

Burpengary Meadows 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

Burpengary Meadows State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	711
Aboriginal students and Torres Strait Islander students	7.6%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	995

About the review

 3 reviewers from 19 to 21 August 2025	 151 participants	 50 school staff
 51 students	 44 parents and carers	 6 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Review and refine leaders' roles and responsibilities aligned with the Annual Implementation Plan (AIP) priorities to clarify accountabilities for progressing the improvement agenda.

Domain 5: Building an expert teaching team
Prioritise capability building in the teaching of reading to support teachers' understanding of how students learn reading and enhance the teaching of reading through the Australian Curriculum (AC).

Domain 6: Leading systematic curriculum implementation
Systematically enact opportunities for further developing teachers' capability in planning for the effective teaching of reading to ensure the consistent teaching of reading across the AC.

Domain 5: Building an expert teaching team
Prioritise developing instructional leadership capability, focused on reading, for leaders and teachers to support the implementation of consistent, evidence-informed classroom teaching and learning.

Domain 2: Analysing and discussing data
Develop processes for collaborative and strategic analysis of data sets aligned with priorities to ensure teachers can access data for informing, monitoring and progressing teaching and learning priorities.

Domain 8: Implementing effective pedagogical practices
Develop a school-wide evidence-based approach to the teaching of reading that informs pedagogical approaches to the teaching of reading across the curriculum.

Key affirmations



Staff celebrate a collegial and supportive environment where all staff work together to deliver their shared vision 'One team. Every Student. Succeeding'.

Leaders highlight the collaborative development of a staff charter promoting a shared vision. They emphasise the ways of working are 'Positive, Supportive, Respectful and Professional'. Leaders voice these values are drivers for staff, student and community expectations. They describe how implementation of the charter has supported a strong collegial culture, fostering collective responsibility and continuous improvement for staff and students. Staff express a belief every student can be successful. 2024 School Opinion Survey (SOS) data shows 100% of parents and carers agree with the statement 'Teachers at this school expect my child to do their best'.



Teachers emphasise the value of continuous learning to promote their own and students' personal growth and development, enhance their practice and make a positive impact on student learning and wellbeing.

Leaders and teachers celebrate how the Critical Friends Network (CFN) initiative supports their professional learning with local cluster schools. They highlight how undertaking observations and feedback of professional practice supports the development of a professional learning community characterised by collaboration and teamwork. Leaders and teachers speak of how they provide feedback to foster student belief in their ability. They highlight an intentional approach to encourage student voice and ownership of learning. Students praise the provision of feedback from teachers and how it supports improvement in learning.



Students appreciate how school staff care for them, treat them with respect, and hold high expectations for them to do their best.

Students emphasise staff demonstrate positive and caring relationships which makes them feel valued, respected and safe. They express how this is an important contributor to their sense of belonging and supports their attendance and engagement. Parents and carers appreciate the extensive care and attention provided to meet the needs of their child. School staff voice an understanding of the importance of positive, caring, and trusting relationships to student success, wellbeing and engagement.



Parents and carers celebrate being part of a strong educational community where connection, support, and shared purpose nurture learning and student wellbeing.

Leaders promote the intentional creation of opportunities to build strong partnerships with parents and carers and how this enhances student engagement, wellbeing and parent connection to the school. Leaders share a strong belief that frequent and positive staff and parent interactions are a key to successful student engagement and wellbeing. Students and parents and carers speak proudly of the opportunities that create a family-focused environment and foster a strong sense of community. Parents and carers value the visibility of the principal and the approachability of staff.