

Coolangatta 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

Jingeri, Coolangatta State School would like to acknowledge that the school stands on shared Country. The school recognises and respects that the Tulgigin, Minjungbal and Kombumerri clans all have connection and stories to this land upon which our school is built. We pay our respects to Elders past, present and future. We recognise the strength, resilience and knowledge of our First Nations peoples and extend that to any present on the school grounds.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	283
Aboriginal students and Torres Strait Islander students	15.4%
Students with disability	25.4%
Index of Community Socio-Educational Advantage (ICSEA) value	984

About the review

 3 reviewers from 16 to 18 September 2025	 202 participants	 32 school staff
 106 students	 54 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 7: Differentiating teaching and learning
Systematically enact a multi-tiered system of supports, clarifying staff roles, responsibilities and school-wide processes to support all students to make progress in learning.

Strengthen staff capability to understand and respond to diverse learning needs to ensure all students are appropriately engaged, challenged and extended.

Domain 6: Leading systematic curriculum implementation
Strengthen teacher understanding of the Australian Curriculum to enhance capability to plan, deliver, assess and monitor the curriculum.

Domain 2: Analysing and discussing data
Sharpen teacher capability in using data across curriculum areas to inform teaching practice and improve student learning outcomes.

Key affirmations



Leaders and teachers express they celebrate progress in refining the teaching of reading, emphasising the shared understanding and consistent expectations for teaching and learning.

Staff express appreciation for clarity about the teaching of reading in the Explicit Improvement Agenda (EIA). They highlight evidence-informed practices for explicit instruction in reading are embedded across the school. Teachers praise instructional leadership practices that contribute to their capability development in the teaching of reading. Teachers and leaders proudly highlight they model their practice in the teaching of reading for colleagues and staff from other schools. They promote the success students demonstrate in reading, and the positive influence this has on student confidence across the curriculum.



Teachers highlight weekly cohort team meetings with leaders, articulating how collaborative planning at these meetings contributes to clarity about the curriculum focus in teaching and learning.

Leaders describe the team meeting approach for school improvement as the ‘engine room’ for progressing implementation of evidence-based teaching practice. Staff promote how these meetings provide clarity about school priorities and practices. Teachers highly value their strong, collegial teaching teams, describing how they collaboratively plan, moderate, assess and analyse student work. They explain team meetings are focused on English and Mathematics, with unit plans discussed weekly. Classroom teachers express they value time allocated for these meetings and for termly planning days.



Leaders and teachers express they value opportunities to learn from each other and praise how this strengthens the expertise of the teaching team.

Teachers explain they value time for watching others work (WOW) and learning from each other’s practice. They speak appreciatively of the work of leaders in modelling and discussing effective teaching. Teachers discuss WOW week, which involves opportunities to visit classrooms, share and reflect on practice, and give and receive feedback. Leaders explain professional development, observation and feedback, WOW, and regular walkthroughs are key components of capability development. Teachers comment they value opportunities to improve their teaching, aligned to the EIA for reading instruction.



Parents and staff express appreciation for positive, caring and trusting relationships with families and the community, describing how these connections foster a supportive and collaborative school culture.

Staff express they celebrate the collaborative, open and trusting collegial team. They speak of how they work to build positive, caring relationships with families and members of the whole-school community. Parents praise staff for their dedication to student learning, engagement and wellbeing, describing staff as approachable and responsive. Parents articulate a sense of belonging, describing the school as a ‘close-knit community school’. Students express confidence in their teachers and speak appreciatively of their care and kindness.