

Gindie 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

Gindie State School acknowledges the Traditional Custodians of the country on which the school is located and pays respect to their Elders, past and present.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	28
Indigenous enrolments	0%
Students with disability	17.9%
Index of Community Socio-Educational Advantage (ICSEA) value	999

About the review

 2 reviewers from 18 to 20 June 2024	 55 participants	 15 school staff
 22 students	 8 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Prioritise a review of whole-school curriculum provision planning to ensure systematic implementation of the Australian Curriculum.

Domain 8: Implementing effective pedagogical practices
Broaden opportunities for staff to engage in professional learning, conversations and instructional coaching to foster a shared understanding and language about effective pedagogy.

Domain 1: Driving an explicit improvement agenda
Collaboratively sharpen targets aligned to the Explicit Improvement Agenda (EIA), with accompanying timelines and measures, to reinforce high expectations and shared responsibility for next steps in school improvement.

Review and refine strategic and operational roles and accountabilities, aligned to the EIA, to empower staff in driving and monitoring school improvement priorities.

Key affirmations



Staff, parents and students describe the positive, caring and trusting relationships that underpin the school.

Staff explain they prioritise building and maintaining strong relationships with students and families. They describe how they actively seek to reinforce the calm tone and ‘family atmosphere’ of the school. Parents express appreciation for the strong communication from the school and the supportive, respectful nature of interactions with staff. Students talk about the care they receive from the staff, commenting ‘they know us well and help us to achieve what they know we can do’. Staff speak of how mutual trust and support contributes to wellbeing within the school community.



Teachers celebrate instructional coaching as a strongly embedded and valued process for collaborating with colleagues.

Teachers convey they value opportunities to discuss data, curriculum and pedagogy and to plan next steps for student learning. They express appreciation for opportunities to collaborate through the instructional coaching cycle, which provides time to watch each other work, co-teach and give and receive feedback on practice. They comment that instructional coaching is ‘some of the best professional learning we do’.



Members of the school community comment the school is highly regarded and has strong community connections.

Parents, staff and students articulate a strong sense of belonging and pride in the school, commenting on multi-generational links. They describe the school as the ‘nucleus of the community’. The Parents and Citizens’ Association is active in supporting the school through highly valued annual events that provide financial support to enhance student learning and engagement. Parents express appreciation for the high-quality education their child receives.



Leaders, staff and students speak of highly valued partnerships with the local small schools cluster and other organisations.

The principal and cluster colleagues speak of staff members’ commitment to collegial engagement priorities that enhance staff capability and wellbeing. They describe how joint cluster activities provide additional sporting, social and learning opportunities for students. Staff and parents value the strong partnerships with universities and other organisations provide allied health services and programs that contribute to student wellbeing and engagement.