

Ironside 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 reviews, 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

Ironside State School acknowledges the shared lands of the Turrbal and Yagera people of the Yagera language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	926
Indigenous enrolments	< 1%
Students with disability	6%
Index of Community Socio-Educational Advantage (ICSEA) value	1169

About the review

 4 reviewers from 13 to 16 February 2024	 238 participants	 83 school staff
 100 students	 42 parents and carers	 13 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Refine roles and responsibilities for staff to clarify individual accountabilities aligned to improvement agendas and priorities.

Domain 6: Leading systematic curriculum implementation

Sharpen teacher clarity of assessment practices expected in the P–12 curriculum, assessment and reporting framework (P-12 Framework) to support next steps in learning, consistent judgments and accurate reporting against the achievement standards.

Domain 8: Implementing effective pedagogical practices

Develop and implement an action plan that supports teachers' capability development and guides the enactment of effective teaching practices within a whole-approach school approach.

Domain 5: Building an expert teaching team

Systematically enact collegial engagement practices, including observation, coaching and mentoring, to provide teaching staff with regular opportunities for feedback to enhance their practice.

Domain 7: Differentiating teaching and learning

Strengthen staff capability in implementing effective differentiation practices to support diverse student learning and wellbeing needs.

Key affirmations

The school community values a holistic approach to engaging students in a strong culture of learning and wellbeing.



Leaders, teachers and parents discuss the importance of focusing on academic excellence as well as the holistic development of students. Teachers discuss the range of in-school and co-curricular programs supporting students, including diverse learners and high-achieving students. Parents, students and staff recognise the positive impact of the 'Chappy Squad' program in building student leadership capability and providing an extensive range of enrichment programs and support services. A high value is placed on resourcing co-curricular programs that enhance student learning. Parents express their child appreciates having access to these services and convey these are a valued aspect of the school's identity.

Student voice and agency is a key feature of teaching and learning.



Leaders and teachers describe providing a relevant and engaging curriculum, through an inquiry learning approach. Students discuss a strong understanding of inquiry and how this supports their learning. Teachers outline the positive impact of student agency. Students communicate knowing what it means to be successful in their learning and co-construct next steps for improved academic performance.

Teachers and leaders recognise the value of collegiality in enriching teaching and learning practices.



Teachers, leaders and parents articulate that this is a great school. Staff express optimism for the future direction of the school and are committed to exploring ways to see continued school improvement. Leaders refer to 'the strength of the team' as a key component in effective teaching and learning. Teachers speak positively of the high levels of collegial support and sharing within year level and teaching teams. They comment that both formal and informal collaboration opportunities enable them to learn from each other.

Productive partnerships are fostered to enrich student learning, engagement, wellbeing and opportunity.



Leaders and staff welcome families as partners in their child's learning. Purposeful engagement is nurtured to deepen family and wider community connections. Leaders identify the Parents and Citizens' Association (P&C) and school council as key partners in supporting the implementation of agreed school priorities. Parent members of the P&C and school council speak positively about relationships with leaders and other staff. Leaders articulate that a mutually beneficial partnership is established with the University of Queensland's (UQ) School of Education Advisory Committee. This partnership enhances preservice teacher development and teacher recruitment processes.