

Goodna 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

Goodna State School acknowledges the lands traditionally owned by the Yerongpan people, part of the Jaggera/Yuggera/Ugarapul language group. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan South
Year levels	Prep to Year 6
Enrolment	654
Aboriginal students and Torres Strait Islander students	17.1%
Students with disability	36.4%
Index of Community Socio-Educational Advantage (ICSEA) value	912

About the review

 <p>3 reviewers from 16 to 18 September 2025</p>	 <p>145 participants</p>	 <p>48 school staff</p>
 <p>62 students</p>	 <p>27 parents and carers</p>	 <p>8 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Build collaborative processes for developing the strategic plan with staff and community members to foster a shared understanding and collective responsibility for enacting improvement priorities.

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

Broaden opportunities for collaboratively engaging staff in whole-school planning for the effective teaching of reading to ensure reading is embedded and taught across the curriculum.

Domain 8: Implementing effective pedagogical practices
Enact professional learning in effective pedagogical practices to build a shared understanding and language about pedagogy and inform a whole-school approach.

Domain 7: Differentiating teaching and learning
Identify opportunities for clarifying the school’s inclusion strategy, including guidelines, roles and responsibilities, to build teachers’ shared understanding and capability in implementing inclusive practices.

Key affirmations



Staff highlight the strong ‘Hero Culture’, which is underpinned by trust and high expectations, fosters belonging, celebrates diversity, and creates a positive environment where every student is valued.

Staff express a strong sense of commitment to the school and the students, and a shared belief in every child’s success. Teachers describe their work as positively influencing the lives of students, reflecting high expectations and consistent practices aligned with the Hero Culture. Leaders and staff express they celebrate the rich cultural diversity of the student body, ensuring all students feel they belong. Leaders and staff highlight the benefits of shared approaches in fostering caring and supportive learning environments for students.



Leaders and staff speak appreciatively of a culture of collegiality, collaboration and professional learning that builds staff capability, supports reflective practice, and contributes to student learning and wellbeing.

Leaders actively promote collegial relationships within teams and across year levels, establishing a collaborative and supportive environment for staff. Staff articulate strong collegiality within teams, valuing collaboration and shared practices that drive improved student learning outcomes. Teachers value the teamwork and professional learning opportunities available. They speak of the watching others work model as meaningful professional learning with colleagues, which builds reflective practice, enhances professional growth, and contributes to improved student learning outcomes.



Staff emphasise how systematic planning and effective practices strengthen a whole-school approach to curriculum and pedagogy, and develop a shared understanding that improves student engagement and learning.

Leaders articulate a coherent plan for curriculum implementation is supported by band and unit plans, Curriculum Gateway resources, and aligned assessment processes. Teachers note they value the role of leaders in supporting collaborative planning and moderation through Curriculum and Development meetings. They speak appreciatively of how these promote professional conversations and sharing, which enhances the consistency of processes, teaching and learning, decision making and discussions of students’ work. Leaders and teachers describe using inclusive practice and differentiation strategies such as ‘Bump it up’ walls and reading goals. Staff affirm evidence-informed pedagogies positively impact student learning, progression and classroom success.



School community members highlight the strong community connections, intergenerational pride, and valued partnerships with multiple agencies and community groups that enhance student wellbeing, enrich learning, and strengthen engagement.

Parents, staff and students articulate pride in the school’s longstanding role within the community, emphasising strong intergenerational ties. Leaders highlight extensive partnerships with agencies, community groups, and universities that contribute to student wellbeing, learning and engagement. Parents express they value the diverse opportunities offered in The Arts, Science, sport and technology. They recognise staff commitment to building positive relationships. Leaders describe comprehensive transition programs from early years to Prep and into secondary schooling, ensuring students experience smooth transition pathways and are well prepared for ongoing success.

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