

Biggera Waters 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

Biggera Waters State School acknowledges the Kombumerri People and honours their spiritual connection to this land of Gwonda and Biggera Waters where we come together. We pay our respects to the past, present and emerging Aboriginal and Torres Strait Islander Elders all around Australia. May their strength and wisdom be with us today as we learn and grow.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	717
Aboriginal students and Torres Strait Islander students	5.6%
Students with disability	17.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1028

About the review

 3 reviewers from 2 to 4 September 2025	 175 participants	 56 school staff
 75 students	 30 parents and carers	 12 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Broaden the distribution of leadership responsibilities aligned to the Annual Implementation Plan (AIP), across aspiring staff, to build leadership capacity and capability for driving school improvement.

Domain 5: Building an expert teaching team
Strengthen leaders' capability in modelling instructional leadership practices, aligned with school priorities, to enhance collective expertise in leading the improvement agenda.

Domain 8: Implementing effective pedagogical practices
Formalise opportunities for leaders and teachers to determine and document effective pedagogies, in line with the 3 principles, to inform a whole-school approach to pedagogy.

Domain 6: Leading systematic curriculum implementation
Broaden teachers' knowledge and understanding of using assessment tools for the teaching of reading through the Australian Curriculum (AC) to inform a consistent whole-school approach for monitoring and assessing students' reading progress.

Domain 7: Differentiating teaching and learning
Sharpen teachers' capability in using Tier 1 interventions to support tailored adjustments for all students.

Key affirmations



Staff, parents and students describe how clear communication of the school values and expectations for student learning, engagement and wellbeing support a positive learning environment.

Staff describe how the school culture reflects a shared belief that all students can learn successfully. Parents speak positively about how expectations for learning, engagement and wellbeing have been communicated and underpin the school's approach to improvement. Staff, students and family members celebrate their strong sense of belonging to the school. They describe the positive impact of displaying the 3 school values of *'Be safe, Be a Learner and Be respectful'* around the school. Students talk about how the values guide them in understanding and enacting expected behaviours at school.



Leaders celebrate how collaborating with stakeholders to enact the school vision 'Kids First' promotes student agency and high expectations for school and student improvement.

Leaders highlight how all stakeholders are encouraged to contribute to improvement priorities. They describe opportunities for consultation and collaboration through the Parents and Citizens' Association (P&C), staff meetings and mechanisms that capture student voice. Parents convey they are optimistic about the school's next steps. Staff convey they feel valued and supported and share their appreciation for the leadership team's approachability.



Staff describe working together to plan, monitor and celebrate practices that support all students to feel safe, happy and connected to their learning.

Leaders and teachers celebrate a shared commitment to supporting all students to be safe and happy at school. Parents comment that staff are supportive and actively encourage their child to have a positive connection with learning. Students mention that staff are helpful and care about them and their learning. Staff describe collaboratively planning processes to support students to meet school-based targets for learning. Teachers speak of collaboratively developing differentiation planners to plan for, monitor and review practices that support student learning.



Teachers and leaders describe a focus on continuously building capability, including for aspiring and emerging leaders, to collectively lift student outcomes.

Members of the leadership team describe how ongoing opportunities are provided for teachers to work together and learn from each other, including through year level teams, Positive Behaviour for Learning (PBL) focus groups, and 'HUB' teams. They articulate this work is driving the development of a school-wide professional team of highly capable staff. The principal discusses how they model professional learning and build networks with colleagues to support teachers' and leaders' capability development and lift student learning outcomes across multiple schools. Staff highly value participating in Capability and Development Sessions (CDS) to enhance their teaching practice.