Labrador 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

We, the students and staff of Labrador State School, would like to acknowledge the Kombumerri saltwater people, as the traditional caretakers of the land on which we meet. We respect their connection to country, water, land, sky, flora and fauna.

We also pay our respects to Elders past, present and future and extend that respect to all First Nations peoples here today as they hold the memories, traditions, culture and hopes for our Indigenous peoples.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	673
Aboriginal students and Torres Strait Islander students	6.7%
Students with disability	15.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1004

About the review

3 reviewers from 15 to 17 July 2025	204 participants	58 school staff
94 students	47 parents and carers	5 community members and stakeholders

Key improvement strategies

Domain 7: Differentiating teaching and learning
Collaboratively develop a whole-school inclusion model, enhancing staff understanding of equity, inclusion and differentiation, to maximise learning outcomes for all students.

Domain 3: Promoting a culture of learning
Collaboratively develop a student wellbeing framework that aligns social and emotional learning, trauma-informed practices and agreed behaviour support processes to enhance students' wellbeing and engagement.

Domain 1: Driving an explicit improvement agenda
Review and refine leaders' and key teachers' roles and responsibilities to provide clarity and ensure consistency in driving the improvement agenda.

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared understanding and language about the principles of pedagogy to determine pedagogies appropriate for the school context, the curriculum, the learning and the learner.

Domain 5: Building an expert teaching team
Formalise peer observations and feedback cycles to build staff expertise, promote peer learning and enhance teaching quality in priority areas.

Domain 6: Leading systematic curriculum implementation
Enact practices for collaboratively engaging staff in whole-school planning, to ensure the teaching of reading is embedded and consistently implemented across all curriculum areas.

The domains reproduced are taken from the *School Improvement Tool* © 2023 Australian Council for Educational Research. Used with permission.

Key affirmations

Staff highlight building strong connections with families and community organisations to enhance student engagement, wellbeing, learning and opportunity.

Parents and community members describe feeling welcomed and included in school life. They explain that events such as discos and academic assemblies are appreciated as opportunities to build positive relationships and celebrate student achievement. Parents and community members affirm relationships are prioritised and open, and honest communication occurs with a focus on students. Families express they value the school's transition program with local kindergartens as a successful initiative for strengthening connections and improving transition outcomes. Representatives from a range of community organisations speak positively about building productive relationships with the school to enhance opportunities for students.

Teachers and support staff describe high levels of collegiality and collaboration that enhance teaching and learning.

Staff articulate the value of year level team structures and shared professional learning opportunities to refine their practice. Teachers highlight the importance of working together informally and through scheduled Professional Learning Teams to analyse student data and inform next steps in teaching and learning. They express they value collective efficacy and shared accountability for driving a strong culture of continuous improvement. Leaders and classroom teachers communicate they value the contributions of teacher aides to support student engagement and learning. Teacher aides express feeling valued and supported, with leaders providing time for joint learning to strengthen classroom partnerships and capability.

Parents and students value the positive culture fostered by staff to maximise student engagement, wellbeing and achievement.

Leaders emphasise the school's vision underpins a shared commitment to grow a culture of learning that 'inspires minds, nurtures children and creates futures of choice'. Staff, students, and parents describe the school as a safe and supportive environment where all students are known, welcomed, and encouraged to succeed. Leaders and staff express they value the positive, trusting relationships established with key stakeholders. They foster a sense of belonging and productive partnerships with families to support each child's wellbeing and learning. Staff, students and parents convey rewards processes and celebratory events are implemented to consolidate connections. Students comment that the recently adopted theme of 'kind is cool' is having a positive impact on interactions.

Staff emphasise a deep belief in personalising and targeting teaching to foster success for every student.

Leaders affirm knowing students well is key to engaging them in learning and ensuring they make progress, regardless of their starting point. Teachers convey a shared belief that all students can achieve success in learning when appropriately engaged, challenged and supported. Staff and parents highlight how inclusion is prioritised. Leaders promote building a culture of 'unconditional positive regard using inclusive practices' and affirm the importance of providing appropriate resources and support to maximise students' engagement, wellbeing and learning. They express a commitment to enhancing student engagement by differentiating teaching and learning to cater for a wide range of needs.

Queensland Government