

# Greenbank 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

Greenbank State School acknowledges the Traditional Owners of the land on which we learn, work and connect – the travelling peoples of the Yugera, Yugumbir and Jagera nations. We pay our respects to the Elders, and all First Nations people, for their contributions to the Greenbank community.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	850
Aboriginal students and Torres Strait Islander students	7.9%
Students with disability	22.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1001

### About the review

 4 reviewers from 3 to 5 June 2025	 280 participants	 79 school staff
 131 students	 58 parents and carers	 12 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Expand opportunities for key stakeholder voice to be included into ongoing strategic planning processes to enhance shared understanding of strategic direction, ownership of school priorities and focus attention on progress made.

**Domain 6: Leading systematic curriculum implementation**  
Quality assure the 3 levels of planning, including strengthening processes for designing explicit, coherent and sequenced curriculum to ensure all students can access their entitlement to learning.

**Domain 7: Differentiating teaching and learning**  
Formalise a multi-tiered system of supports approach, providing clarity about processes and resourcing, to appropriately engage, support and extend all students as they progress through the curriculum.

**Domain 2: Analysing and discussing data**  
Systematically enact processes for the collection and analysis of agreed data to support ongoing monitoring of student progression and enhance teaching and learning.

### Key affirmations



**School community members highlight a commitment to ‘connection’ that underpins The Greenbank Way and fosters their strong sense of belonging.**

Leaders explain a strong, student-centred culture exists at the school, with The Greenbank Way providing a framework for behaviour, recognition, and social and emotional learning. Staff, students, parents and community members celebrate strong interpersonal connections between each other contributing to a feeling of ‘home’ and ‘connection’. They praise the ‘6 planks’ as underpinning values for the school’s systems and processes. Students speak positively of the ‘Gotcha Cup’ and Greenbank Way awards for demonstrating expected behaviour. Parents value the positive learning culture intentionally created.



**Leaders and staff emphasise the importance of supporting all students to be successful learners, with former and current students speaking positively about striving to be a ‘Connected Greenbank Kid’.**

Leaders and staff articulate they have high expectations for students to learn and achieve their best. High expectations are expressed in the 2025 Annual Implementation Plan as long-term and annual outcomes for staff and for students. Teachers explain they facilitate regular conversations in classrooms to discuss the values and expectations of learners in the school environment. The 2024 School Opinion Survey shows the school community’s positive perceptions about teachers having high expectations for students to do their best (students 93.7%, staff 98.6% and parents 98.5%).



**The Parents and Citizens’ Association (P&C) are highly appreciated by leaders, students, staff and parents for their enduring partnership and how they provide key services, generous contributions to programs and promotes a sense of community.**

P&C executive members speak proudly about the P&C’s successful operation of 3 major services at the school providing ongoing income streams. These include the Outside School Hours Care, tuckshop and uniform shop. Students highlight they enjoy ‘yummy food’ at the tuckshop and staff and parents value having morning barista-made coffee there, considering it as a community connecting space. The P&C affirm their generous contributions to purchase resources and in-kind and financial supports for excursions and learning activities.



**Staff, students and parents speak about cherishing the surrounding natural environment and the school’s enhanced outdoor spaces that inspire respect for nature and build connectedness within the community.**

Staff, students and parents speak with pride about their school environment, acknowledging the use of outdoor spaces and learning areas. Students consider the school is ‘clean and green’. They speak appreciatively about playing in the ‘cubbies’ and learning in the many quiet green spaces through the school, including the Yarning Circle. Students welcome the new nature play forest. Staff and students celebrate a longstanding collaboration with the Pullenvale Environmental Education Centre and how this enhances integration of cross-curriculum priorities and contributes to developing connected, culturally aware learners.