

Mount Tarampa 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

Mount Tarampa acknowledge the shared lands of the Yugara Ugarapul nation and the Yugara people of the Yugara language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	72
Indigenous enrolments	35%
Students with disability	10%
Index of Community Socio-Educational Advantage (ICSEA) value	873

About the review

 2 reviewers from 28 to 29 August 2024	 84 participants	 13 school staff
 55 students	 14 parents and carers	 2 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Build teachers' knowledge and capability in evidence-informed approaches for the teaching of reading to ensure a consistent approach to teaching reading through the Australian Curriculum.

Domain 7: Differentiating teaching and learning
Strengthen teacher capability in devising differentiation strategies and identifying pedagogical practices that best meet students' learning needs to ensure all students are appropriately engaged, challenged and extended.

Domain 3: Promoting a culture of learning
Strengthen staff capability in safely and effectively supporting the behaviour of vulnerable students with complex needs to ensure a safe, supportive and orderly learning environment.

Domain 8: Implementing effective pedagogical practices
Collaboratively refine a whole-school approach for co-constructing learning goals with students to enhance student agency and ownership of their learning.

Key affirmations



Teachers express they value the strong curriculum leadership.

The Executive Coach (EC) articulates their role in leading curriculum, pedagogy, moderation, assessment and reporting in the Brisbane City and Country Small School cluster. The principal and EC promote opportunities for teaching staff to regularly collaborate. They meet with staff from cluster schools twice each term (online and face-to-face) to plan, moderate and build capability in curriculum development and implementation. Teaching staff express appreciation for these opportunities and comment that the network has furthered their knowledge of teaching and learning.



Staff articulate a deep knowledge and understanding of all students.

Teachers explain they use their knowledge of individual students to engage learners. They describe using moderation of student responses to pre-assessment tasks to inform adjustments to their teaching practices. Staff articulate they set high expectations and believe every student is capable of learning successfully. They describe a range of teaching and learning practices to enhance wellbeing and learning outcomes for all students. Students describe improvements in their learning outcomes as a result of how teachers support them through differentiated and responsive teaching.



Leaders and staff share a belief that they can support all students to achieve success by providing an inclusive, dynamic and engaging curriculum.

The principal expresses a strong commitment to providing quality learning experiences, ensuring each student's individual needs are catered for. Students convey that reward strategies, including Student of the Week certificates and Reward Day, help promote successful learning and positive behaviour.



Parents and students speak highly of the genuine care and support staff provide.

Parents identify that staff foster strong connections with families, and convey appreciation for the care staff take to know their child. They praise the way staff welcome students to school in the morning and farewell them in the afternoon. Students speak positively about the care and support provided by staff across the school. They convey that staff foster respectful relationships between students and that they enjoy their learning with classmates.