

Cleveland 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 touch the ground and Acknowledge the ones that walked before us, the Traditional Custodians of the land: the Goenpul, Ngugi and Noonuccal People, the Original First Nations People of the Quandamooka Region. We reach up and touch the sky and Acknowledge the Future Elders and leaders of our country and that is us. We touch our hearts and Acknowledge we are all here sharing and learning together.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	559
Indigenous enrolments	6.4%
Students with disability	21.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1015

About the review

 3 reviewers from 29 to 31 October 2024	 207 participants	 55 school staff
 91 students	 48 parents and carers	 13 community members and stakeholders

Key improvement strategies

- Domain 6: Leading systematic curriculum implementation**
Review the 3 levels of planning, with regional support, to ensure alignment with system requirements and support systematic curriculum delivery.
- Domain 3: Promoting a culture of learning**
Broaden staff and stakeholder understanding of how restorative practices foster a positive learning and working environment to enhance consistency of, and support for, implementing this approach.
- Domain 1: Driving an explicit improvement agenda**
Further refine leaders' roles, responsibilities and accountabilities to enable clear line of sight into classroom teaching and learning, and promote positive and purposeful visibility of leaders.
- Domain 6: Leading systematic curriculum implementation**
Further refine unit planning processes to align curriculum, teaching and assessment, and broaden teachers' understanding of the relevant achievement standards being assessed.
- Domain 7: Differentiating teaching and learning**
Sharpen the vision for inclusive education, clarifying the model of support, to build a shared understanding to drive practices that effectively meet the diverse learning needs of all students.

Key affirmations



School community members speak proudly of their connection to the school and appreciate the many opportunities provided for students to pursue their interests and talents.

Members of the school community describe well-established school-community partnerships that enhance student outcomes. Students comment positively about the many external events they participate in. These include the Anzac Day parade and Dawn Service, Readers Cup, cluster sports, Fanfare and Wakakirri. Leaders express gratitude for the coordinator and team of volunteers who operate the breakfast club. They praise the support of local business partners and community members. Staff speak appreciatively of local Elders who collaborate with them and offer their advice and support for school routines and celebrations. Leaders explain that transitions to Prep and Year 7 are prioritised and supported by an extensive program of visits and information sharing between schools, agencies and kindergartens.



Leaders and staff emphasise that staff and student wellbeing is highly prioritised.

Leaders promote positive relationships as foundational to making a difference for student learning, engagement and wellbeing outcomes. Parents speak highly of teachers' commitment to supporting their child. Leaders express appreciation for the staff involved in the Student Wellbeing Committee, the Wellness Committee for staff, and Ngali Gunara (Indigenous champions' group). Students highlight the wide range of co- and extra-curricular activities available. These include Science, Technology, Engineering and Mathematics activities, the School Leadership Program, instrumental music, dance, team sports, camps, National Aborigines and Islanders Day Observance Committee Week events, the bi-annual musical and Wakakirri. Staff and students convey they embrace and celebrate diversity of culture, religion, and background. Teachers share stories of their students' academic and social successes, speaking of how the school's culturally safe environment supports students to excel.



Staff describe a strong sense of collegiality and remark they enjoy working in a caring, team-orientated workplace.

Staff express appreciation for the personal and professional support they receive from colleagues and leaders. They highlight teaching teams' willingness to share resources and planning workload. Teachers speak positively about regular opportunities for professional learning. They express appreciation for informal opportunities to learn from each other's expertise, including through Watching Others Work. Leaders and staff describe recent professional learning opportunities, including participation in the regional Explicit Teaching of Reading cluster and local cluster of schools, and engaging with a regional Senior Education Officer – Capability.



Leaders highlight a commitment to driving school improvement as a united group and working with staff to ensure every student realises their potential.

Leaders speak of how the many opportunities offered for students to develop their talents and interests exemplifies the school motto 'Learning for Life'. The principal and all members of the leadership team articulate they have high expectations for themselves as leaders. Teachers express high expectations of students and their learning. In the 2024 School Opinion Survey, 100% of students, 97% of staff and 95.4% of parents agreed with statements regarding teachers having high expectations for students to do their best. Leaders speak positively about recently engaging with staff in reflective processes to gauge school improvement progress made since the previous review.