

Park Avenue 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

Park Avenue State School acknowledges the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	157
Indigenous enrolments	30.57%
Students with disability	17.9%
Index of Community Socio-Educational Advantage (ICSEA) value	908

About the review

 2 reviewers from 21 to 23 May 2024	 114 participants	 25 school staff
 66 students	 19 parents and carers	 6 community members and stakeholders

Key improvement strategies

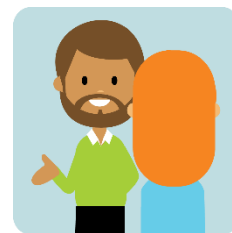
<p>Domain 2: Analysing and discussing data Prioritise leaders' strategic analysis of systemic and school-based data sets, including triangulation and disaggregation of data, to effectively identify and respond to outcomes and performance trends in comparison to similar schools.</p> <p>Domain 1: Driving an explicit improvement agenda Collaboratively refine and clarify school improvement priorities, including action plans, to empower staff in enacting agreed practices to improve student learning.</p> <p>Domain 6: Leading systematic curriculum implementation Review and refine the 3 levels of curriculum planning, considering vertical alignment, to ensure all students receive their curriculum entitlement across the years of schooling.</p> <p>Domain 8: Implementing effective pedagogical practices Consolidate staff understanding of evidence-informed pedagogies to support teachers in determining and employing effective pedagogies considerate of the curriculum, the learner and the learning.</p> <p>Domain 5: Building an expert teaching team Create a comprehensive professional learning plan that details a broad range of opportunities for capability development to support implementation of the Annual Implementation Plan (AIP) and meet the needs of staff.</p>

Key affirmations



Teachers create classroom cultures that provide students with a strong sense of belonging.

Staff communicate a belief that all students can learn successfully. They work hard to understand student backgrounds and plan differentiated learning experiences. Parents describe the school as having a 'small-school, family feel', where 'everybody knows your name'. Students positively acknowledge their teachers and other members of the teaching team. Parents comment that teachers are approachable and supportive.



Staff express they appreciate the ongoing support of colleagues and describe the positive professional intent in their work.

Leaders relate that collaborative processes are driving continuous refinement in teaching and learning and express they appreciate the dedication and commitment of staff. Teachers engage in Quality Teacher Rounds (QTR), which provide opportunities for peer observation and feedback. Professional Learning Communities (PLC) are established to support the collaborative implementation of key elements of the improvement agenda. Teachers value the opportunity to work with colleagues on improving their professional practice.



Teachers express they value planned opportunities to collaborate on developing curriculum units.

Teachers express they appreciate the time to co-plan at a sector level with the curriculum leader and teacher colleagues. Teachers refer to well-established moderation practices at After and End junctures. They describe working with leaders, within sectors, and with cluster schools to understand assessment requirements, deepen their curriculum knowledge and check consistency of judgement. Parents express satisfaction with knowing what their child is learning and how they are going with their learning.



Teachers speak confidently about how they consider differentiated teaching and learning practices.

Teachers describe using a planner to consider differentiation strategies to enhance student learning. Teachers speak of using the Universal Design for Learning (UDL) framework to consider reasonable adjustments to ensure all students are able to access and participate in the teaching and learning cycle. Teachers explain that the Nationally Consistent Collection of Data on School Students with Disability (NCCD) process provides them with high levels of confidence and clarity in catering for the diverse needs of students.