Elanora State High 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

Elanora State High School acknowledges the shared lands of the Kombumerri Saltwater people. We pay our respects to their Elders, past and present.

About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	987
Aboriginal students and Torres Strait Islander students	4.2%
Students with disability	23.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1022

About the review

4 reviewers from 12 to 14 August 2025	182 participants	72 school staff
80 students	17 parents and carers	13 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Prioritise opportunities for consistently engaging leaders in capability and collaboration to develop expertise in leading curriculum, teaching and assessment delivery across all learning areas with integrity.

Domain 8: Implementing effective pedagogical practices
Systematically enact the whole school approach to pedagogy to foster use of evidence informed teaching strategies that support, engage and challenge all students in their learning.

Domain 7: Differentiating teaching and learning
Prioritise teachers' professional learning focused on differentiated teaching practices, to build teachers' capability in implementing strategies that support engagement and improve learning outcomes for all students.

Domain 6: Leading systematic curriculum implementation
Strengthen quality assurance processes for curriculum implementation, including Heads of Department (HOD) and curriculum coordinators in termly meetings, to enhance transparency and alignment, and build curriculum leader capability.

Domain 2: Analysing and discussing data
Enact systematic and structured processes for HODs in leading collaborative analysis of student learning data to provide a consistent school-wide approach for analysing and responding to data.

Key affirmations

Staff celebrate their culture of collegiality, built on mutual trust between leaders, teachers and non-teaching staff, which enables collective ownership of school improvement.

Staff describe a strong emphasis on fostering and sustaining positive, caring relationships among staff, and with students and families. They affirm the value of regularly sharing experience and expertise with colleagues, which contributes to professional growth. Teacher aides highlight the strength and supportiveness within their team. Staff articulate a shared commitment to student success, and convey an understanding that their collaborative efforts have a direct, positive effect on student learning and wellbeing outcomes.

Leaders, staff and parents highlight the successful transition programs and purposeful partnerships that enhance opportunities for students' successful learning and future pathways.

Leaders speak of how curriculum links between partner primary and secondary schools support effective student transitions to high school and academic programs. Cluster leaders praise the transition programs as beneficial in engaging students, and value coordinating events and celebrations within the communities they share. Staff talk about the relationships with local universities, providing students with opportunities for early offers, scholarships and 'step-up' courses. Leaders discuss how successful partnerships with community, businesses and industry, the local trade college and other organisations provide students with a range of opportunities and pathways.

Staff and students celebrate how the belief that every student can learn cultivates a safe, positive and supportive learning environment at the school.

Staff highlight the responsible behaviour of students, and how this contributes to calm classrooms and a respectful school environment. Teachers describe a focus on students' engagement through a variety of approaches to promote a positive learning environment. Leaders identify a focus on positive education and Positive Behaviour for Learning (PBL), which fosters high levels of trust and mutual respect between staff and students. They describe a range of supports and interventions that support positive student interactions. Students appreciate the support that staff provide.

Community members, leaders and parents highlight how high standards and committed teachers foster a positive perception of the school as a trusted learning provider and community hub.

Community members and parents highlight the work of staff in partnering with parents, carers and the community to consult on important issues. The principal and teachers share student and school growth, achievements and success openly with the community. Parents and community members praise students' high standards for uniform, behaviour and respect. They talk about how teachers support students with opportunities to engage in extracurricular activities and with the community through work placement. Community members praise the work ethic and level of responsibility of staff and students when they represent the school. Leaders and community members attribute the positive enrolment trend to community perception of the school.

Queensland Government