

Junction Park 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 reviews, 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

Junction Park State School acknowledges the Turrbul and the Yuggera peoples as the Traditional Custodians of the land on which the school is built and recognise their ongoing connection to land, waters and community. Similarly, we recognise those whose ongoing efforts to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for future Elders and leaders.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	516
Indigenous enrolments	5.5%
Students with disability	13%
Index of Community Socio-Educational Advantage (ICSEA) value	1109

About the review

 3 reviewers from 25 to 28 March 2024	 161 participants	 69 school staff
 54 students	 30 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning

Collaboratively develop staff understanding of behaviour categories, and implementing consistent expectations and responses to behaviour, to enhance school-wide effective classroom management.

Domain 6: Leading systematic curriculum implementation

Expand the capabilities of the teaching team to document the explicit teaching of reading in curriculum planning, beginning with the new English units, to ensure reading is taught through the Australian Curriculum (AC).

Domain 7: Differentiating teaching and learning

Consolidate understandings of inclusive education practices to determine collective responsibility and accountabilities of the teaching team to provide the curriculum in ways that meet the diverse learning needs of all students.

Domain 8: Implementing effective pedagogical practices

Prioritise opportunities to support teachers to develop a shared understanding and language about pedagogy, refining the whole school approach to incorporate effective pedagogies to meet the diverse learning needs of all students.

Key affirmations



School community members regularly refer to the school as ‘the school with heart’.

Students talk with enthusiasm about the ‘heart awards’ which recognise personal and class efforts to be safe, respectful and learners. Members of the teaching team frequently comment ‘I love my job’. Staff articulate they feel supported and personally valued, highlighting a sense of collegiality. Staff welcome and encourage strong parental engagement and participation in the daily life of the school. The principal and staff recognise the depth of expertise within the parent body and appreciate their strong interest in the school and its strategic direction. Many parents volunteer in classrooms.



Students, staff and parents speak proudly of the school as diverse and inclusive.

Leaders and staff articulate that they prioritise ensuring all students are learning successfully and students with diverse needs are supported to thrive. Teachers value the support provided by the inclusion coach and inclusion teaching team in providing access to the curriculum for all students at their learning edge. Parents acknowledge the efforts of leaders and staff to establish an inclusive school community. They frequently comment that staff welcome diversity and provide personalised support to all students and families with genuine kindness and authentic care.



Staff express respect for leaders’ dedication to the school and how they strive for continuous improvement.

Staff comment that leaders encourage them to be honest, give feedback and contribute ideas for continuous improvement. Leaders express gratitude for the work of staff, describing how they ‘go above and beyond’ to support every student to learn and succeed. Teachers commonly refer to the professional and personal support they receive from leaders. Staff are optimistic about the school improvement agenda and are committed to doing their part to enact it. Leaders attribute improvements in students’ academic achievement to teachers’ increased understanding and clarity of the AC.



Parents and staff appreciate the diversity of the parent group, recognising this as a positive feature of the school community.

Parents and staff speak proudly of the school’s prominence within the local area and its deep tradition of community connections over many years to support student outcomes. Staff recognise and appreciate the contributions parents and community members make to the school. Members of the Parents and Citizens’ Association (P&C) describe their active work to support the school in productive partnerships with the principal, staff and other key stakeholders. A unique tradition, ‘the Parentals’ music band, is made up of parents of current students who perform at key events, including the fete.