

Marlborough 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

Marlborough State School acknowledges the Darumbal people, the Traditional Custodians of the land on which the school is located, and we pay our respects to Elders past, present and emerging.

About the school

Education region	Central Queensland Region
Year levels	Kindergarten to Year 6
Enrolment	18
Indigenous enrolments	20%
Students with disability	46.6%
Index of Community Socio-Educational Advantage (ICSEA) value	973

About the review

 2 reviewers from 6 to 7 November 2024	 25 participants	 7 school staff
 11 students	 5 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Strengthen opportunities for teaching staff to participate in early juncture moderation and professional learning to enhance their knowledge of the Australian Curriculum (AC) and the P-12 Curriculum, assessment and reporting framework requirements.

Implement a whole-school, evidence-informed approach for the teaching of reading to support consistent practice through the AC.

Domain 8: Implementing effective pedagogical practices
Consolidate planned, explicit data-informed conversations about pedagogy, to make deliberate, responsive and timely pedagogical decisions that support student learning.

Domain 5: Building an expert teaching team
Formalise a professional learning plan and associated processes to align capability development of all staff with the Explicit Improvement Agenda and individual staff member learning needs.

Key affirmations



The principal describes clear expectations for all students to build independence in learning, leading to a student-centred learning culture.

Students enthusiastically speak of how they support their own learning and discuss using data to monitor their own learning performance. The principal explains how a culture of learning has been developed by fostering intrinsic motivation. Staff talk about how they support students to reflect on learning, with students guided to consider, 'this is why I can succeed'. Parents describe how their child has become an active and knowledgeable learner. In the 2024 School Opinion Survey, 100% of students and parents agree that useful feedback is provided to students about their learning.



Teachers monitor teaching practices to measure effectiveness and highlight common themes to support student learning and engagement.

The principal describes a 'pedagogy wall' to record staff discussions and help build a shared understanding and language about pedagogy. Teachers have conversations during their reflection time about the impact of pedagogical strategies. Students value the many learning opportunities provided, and speak of their involvement through asking questions and setting goals for learning. Teachers discuss individualised learning projects for students and how they share their learning with each other. Students comment that their teachers make learning fun.



The principal promotes a range of partnerships with local businesses and community groups which support students' learning and wellbeing.

Stakeholders convey pride in the school and describe it as a local 'community hub'. Leaders discuss how community members and businesses actively support student learning. Staff highlight a strong partnership with the Parents and Citizens' Association, who provide a positive and long-term connection with the school. Parents and community members comment that staff are 'invested in the community'. Parents value the many opportunities to contribute to the school and provide feedback.



Staff value the expertise each staff member contributes to a 'collaborative spirit' of teamwork, building a shared responsibility for student learning.

The principal explains how capability building is a school priority. Teaching staff discuss a collective desire for continuous improvement and learning from each other. The principal values the experience of long-serving staff members. Teaching staff appreciate the range of mentoring, coaching and feedback processes that occur. The principal highlights the role teacher aides play as co-teachers. Parents and community members describe the teaching team as 'like gold'.