

Lake Clarendon 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

Lake Clarendon State School acknowledges the shared lands of the Yuggera Ugarapul people and thank them for allowing us to work together, share knowledge and walk alongside them in the education of our young ones.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	153
Aboriginal students and Torres Strait Islander students	15.7%
Students with disability	19.6%
Index of Community Socio-Educational Advantage (ICSEA) value	970

About the review

 2 reviewers from 7 to 10 October 2025	 83 participants	 26 school staff
 32 students	 19 parents and carers	 6 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Strengthen internal and external moderation processes and collaborative planning opportunities to support staff understanding of the Australian Curriculum (AC), full and systematic curriculum enactment, and Level of Achievement judgements.

Domain 7: Differentiating teaching and learning
Implement professional learning in differentiated teaching and learning to develop a shared understanding of differentiation and enhance teachers' capability in delivering learning experiences that meet students' diverse needs.

Domain 6: Leading systematic curriculum implementation
Consolidate planning processes for embedding the teaching of reading through the AC to promote a clear and consistent school-wide approach to reading instruction.

Domain 8: Implementing effective pedagogical practices
Consolidate instructional routines for the teaching of reading to foster clear expectations for, and consistent practice in, reading instruction across the school.

Domain 1: Driving an explicit improvement agenda
Collaboratively refine the Annual Implementation Plan to narrow the focus and enhance collective understanding and ownership of the improvement agenda.

Key affirmations



Staff, students and parents celebrate the strong school community in which everyone is accepted and cared for, resulting in a shared sense of belonging and acceptance.

Staff, students and parents celebrate the inclusive and welcoming school culture. They describe school community members as accepting and talk about how everyone 'looks out for' one another. Staff value how implementing the Second Step program has further developed this culture by encouraging students to connect with peers and reflect on each other's feelings, and teaching students how to engage positively with others. Students emphasise how the program teaches them to connect with others, think about how they are feeling and respond.



Staff, students and parents highlight how high expectations are clearly communicated and reinforced, which results in a calm, orderly environment that supports learning, engagement and wellbeing.

Staff, parents and community members praise students' behaviour. Staff and students emphasise that students know and demonstrate the expected behaviours, and understand the methods for recognising positive choices. Students explain how signage around the school outlines the expectations, in line with the school rules. They express appreciation that their peers abide by the school expectations. Staff emphasise how the clarity of expectations contributes to a positive culture that they 'don't want to leave'. Parents and carers describe a culture in which wellbeing, belonging and respect are valued and high expectations for academic achievement are set.



Students emphasise how feedback and modelled exemplars on learning walls help them know what success looks like and identify the next steps to improve their work.

Leaders and teachers emphasise the consistent use of learning walls across all classrooms. Students highlight how teachers provide them with feedback by referring to the success criteria and examples of work displayed on learning walls. They value how teachers provide specific feedback aligned to the marking guide on areas to improve their work. Students voice how this improves their understanding of what they have to do and their results.



Leaders highlight how effective data collection and monitoring processes positively impact student engagement, wellbeing and learning.

The principal emphasises the value of collecting student behaviour data to track progress and highlight improvements in behaviour. The principal, leaders and staff note that analysing behaviour data provides an opportunity to celebrate successes, refine behaviour initiatives and enable teachers to share effective student engagement practices. Leaders articulate they monitor attendance data with follow-up processes and reward systems to support high attendance. The principal highlights that attendance rates are above statewide targets and relative comparison data.