

Surfers Paradise 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

Surfers Paradise State School acknowledges the Traditional Custodians of this land. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions and the culture of Aboriginal and Torres Strait Islander people across the nation.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	610
Aboriginal students and Torres Strait Islander students	4.2%
Students with disability	33.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1038

About the review

 3 reviewers from 5 to 7 November 2025	 169 participants	 73 school staff
 57 students	 25 parents and carers	 14 community members and stakeholders

Key improvement strategies

<p>Domain 7: Differentiating teaching and learning Finalise and communicate multi-tiered system of supports (MTSS) processes to enhance staff knowledge and consistent implementation of practices that support, engage, challenge and extend all learners.</p> <p>Domain 3: Promoting a culture of learning Collaboratively review and refine the whole-school approach to behaviour support, clarifying roles, responsibilities, and Tier 2 and Tier 3 processes, to ensure consistent practices across the school.</p> <p>Domain 6: Leading systematic curriculum implementation Formalise the planning, teaching and assessing of reading in all learning areas to consolidate a whole-school approach to teaching reading through the AC.</p> <p>Domain 8: Implementing effective pedagogical practices Systematically enact professional conversations about the principles of pedagogy to support the consistent school-wide implementation of evidence-informed teaching strategies.</p> <p>Domain 1: Driving an explicit improvement agenda Prioritise all leaders' consistent engagement in instructional leadership practices to build collective leadership capability and support the effective implementation of improvement priorities.</p> <p>Domain 4: Targeting school resources Systematically review and evaluate human and financial resource allocations to ensure they align with priorities, effectively maximise student outcomes and are sustainable.</p>

Key affirmations



Staff highlight a culture of collegiality and collaboration, noting how this contributes to their personal and professional growth and job satisfaction.

Staff articulate they value collaboration and describe the collegial and collaborative nature of teaching teams as a genuine strength of the school. They emphasise how their cohort teams work together, sharing resources, problem-solving and supporting one another to enhance teaching and learning practices. Staff emphasise the importance of collegiality and teamwork in enhancing the quality of teaching and learning and driving improved student outcomes. They comment the principal's calm and consultative leadership style fosters a positive staff culture.



Leaders and teachers voice a commitment to data-informed practices and decision making to ensure strategic priorities, resourcing and teaching are responsive to student needs.

Leaders affirm the Annual Implementation Plan (AIP) is developed using data and supported by research-informed strategies. Teachers discuss collecting, analysing, and using diagnostic data to inform teaching practice and intervention planning. Leaders describe how data is used to set whole-school Level of Achievement (LOA) targets in the AIP and monitor progress over time, which ensures that strategic priorities and resource allocations remain responsive to students' needs. Positive Behaviour for Learning (PBL) team members speak of using data to monitor student engagement and behaviour trends and inform the development of whole-school lessons that promote positive behaviour.



Teachers value opportunities to plan with colleagues, speaking of how this collaboration enhances the quality of teaching and learning and lifts student outcomes.

Teachers value the structured opportunities for collaborative planning provided through termly curriculum planning days and weekly Professional Learning Teams (PLT) meetings. They describe how PLTs enable them to share teaching strategies and discuss curriculum implementation. Staff appreciate the resource commitment from leaders that enables release time for curriculum planning. They highlight this investment supports them to work closely with their teams, Literacy Leader and Head of Department – Curriculum (HOD-C), expressing a view that this collaborative approach is instrumental in building effective teaching teams.



Students articulate staff members' dedication to fostering a vibrant and engaging learning community makes them feel valued and supported.

Students appreciate the diverse and extensive range of extracurricular activities available, which foster excitement, creativity and engagement. They describe these opportunities as a highlight of their school experience, providing them with enjoyable and enriching ways to explore their individual interests and talents while enhancing their learning. Students value their teachers for being caring, approachable and responsive to their individual needs. They describe how this support contributes significantly to a positive and nurturing environment where they feel encouraged to thrive and succeed.