

Regents Park 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

Regents Park State School acknowledges the shared lands of the Yagara and Gugingin nations and the Yagara and Gugingin people of the Yugumbir language region.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	632
Indigenous enrolments	8.1%
Students with disability	21.2%
Index of Community Socio-Educational Advantage (ICSEA) value	966

About the review

 3 reviewers from 30 July to 1 August 2024	 172 participants	 56 school staff
 82 students	 29 parents and carers	 5 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Build a united and cohesive leadership team to support consistent practices, clarity of purpose and drive shared accountability for all school priorities.</p> <p>Domain 3: Promoting a culture of learning Create opportunities and practices for leaders and staff to authentically collaborate to foster a collegial culture of mutual trust and respect.</p> <p>Domain 7: Differentiating teaching and learning Strengthen shared understanding and capability in inclusive education practices to ensure every student is supported to realise their potential.</p> <p>Collaboratively review the model of support for diverse learners to maximise effective use of staff expertise and provide appropriate learning opportunities for all students.</p> <p>Domain 6: Leading systematic curriculum implementation Collaboratively refine assessment and moderation processes to ensure vertical curriculum alignment and support consistency of teacher judgements.</p>
--

Key affirmations



Leaders and staff express a strong commitment to supporting all students to achieve.

Leaders and staff speak of working to continuously improve teaching and learning and address barriers to student success. Leaders place a high priority on evidence- and research-informed school improvement strategies that support student engagement and achievement. Staff emphasise that all students can learn successfully and that, working together, they can make a difference for every student.



Teachers and teacher aides speak highly of the support from colleagues.

Teachers and teacher aides comment that collegial support contributes to professional wellbeing. Teachers describe the benefit of year level meetings and the Collaborative Inquiry Cycle for collaboration and targeted professional learning. Leaders and parents recognise the teaching team's expertise. They value the professionalism of staff and their commitment to improving practice.



Teachers value opportunities to work together and build capability.

Teachers express appreciation for time allocated to observe others through the Watching Others Work process. Teachers emphasise the collaborative approach to planning within year level teams. They highlight that they value how this approach supports consistency in planning and delivering the curriculum.



Staff place a high value on positive early childhood transitions.

Staff discuss the importance of building productive relationships with families and relevant services to support a successful transition to Kindergarten and school. A range of staff support the KindyLinQ program, making connections with families and Early Childhood Education and Care centres. Parents speak of valuing KindyLinQ and the school's playgroup. They talk about how the early childhood programs and Prep transitions support their child as they start schooling.