

Browns Plains 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

We would like to acknowledge the Traditional Custodians of the land on which Browns Plains State School is built, both Yuggera and Gugingin country. We acknowledge the Traditional Custodians who share stories and connection to the lands on which we walk today. We pay our respects to their Elders past and present and emerging, for they hold the knowledge and wisdom that has been passed down through generations.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	690
Aboriginal students and Torres Strait Islander students	12.5%
Students with disability	21%
Early Childhood Development Program (ECDP) registrations	92
Index of Community Socio-Educational Advantage (ICSEA) value	932

About the review

 3 reviewers from 5 to 8 August 2025	 212 participants	 59 school staff
 120 students	 26 parents and carers	 7 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Collaboratively sharpen strategic priorities and accountabilities, to enhance shared ownership and understanding of the improvement agenda and commitment to agreed targets, actions and strategies.</p> <p>Domain 6: Leading systematic curriculum implementation Collaboratively review and refine unit planning to ensure curriculum, teaching, pedagogy and assessment align.</p> <p>Domain 7: Differentiating teaching and learning Formalise and systematically enact a school-wide multi-tiered system of supports targeting learning, engagement and wellbeing needs to provide a clear structure, roles, processes and strategies for implementing differentiated supports.</p> <p>Domain 5: Building an expert teaching team Further refine and monitor collegial professional learning practices to ensure capability development opportunities meet staff needs and support the enactment of school priorities.</p> <p>Domain 8: Implementing effective pedagogical practices Build staff capability in using evidence to determine the most appropriate pedagogies to effectively engage, challenge and support all students.</p>

Key affirmations



Staff and leaders describe how the mutually respectful relationships they build with students and families support learning, wellbeing and engagement within and outside the school.

Leaders and staff emphasise that strong partnerships with families are critical in fostering student learning, wellbeing and engagement. Staff highlight their commitment to providing a safe, supportive and engaging environment for all students. Students speak highly of staff and the school environment, describing it as 'safe and calming'. Parents and caregivers express gratitude for the support provided to their child, sharing that staff often 'go above and beyond'.



Leaders and staff emphasise that regular opportunities for collaboratively discussing a range of student data support teachers to make data-informed decisions about teaching and learning.

Leaders emphasise the high priority placed on collecting and analysing data to inform teaching and learning. They describe regular practices to meaningfully use data to plan next steps for learning, including through fortnightly 'Teaching and Learning Meetings' between teachers and leaders. Leaders describe how these meetings include discussions of individual student and whole-class academic, engagement and wellbeing data. In the 2024 School Opinion Survey 100% of staff agreed with the statement 'I modify my teaching practice after reviewing student assessment data'.



Leaders prioritise collaborative professional learning opportunities that enable staff to share expertise and contribute to all staff members' ongoing professional growth.

Leaders express appreciation for the broad range and wealth of experience staff bring to the school. Staff value the support and collegiality of colleagues in their cohort teams, describing how opportunities for collaboration contribute to their professional growth. Leaders promote a variety of options for staff to engage in professional learning and collegial capability development.



Staff describe a deep commitment to differentiated teaching and learning, and speak of working collaboratively to understand and meet all students' diverse needs.

Teachers discuss how they work to foster an inclusive and supporting learning environment. They promote a range of strategies for providing targeted support for students requiring additional assistance to succeed in their learning. Inclusion staff, including teachers and teacher aides explain they collaborate to understand student needs and implement tailored adjustments and interventions. Classroom and inclusion teachers value the collective expertise available among the staff team, and leverage this by working together to deliver targeted and intensive teaching that supports student engagement, progress and success.