

# Parke 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

Parke State School acknowledges the shared lands of the Butchella nation. We pay our respects to their Elders, past and present.

### About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	54
Aboriginal students and Torres Strait Islander students	6%
Students with disability	22%
Index of Community Socio-Educational Advantage (ICSEA) value	951

### About the review

 <p>2 reviewers from 20 to 21 May 2025</p>	 <p>62 participants</p>	 <p>10 school staff</p>
 <p>41 students</p>	 <p>5 parents and carers</p>	 <p>6 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively build the strategic plan, identifying the vision, values and aspirations of stakeholders, to support a shared direction for the school's future.


**Domain 6: Leading systematic curriculum implementation**  
Broaden teachers' knowledge and understanding of evidence-informed approaches to the teaching of reading to support the delivery of reading through the Australian Curriculum (AC).

Strengthen moderation practices within and beyond the school, to further build staff knowledge of the AC and effective use of achievement standards, in informing assessment practices.

**Domain 8: Implementing effective pedagogical practices**  
Formalise opportunities for professional conversations with teachers and leaders to support a shared understanding, language, beliefs and perspectives about pedagogy.


**Domain 5: Building an expert teaching team**  
Formalise school-wide and cluster processes for observations and feedback for teaching staff, to learn from each other's teaching practices.

### Key affirmations




**Staff, students and parents describe their sense of pride in the school and how this underpins their strong willingness to contribute to its success.**

Staff convey how positive relationships impact learning. They speak of knowing all students individually. Staff, students and parents communicate a sense of belonging and their shared optimism for the future. Students describe a range of strategies used to celebrate their achievements and explain they value how teachers support their learning and wellbeing. They celebrate opportunities for learning and playing together, and comment that staff motivate them to learn, make new friends and be part of the community.




**Staff convey they are united in their commitment to working together to improve the quality of teaching and learning throughout the school.**

Staff speak positively about the strong professional relationships that underpin the learning culture. They describe mutual trust and support as key features of their daily work. The principal highlights capability development through professional learning is a key pillar in the school improvement agenda. Teaching staff express appreciation for the opportunity to collaborate with colleagues on curriculum, teaching, and assessment during staff meetings. They speak positively of the high levels of collegial support and sharing across the school.



**The principal and staff express how their strong belief that all students can learn successfully supports teaching staff to make a difference to student outcomes.**

Staff talk about an ethos focused on 'the child' as the learner. Teachers and teacher aides describe their high expectations for student learning and discuss setting goals to ensure processes are consistent for supporting students to improve. Students highlight how they receive verbal and written feedback as part of the learning process to help them improve. The principal mentions daily conversations in class with students to check for understanding and provide explicit and guided instruction. Student leaders express they value opportunities to make positive contributions to the school, other students, their learning and the community.



**Staff express they are committed to knowing every student and building partnerships with parents and community groups to enhance students' learning and wellbeing.**

Staff, students and parents value the school's engagement with the broader educational community as a means of extending learning opportunities for students. Teachers and students celebrate partnerships with other small schools, including sporting activities and community celebrations, as important in developing sporting capability and enriching school spirit. Students comment they appreciate opportunities to connect with students from other schools.