

Ingleside 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

Ingleside 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	South East Region
Year levels	Prep to Year 6
Enrolment	60
Aboriginal students and Torres Strait Islander students	3.3%
Students with disability	13.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1054

About the review

 <p>2 reviewers from 11 to 12 November 2025</p>	 <p>51 participants</p>	 <p>10 school staff</p>
 <p>22 students</p>	 <p>10 parents and carers</p>	 <p>9 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively refine and communicate targets, timelines and measures for regularly monitoring the Annual Implementation Plan (AIP) to build shared ownership of the improvement agenda.

Domain 3: Promoting a culture of learning
Systematically enact a multi-tiered system of supports (MTSS) to deliver an evidence-informed approach for targeted and intensive learning, engagement and wellbeing support.

Domain 2: Analysing and discussing data
Broaden leader and teacher capability in analysing and disaggregating student data to inform targeted and tailored interventions and practices.

Domain 6: Leading systematic curriculum implementation
Develop a whole-school reading framework, aligned with evidence-based approaches, to support the consistent teaching of reading through the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning
Broaden teaching staff capability in identifying and implementing appropriate differentiated teaching and learning strategies to challenge and extend students across the curriculum.

Key affirmations



Staff express a commitment to a culture of continuous improvement through evidence-informed practices, collaborative expertise and professional growth to enhance student learning outcomes.

The principal conveys a strong commitment to evidence-informed practices, ensuring professional learning is guided by current research and expert knowledge from within and beyond the school. They emphasise the importance of continually building staff capability to enhance teaching and learning, fostering a culture of professional growth. Teachers mention actively seeking opportunities to improve their practice with the sharing of professional expertise among colleagues recognised as positively influencing student outcomes. Students appreciate their teachers’ dedication to supporting their learning and helping them achieve success.



The principal fosters a learning environment by promoting collaboration, open communication and shared responsibility to create a unified and supportive school culture.

Parents and staff commend the principal’s expertise and leadership in fostering a collaborative and inclusive school culture. Staff highlight their shared commitment to improving student outcomes through cohesive teamwork and professional learning. Teachers value the principal’s transparent communication and alignment of strategic priorities. They affirm the principal fosters a collaborative and professional learning culture which is highly valued by parents and staff. Staff appreciate the high levels of clarity and open communication from the principal regarding strategic priorities.



Staff promote student engagement and success by embracing diverse learning needs, adapting teaching strategies and providing meaningful feedback to support individual growth.

Teachers express a strong commitment to enhancing student engagement and differentiation through their dedication to understanding and implementing the AC. They value collaborative curriculum planning with the principal and appreciate the time allocated for these efforts, which has significantly improved their practices. Teachers emphasise the importance of knowing their students and adapting teaching strategies to meet diverse learning needs. Students and parents’ express gratitude for the supportive and caring relationships fostered by staff, which underpin academic and personal success.



Staff prioritise cultivating authentic and trusting relationships with the community to strengthen partnerships which enhance student learning, engagement and wellbeing outcomes.

The principal and teaching staff prioritise building authentic and trusting relationships with the community, fostering mutual benefits for student learning, engagement and wellbeing. Parents appreciate the principal’s approachability and responsiveness, contributing to the school’s positive reputation, as reflected in the 2025 School Opinion Survey (SOS) which shows 92.3% of parents agree with the statement ‘This is a good school’. Parents value contributions of staff that further strengthen the school’s supportive and inclusive community, celebrating student success and fostering a safe and disciplined environment.