships. Leaders and staff remark that these initiatives create a productive and optimistic environment for learning for students, staff and the school community.



Teachers and leaders emphasise how using a range of data in PLTs, moderation practices and monitoring processes informs teaching and learning and improves student outcomes.

Leaders prioritise using a variety of data sets to drive the improvement agenda and ensure teaching and learning strategies address student and staff needs. Teachers value the PLT process for its role in facilitating data analysis, discussions about student progress and targeted teaching through the ‘spotlight students’ strategy. Leaders comment on how school moderation practices, including Before, After, End processes, have strengthened curriculum alignment. Teachers highlight how building their capability in using evidence-informed teaching strategies and analysing data to inform decisions about teaching and learning is supporting them in implementing AIP strategies and driving students’ improved academic performance.



Leaders and staff celebrate how partnerships with families, trauma-informed practices and programs such as Reboot enhance student engagement and wellbeing

Staff and leaders share a strong belief that every student can achieve their potential when provided with the right supports, and emphasise taking an individualised approach to teaching and building respectful relationships. They speak appreciatively of how the Reboot program provides students with tools for self-regulation that enhance their engagement and wellbeing, speaking of how this has supported the development of a calm, orderly learning environment. Teaching staff emphasise that positive relationships between teachers, parents and students and strong community partnerships are prioritised to support student success. Staff express pride in their collegial relationships and the cultural initiatives that position the school as a valued ‘member’ of the community.



Leaders and staff speak appreciatively of how collaborating and sharing expertise through PLTs, curriculum planning and moderation practices drives a positive workplace culture and continuous professional growth.

Teaching staff express a strong commitment to ongoing professional growth and embracing practices that effectively meet the diverse needs of all learners. Leaders highlight how PLTs across year levels enable collaborative curriculum planning and moderation practices. Teachers value the support of cohort and curriculum leaders to build their knowledge and understanding in aligning curriculum, teaching, learning and assessment. They comment that clear expectations for implementing evidence-informed teaching strategies and structured literacy instruction have enhanced their capability and fostered a shared sense of optimism that together staff can make a difference to student outcomes.

