

Moore Park Beach 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

Moore Park Beach State School acknowledges the shared lands of the Taribelang Bunda, Gooreng, Gurang and Bailai Peoples. We pay our respects to their Elders, past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	121
Aboriginal students and Torres Strait Islander students	20.2%
Students with disability	26.1%
Index of Community Socio-Educational Advantage (ICSEA) value	931

About the review

 2 reviewers from 6 to 9 May 2025	 77 participants	 26 school staff
 16 students	 23 parents and carers	 12 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Consolidate strategic leadership ways of working, including roles and responsibilities within priority areas, to enable monitoring of initiatives for impact on students' learning and wellbeing. Domain 6: Leading systematic curriculum implementation Develop a consistent approach to unit planning that incorporates the explicit teaching of reading across the curriculum, to enhance staff confidence and capability in teaching and assessing reading. Domain 7: Differentiating teaching and learning Collaboratively develop a shared understanding of differentiation practices to support staff in ensuring all students are appropriately engaged and challenged across all learning areas. Domain 8: Implementing effective pedagogical practices Collaboratively develop a shared understanding and common language about pedagogy to identify agreed whole-school practices suitable for the school's context, the curriculum, the learning and the learner. Domain 5: Building an expert teaching team Sharpen Setting Professional Goals processes to ensure professional development opportunities align with school priorities and individual and whole-staff learning needs and interests.

Key affirmations



Staff affirm they are united in their commitment to a culture of clear expectations that fosters continuous improvement for all students.

The principal and staff explain they work cohesively to drive improvement priorities, promoting a strong foundation for classroom management and school-wide progress. Staff and parents convey they have clear shared expectations for students, which creates a calm and orderly learning environment that supports teaching and learning. They affirm a united approach ensures challenges are effectively managed, and students benefit from a nurturing, inclusive environment where they feel welcomed and cared for.



The principal and staff express they value collaboration and collegiality as the cornerstone of professional growth and students' success.

Teachers emphasise the importance of working together to improve teaching quality and student outcomes. They highlight that, through partnerships with the Sugar Coast cluster, teachers engage in pre- and post-moderation activities to deepen their understanding of the Australian Curriculum Version 9 achievement standards. Teachers and leaders emphasise this collaboration enhances their professional expertise and fosters evidence-informed teaching practices.



Staff express a commitment to supporting each student's learning, behaviour and wellbeing so they may be engaged, successful learners.

Staff members convey a strong commitment to helping all students experience success in their learning. They aspire to create and implement adjustments to meet individual students' needs. Students and staff express they value learning walls in classrooms for further supporting students' learning by offering clear guidance and exemplars to aid their progress. Parents articulate they appreciate the staff members' responsiveness to their child's needs, and the nurturing environment they provide.



Staff celebrate the welcoming school ethos that fosters strong connections with the community.

Parents, students and community members express high levels of pride in the school's positive and inclusive culture. They value initiatives that strengthen ties with local families, fostering a welcoming climate for students, parents and community members. Staff members express authentic engagement with the community, combined with regular communication about school events, reinforces a shared sense of belonging and trust across all stakeholders.