

Salisbury 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

Salisbury State School acknowledge the shared lands of the Turrbal and Jagera nations.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	306
Indigenous enrolments	6.5%
Students with disability	21.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1064

About the review

 3 reviewers from 29 to 31 October 2024	 113 participants	 39 school staff
 39 students	 27 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Review leaders' strategic, instructional and operational roles, responsibilities and accountabilities to provide clarity about their role in driving school priorities.
Strengthen targets linked to the strategic plan and Annual Implementation Plan to monitor school priorities, evaluate the impact of actions and enable staff to identify areas of success to celebrate.

Domain 5: Building an expert teaching team
Enact processes enabling all leaders to have a purposeful instructional presence in classrooms to support priority areas of improvement.

Domain 2: Analysing and discussing data
Build leaders' and teachers' capability in analysing and using a range of data, including disaggregated data sets for target groups, to inform decisions about differentiation and monitor student outcomes.

Domain 7: Differentiating teaching and learning
Strengthen staff capability for implementing evidence-informed, effective differentiation practices and strategies to meet the learning, engagement and wellbeing needs of students with diverse and complex needs.

Domain 6: Leading systematic curriculum implementation
Strengthen whole-school moderation processes at multiple junctures to support the alignment between teaching, learning, assessment and the curriculum.

Key affirmations



Parents and community partners speak highly of the school, describing a strong sense of community and belonging.

The whole-school community prides itself in working to build positive and caring relationships between students, staff, parents and the community. Stakeholders talk about the community feel of the school. This partnership is underpinned by collaboration and supportive, respectful relationships. The Parents and Citizens' Association (P&C) is active and works in an organised and coordinated manner to support targeted enhancements. Parents and staff articulate their appreciation of the work done by P&C members to actively fundraise for school resourcing upgrades, equipment and the provision of special events.



Staff, parents and the community value the school's approach to supporting Prep transitions.

Staff and parents describe the 'Little Salisbury Serpents' Prep transition program that operates a weekly playgroup during Terms 3 and 4. Staff and parents express they value the Prep transition program as an opportunity to identify Kindergarten children who may benefit from early intervention. They also detail the importance of building strong relationships with early childhood providers and families before children begin their official learning journey in Prep. Parents express appreciation for the support provided for their child's individual learning needs.



Staff articulate a culture of trust is established between staff and leaders.

Teachers comment they are considered trusted professionals and feel supported by leaders. Staff speak highly of their teaching teams and colleagues. They describe a culture of mutual respect and support. They describe their willingness to help each other out and informally share practice and resources. Staff detail how the leaders are approachable and supportive. They speak of their appreciation for leaders' open-door policy.



The leadership team, staff and community members are committed to maintaining and enhancing an inclusive environment.

All stakeholders refer to the school's strong reputation in the local community for delivering learning programs which are responsive to each individual student's learning and wellbeing needs. Students speak of the work of teachers in supporting their needs. Staff describe their commitment to improving outcomes for all students. Parents speak of the caring nature of staff and describe the school as a 'school of choice' for their family.