

Oonoonba 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

We acknowledge the traditional owners of the land where we meet, teach, learn and play each day, the Bindal people. We also acknowledge the Wulgurukaba people close by, the Juru people to the south, the Gugu-Badhun people to the west, the Nywaigi people to the north as well as Manbarra people of Bwgcolman, which we know as Palm Island. We pay our respects to Elders past, present and emerging and honour the continued cultural connection and spirit they share with us, allowing everyone to connect and engage through learning.

About the school

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| Education region | North Queensland Region |
| Year levels | Prep to Year 6 |
| Enrolment | 525 |
| Aboriginal students and Torres Strait Islander students | 16% |
| Students with disability | 25% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 994 |

About the review

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|  <p>3 reviewers from 7 to 10 October 2025</p> |  <p>181 participants</p> |  <p>47 school staff</p> |
|  <p>85 students</p> |  <p>36 parents and carers</p> |  <p>13 community members and stakeholders</p> |

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Collaboratively develop clear roles, responsibilities and targets aligned with the improvement agenda, to provide clarity of expectations and measure the impact of actions on student learning.

Domain 6: Leading systematic curriculum implementation

Clarify shared understanding of cross-curriculum priorities and general capabilities, embedding them in planning to enhance students’ engagement with the curriculum.

Domain 7: Differentiating teaching and learning

Sharpen teachers’ capability in implementing evidence-informed inclusive practices, to inform adjustments that support all students access to, and engagement with, the curriculum.

Domain 6: Leading systematic curriculum implementation

Formalise opportunities for internal and external moderation to build shared understanding of the achievement standards and ensure consistent teacher judgements of student work.

Domain 5: Building an expert teaching team

Broaden formalised collaborative engagement opportunities aligned to Setting Professional Goals, to enhance disciplinary knowledge and improve teaching practice.

Key affirmations



Parents and community members articulate that the school is held in high regard in the local community.

Parents and community members express that the school is highly regarded and fosters a welcoming environment that supports student confidence and sense of belonging. Leaders and Defence families value the role of the Defence School Mentor in promoting wellbeing and ensuring smooth transitions for military families. Students express appreciation for the diverse range of extracurricular opportunities that enhance their learning experiences. Staff and the community recognise the valued financial support of the Parents and Citizens’ Association which contributes to facilities and resources. Leaders and teachers highlight effective partnerships with early childhood and secondary providers which strengthen transition processes for students.



Students, parents and staff describe the school culture as caring, positive and supportive.

Staff describe the school culture as positive and supportive, characterised by strong professional relationships and high levels of trust among colleagues. Leaders and staff highlight the shared commitment to strengthening partnerships with families through clear communication of expectations regarding engagement, attendance, and learning. Parents and students appreciate the care and kindness demonstrated by staff as well as the extensive range of extracurricular programs and supports available. Staff express pride in the school’s strong community culture, which fosters success for every student.



Staff speak appreciatively about the culture of collegial respect, trust and shared purpose, which strengthens their professional practice and contributes to positive student learning outcomes.

Staff describe a strong sense of collegiality within and across teams, characterised by professional collaboration, shared resources and mutual support. Teachers express enthusiasm for ongoing professional learning and a shared commitment to ensuring every student’s success. Teacher aides are recognised as integral partners in supporting classroom learning, with their contributions highly valued by both staff and students. Staff describe how this collaborative culture unites them as a team and fosters professional satisfaction.



Leaders and teachers emphasise the importance of continually strengthening their collective knowledge of teaching and learning to deliver quality learning experiences for students.

Leaders articulate a clear and coherent plan for implementing the Australian Curriculum, supported by accessible documentation and resources. They describe how learning walls, which feature learning intentions and success criteria, are embedded in classrooms and are valued for helping students understand and improve their learning. Staff highlight their dedication to knowing their learners and implementing evidence-informed pedagogical practices that promote engagement, consistency and improved outcomes across the school.