

Highfields 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

Highfields State School acknowledges the shared lands of the Jarowair and Gibal people of the Wakka Wakka language region.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	660
Aboriginal students and Torres Strait Islander students	9.5%
Students with disability	17.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1039

About the review

 <p>3 reviewers from 25 to 27 February 2025</p>	 <p>201 participants</p>	 <p>52 school staff</p>
 <p>97 students</p>	 <p>44 parents and carers</p>	 <p>8 community members and stakeholders</p>

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Sharpen curriculum planning across the Australian Curriculum , aligning it to the K–12 Curriculum, assessment and reporting framework to ensure a shared understanding for systematic curriculum, teaching and assessment delivery.

Broaden processes for moderating at multiple junctures, including with other schools, to support teachers to make consistent and accurate judgements on student work.

Domain 2: Analysing and discussing data
Sharpen processes for leaders and teachers to engage in analysis and discussion of relevant data sets to inform planning, differentiation and targeted teaching.

Domain 8: Implementing effective pedagogical practices
Collaboratively review pedagogical approaches, through analysis of student data, to determine the impact of selected pedagogies on student engagement and achievement.

Domain 1: Driving an explicit improvement agenda
Refine practices for monitoring school improvement priorities to evaluate their effectiveness and impact on student learning and engagement outcomes.

Key affirmations



School community members comment that the welcoming school environment is created by fostering positive relationships between staff, parents, students and the community.

Leaders recognise that building a positive staff culture is important in driving continuous school improvement. Staff communicate that the support of leaders and the collegial nature of staff has a positive effect on the culture of learning. Parents express the school has a positive and welcoming environment, with a calm and friendly tone. They highlight that staff are approachable and responsive to their needs and the needs of their child. Students articulate that they feel supported by teachers and feel connected to their learning.



Staff emphasise the importance of knowing their students to understand how they learn.

Leaders and staff prioritise knowing their students and describe how they take the time to build positive relationships to support students and their learning and engagement. Parents convey appreciation for the efforts of staff who assist and engage their child in learning activities. Students highlight how teachers and teacher aides support their learning and help them improve.



Leaders and teachers describe how they promote a learning culture that supports student engagement.

Staff engage in a range of opportunities to analyse data, plan for engaging curriculum implementation and provide support to students. Leaders highlight they provide opportunities for staff to collaboratively plan for improvement in student achievement. Leaders and teachers articulate that classroom learning walls support and enhance student engagement. Students comment they use learning walls and exemplars to help them understand what is expected. They describe the learning as engaging, challenging and fun.



Leaders praise the opportunities established within the school and community to enhance connection, learning and wellbeing.

Leaders and students highlight the sister-school arrangement with Takasuki Gunge Elementary school in Japan and express how they value the cultural and educational experiences. Staff, parents and students emphasise the co-curricular opportunities contribute to building strong school connections and fostering positive relationships with each other. The school support team describes their strong connections with the community to enhance the wellbeing of families.