

# Undurba 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

Undurba State School acknowledges the shared lands of the Undumbi nation and the Undumbi people of the Undurba language region. 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                                                    | 923                       |
| Aboriginal students and Torres Strait Islander students      | 7.3%                      |
| Students with disability                                     | 12.6%                     |
| Index of Community Socio-Educational Advantage (ICSEA) value | 1016                      |

### About the review

|                                                                                                                                  |                                                                                                              |                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <br>4 reviewers from<br>1 to 3 September 2025 | <br>251 participants      | <br>69 school staff                         |
| <br>124 students                              | <br>51 parents and carers | <br>7 community members<br>and stakeholders |

### Key improvement strategies

|                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1: Driving an explicit improvement agenda</b><br>Further refine the strategic focus and practices for communicating the improvement agenda among all stakeholders to support collective understanding of school improvement priorities and strategies. |
| <b>Domain 5: Building an expert teaching team</b><br>Build teachers' understanding of contemporary evidence-informed practices for the teaching of reading to enhance capability in teaching and assessing reading through the curriculum.                       |
| <b>Domain 6: Leading systematic curriculum implementation</b><br>Strengthen processes and line of sight practices for monitoring curriculum implementation to support the full and systematic enactment of the intended curriculum.                              |
| <b>Domain 8: Implementing effective pedagogical practices</b><br>Build teachers knowledge and understanding of the school wide approach to pedagogy to enhance teachers' pedagogical repertoires and capability in selecting the most appropriate pedagogies.    |
| <b>Domain 7: Differentiating teaching and learning</b><br>Strengthen staff capability in differentiated teaching and learning practices to ensure all students are appropriately engaged, challenged and extended, including highly capable learners.            |

### Key affirmations



**Leaders, staff, students and parents celebrate how strong relationships and a positive school culture support student learning, wellbeing and engagement.**

Leaders and staff describe how they prioritise fostering positive relationships with students and families to support student learning, wellbeing and engagement. Students speak highly of the relationships they have with their teachers. Students and staff speak of how the 4 school values of *'I care for myself, I care for my learning, I care for others, I care for my school'* drive a positive school culture. Parents speak appreciatively of how the school culture effectively supports their child's learning, engagement and wellbeing.



**Leaders and staff describe how they work to provide fun and engaging learning experiences that enable all students to 'aim for the best' and experience success.**

Leaders and staff communicate the mantras *'every student's achievement matters and is celebrated'* and *'aim for the best and achieve extraordinary things'*. Staff, parents and students highlight leaders' and teaching teams' dedication, commitment and professionalism in their work to support the learning, wellbeing and engagement of every student. Leaders and teaching staff highlight the focus on ensuring students are engaged in learning. Students appreciate how teaching staff create fun, engaging and supportive classrooms.



**Staff highly value the trust and collegiality within their strong teaching teams, celebrating how this facilitates collaboration and sharing.**

Staff highlight the strong levels of trust that underpin their professional and interpersonal relationships. They praise the support they receive from leaders to enact their roles. Teachers describe how they share resources and engage with colleagues in data discussions, problem solving and curriculum planning. They articulate how they support each other to develop skills to better support all students. Teachers describe how collegiality and mutual trust within their year level teams creates an environment that is conducive to sharing and collaboration.



**Leaders describe supportive, positive partnerships with the wider community that provide students with access to a range of learning, sporting and cultural experiences.**

Community members speak appreciatively of the range of sporting and cultural experiences provided to students in addition to opportunities to celebrate student achievement and engage parents in their child's learning. Parents praise the work of staff and community members in providing activities that support student learning, wellbeing and engagement. Staff and community members speak proudly of the mutual benefits of the 'Intergenerational Program' through which students engage with residents of a local retirement village. Leaders staff and parents highlight the support of the Parents and Citizens' Association (P&C) in providing services and resources to enhance school programs. Family members discuss the strong transition programs for students entering Prep and junior secondary.