

Petrie Terrace 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

Insert from report – from school context section

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	289
Indigenous enrolments	2.5%
Students with disability	18.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1136

About the review

 3 reviewers from 20 to 22 August 2024	 136 participants	 40 school staff
 59 students	 24 parents and carers	 13 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively develop clear strategies, actions, and targets, within the strategic plan and Annual Implementation Plan (AIP) to drive the future improvement agenda.

Domain 7: Differentiating teaching and learning
Implement the identified next steps in the school-wide approach to inclusion to maximise engagement, achievement and wellbeing outcomes for all learners.

Domain 6: Leading systematic curriculum implementation
Enact processes for moderating student work samples at multiple junctures, to support teachers to make adjustments throughout the teaching and learning sequence to meet the needs of learners.

Domain 8: Implementing effective pedagogical practices
Broaden opportunities for collegial discussions about pedagogies to develop a shared understanding and language about evidence-informed pedagogy.

Domain 3: Promoting a culture of learning
Build staff capability in supporting a range of diverse learners to maintain a positive learning environment that supports and encourages a culture of continuous learning.

Domain 5: Building an expert teaching team
Implement the agreed processes for collaborative capability development to foster a culture of continuous professional learning.

Key affirmations



Parents and staff highlight the motto ‘Our little town’ perfectly captures the strong sense of community within the school.

Staff speak of the school environment reflective of the belief that all students are welcome and valued. Staff express, ‘We don’t just enrol a child into the school, we enrol the whole family’. Parents remark ‘this is a great school’, describing a feeling of belonging. Students talk about their love of coming to school each day.



Staff and parents describe a caring and compassionate culture.

Staff express a genuine care for the students and discuss how they value knowing each student and their family. Students communicate they value the support their teachers provide and their efforts to make learning ‘enjoyable and engaging’. Parents emphasise the positive, small school, inclusive culture as the ‘best thing about the school’. They mention participation and cooperation in a range of activities as providing daily ‘joyful moments’ for their child.



Staff describe collegiality and collaboration as the key to the school’s positive culture.

Staff express a commitment to continuously improve their professional practice. They value the collegiality and support provided by their sector team and describe it is a source of ongoing learning. Staff comment their co-workers are more than colleagues, they are a group of friends.



Parents appreciate the school’s range of communication techniques that keep them informed.

Parents express support for the variety of communication approaches, including positive SMS and class ‘WhatsApp’ groups. Leaders highlight a community calendar events list that is distributed to parents each term. Parents explain how this supports their planning to be more involved in their child’s education.

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