

# Everton Park 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

Everton Park State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	549
Aboriginal students and Torres Strait Islander students	5.6%
Students with disability	20.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1084

### About the review

 <p>3 reviewers from 5 to 7 August 2025</p>	 <p>169 participants</p>	 <p>48 school staff</p>
 <p>72 students</p>	 <p>38 parents and carers</p>	 <p>11 community members and stakeholders</p>

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**

Collaboratively strengthen staff knowledge and understanding of the Australian Curriculum (AC) to inform alignment of documented school curriculum plans with the AC and the K–12 curriculum, assessment and reporting framework.

**Domain 7: Differentiating teaching and learning**

Strengthen teacher capability through professional learning opportunities to support the implementation of differentiation strategies that engage, challenge and extend all students.

**Domain 5: Building an expert teaching team**

Systematically enact professional learning opportunities that enhance staff knowledge and understanding in the effective teaching of reading to embed agreed practices for teaching reading through the curriculum.

**Domain 1: Driving an explicit improvement agenda**

Review and refine leaders’ roles and responsibilities to prioritise strategic and instructional leadership aligned to the Annual Implementation Plan.

**Domain 3: Promoting a culture of learning**

Further refine the whole-school approach for supporting student behaviour and wellbeing to ensure agreed systems, processes and expectations are clear and consistently implemented.

### Key affirmations



**Staff celebrate the strong sense of collegiality, collaboration and teamwork that defines a workplace culture, drives organisational success and creates a positive environment.**

Leaders and staff express their commitment to building a culture of positive relationships. Staff express appreciation for high levels of professional support offered by leaders and colleagues. They emphasise the leadership team’s commitment to listening and responding to input through Voice Meetings. Parents speak appreciatively of the commitment of all staff to support their child’s learning and engagement.



**Staff, parents and community members emphasise the strong sense of community that builds trust and supports student success through shared values, open communication and active engagement.**

Leaders, staff, parents and students value the sense of community and belonging. Parents describe the school as welcoming and inclusive of diversity. Parents speak of staff as being approachable and committed to students and their learning. They value the communication they receive from teachers and leaders. Staff and parents speak proudly of the range of school community celebrations including Rainbows for Ruby, National Aborigines and Islanders Day Observance Committee (NAIDOC) Day and Harmony Day, which unite the school community. Students affirm their awareness of the 6 values that guide much of their learning about building relationships to foster a positive learning community.



**Staff emphasise how the school’s belief in ‘Creating Quality’ is realised through continuous professional learning, enhancing collective capability to achieve positive outcomes for students.**

Leaders express a commitment to building a professional learning community to promote high expectations for students’ learning, wellbeing and engagement. They highlight prioritising a comprehensive professional learning plan to enhance staff capability to deliver positive outcomes for students. Staff highlight having access to a wide range of professional learning, commenting this has increased their confidence and capability to continuously improve teaching and learning. They describe these opportunities, including watching others work, book studies, co-teaching and online learning.



**Parents praise how staff care for students, which fosters a supportive learning environment where students thrive academically, socially and personally.**

Students emphasise their teachers are ‘kind and caring’. Staff value applying Choice Theory<sup>1</sup> through the Get Happier Project to create a happy place for students to learn, based on trust, cooperation, care and respect. Staff and students talk positively about the Kagan Co-operative Learning<sup>2</sup> structures and how they promote working productively and collaboratively with others to reinforce the importance of demonstrating care and respect. They comment that this helps them to learn from and with each other.

<sup>1</sup> Glasser Australia. (2024). *What is choice theory?* Glasser Australia. <https://glasseraustralia.com.au/>  
<sup>2</sup> Kagan Australia. (2025). *Kagan Cooperative Learning Australia*. <https://www.kaganaustralia.com.au/>