

Yandina 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

Yandina 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	North Coast Region
Year levels	Prep to Year 6
Enrolment	361
Aboriginal students and Torres Strait Islander students	8.6%
Students with disability	27.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1003

About the review

 3 reviewers from 16 to 18 September 2025	 131 participants	 39 school staff
 48 students	 33 parents and carers	 11 community members and stakeholders

Key improvement strategies

- Domain 6: Leading systematic curriculum implementation**
Systematically enact evidence-based planning for reading instruction to support consistency in the teaching of reading through the Australian Curriculum (AC).
- Domain 8: Implementing effective pedagogical practices**
Refine the school-wide approach to the teaching of reading to build staff knowledge of effective pedagogical practices for teaching reading through the AC.
- Domain 7: Differentiating teaching and learning**
Strengthen staff knowledge of differentiation practices to ensure all students are appropriately supported to progress in their learning.
- Domain 2: Analysing and discussing data**
Prioritise developing staff data literacy, in alignment with the data plan, to support staff in making data-informed decisions about teaching and learning.
- Domain 8: Implementing effective pedagogical practices**
Broaden teaching staff members’ understanding of evidence-informed pedagogical practices to support the selection of the most appropriate pedagogies for the curriculum, the learning and the learner.

Key affirmations



- Teaching staff emphasise how their colleagues’ professional generosity and the close working relationships within their teams support professional learning, wellbeing and a positive school culture.**
Staff speak appreciatively of being part of the school community. They describe a culture of ‘connectedness’ within which colleagues support and check in on each other. Teachers and students express they ‘love the school’. Teacher aides highlight their inclusion in staff meetings, articulating they feel like ‘true partners’ in teaching teams and celebrating their contributions to progressing student learning. Teachers emphasise leaders’ approachability and describe high levels of trust in the leadership team. They speak appreciatively of leaders’ willingness to provide informal feedback, on request, about their moderation practices and following learning walk and talks.
- Parents highlight how staff members’ care for, and respond to, their child’s needs, which contributes to a strong sense of belonging in the school community.**
Parents emphasise staff members’ care for their child and willingness to do ‘whatever it takes’ to holistically support families through challenges. They express they ‘cannot speak highly enough’ of the staff and their work to support students to succeed. Students remark they have a very ‘friendly’ school with teachers who encourage them to do their best and where learning is a key focus. Parents describe staff as approachable and mention that leaders are highly visible throughout the school day. They highlight the school’s positive reputation for being inclusive and community focused.
- Staff emphasise how the locally contextualised curriculum and use of effective pedagogical practices support students’ engagement in learning and improve academic outcomes.**
Staff speak of how they contextualise the curriculum to reflect and incorporate local events and priorities. They celebrate how meaningful and relevant curriculum delivery fosters significant student engagement in learning. Students articulate they enjoy opportunities to apply their learning through engaging in local events and initiatives. Teachers emphasise they use visible learning to build students’ assessment literacy. They describe using learning walls, providing feedback and supporting students to know what they need to do to achieve an ‘A’. Students highlight how they know what success looks like and articulate next steps to improve their work.
- Staff highlight their contributions to professional learning teams that provide leadership opportunities and leverage their personal strengths and interests to help drive the improvement agenda.**
Leaders explain they have established 4 professional learning teams to explore next steps for school improvement in the priority areas of curriculum, inclusion, wellbeing and engagement, and school culture. Participants outline how they explore next steps for progressing improvement priorities and provide feedback to leaders. Leaders emphasise intentionally prioritising opportunities for aspiring leaders to extend their skills. They describe how they monitor the progress of aspiring leaders and take pride in their success.
- Parents speak appreciatively of how student wellbeing is prioritised and supported through dedicated resources, a wellbeing centre and a shared commitment among leaders and staff.**
Student and staff wellbeing are priorities within the Annual Implementation Plan. Leaders speak of how they allocate resources to enhance student wellbeing in line with this priority. Staff express they value the establishment of the wellbeing centre and how it provides students with strategies to manage stress and regulate emotions. Students highlight the positive impact this space has on their wellbeing, speaking of how activities at the centre help them find an internal sense of calm.

