

Rangeville 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

Rangeville State School acknowledges the shared lands of the Jagera, Giabel and Jarowair people of the Yuggera, Barunggam and Djakunda language region where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	717
Aboriginal students and Torres Strait Islander students	8%
Students with disability	15%
Index of Community Socio-Educational Advantage (ICSEA) value	1038

About the review

 3 reviewers from 19 to 21 February 2025	 126 participants	 51 school staff
 36 students	 33 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively establish systems, processes, protocols and accountabilities for leaders to provide consistent ways of working and opportunities to measure the impact of leadership in driving the Explicit Improvement Agenda.

Domain 6: Leading systematic curriculum implementation
Formalise a range of collaborative curriculum planning processes and implementation practices to support teachers and leaders in consistently implementing the Australian Curriculum with integrity.

Domain 5: Building an expert teaching team
Sharpen discussions between leaders and teachers at Professional Learning Teams meetings to deepen the shared understanding of curriculum, teaching and learning.

Broaden opportunities for all staff to engage in collegial learning, to foster reflections on professional practices and support the implementation of school priorities.

Domain 6: Leading systematic curriculum implementation
Systematically enact moderation of student work at multiple junctures in the teaching and learning sequence to enhance consistency of teacher judgements and inform curriculum planning.

Key affirmations



The principal promotes the use of data and research to unite staff with a common purpose of enacting the vision of every student ‘learning, achieving and growing every day’.

Staff articulate a strong commitment to improving outcomes for students. They describe actions, including refining teaching and learning, and supporting learners with additional needs aligned to the expectation that all students will make excellent progress, highlighting the importance of academic success, engagement and wellbeing. Parents speak appreciatively of the information they receive about what their child is learning and their learning progress.



Staff highlight building positive, caring and trusting relationships with colleagues and students, and speak of how this contributes to student success.

Staff express they are committed to supporting students and their colleagues. They speak of the collegiality, care and support they share with each other when working within teams. They describe working together to build and maintain mutually respectful relationships. Students highlight the caring and supportive way staff assist them with their learning as one of the best things about the school.



Staff convey their willingness and commitment to engaging in professional learning to continually improve their practice.

Leaders articulate that building staff capability is central to progressing student learning. They describe collaboration as essential to school improvement, and explain how they work towards building a culture focused on professional learning. Staff communicate that working together builds their knowledge and understanding of teaching and learning. They express pride and professional satisfaction in working at the school.



Parents proudly highlight the school traditions and community connections with the school that contribute to a strong sense of belonging.

Parents praise the range of engaging learning opportunities for their children. They speak of how these respond to student needs and interests and add value to student learning. They express high regard for the Music program and the opportunities it provides for student learning and engagement. Parents comment that approaches taken by staff to provide opportunities and connections through music program activities contribute to student wellbeing and positivity for the future.