

Back Plains 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

Back Plains State School acknowledges the Traditional Custodians of the land on which the staff and students work and learn.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	26
Indigenous enrolments	0%
Students with disability	26.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1017

About the review

 2 reviewers from 25 to 27 March 2024	 38 participants	 11 school staff
 14 students	 5 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Establish clear and collaborative processes for engaging staff, parents and students in co-constructing the strategic plan to ensure collective voice and that priorities address students' needs.

Domain 2: Analysing and discussing data
Refine the data plan to align with Annual Implementation Plan (AIP) priorities to monitor implementation of strategies that address school improvement priorities.

Domain 6: Leading systematic curriculum implementation
Develop staff capability to create a whole-school curriculum plan aligned to the P-12 curriculum, assessment and reporting framework (P-12 Framework) to ensure students receive their full entitlement of the curriculum.

Develop unit planning processes that deepen staff knowledge and understanding of the Australian Curriculum (AC) to ensure unit planning and adjustments align with the AC and the expectations of the P-12 Framework.

Domain 8: Implementing effective pedagogical practices
Establish practices for engaging staff in professional dialogue about their pedagogical beliefs and perspectives to develop a shared understanding and language about pedagogy.

Investigate school data sets about teaching and learning to support leaders and teachers in determining the next steps in the whole-school approach to pedagogy.

Key affirmations



Strong relationships and mutual trust among staff contribute to a cohesive team culture.

Parents praise the work of staff in supporting and guiding students. They express appreciation for staff members' open communication and genuine commitment. Staff speak openly of the pride they have in their school. A strong culture of trust and support is apparent between the principal and staff. Staff attest to positive collegial relationships and express they value the support they receive from colleagues.



An unrelenting focus on literacy has resulted in high levels of student achievement.

The principal has a lead role in curriculum development within the local cluster of schools. Colleagues describe the principal's expertise in early years literacy and designing learning that is age-appropriate and highly engaging. Staff and parents comment that the focus on improving literacy is a key aspect of school improvement that contributes to the high performance of students. In Semester 2, 2023 56% of students in Prep to Year 2 and 83.3% of students in Years 3 to 6 achieved a B or higher in English. This data is above statewide targets.



Purposeful relationships are established with local cluster schools.

Local cluster school principals speak positively of the strong and purposeful relationships established and maintained within the Clifton cluster. School staff indicate that collaborative planning and moderation practices with staff from cluster schools are embedded and highly valued. They describe the positive impact this has on learners in the school.



The curriculum is highly contextualised and incorporates tailored learning experiences that are child-centred and enriching.

Staff communicate that the principal drives and supports processes to contextualise learning appropriate to the school community and student interests. They express they value the opportunity to collaborate with the principal to design learning tasks. Parents and students comment that the learning is fun, engaging and caters for the diverse range of student interests. Parents acknowledge the work of all staff in providing a tailored and individualised learning program for their child. Parents communicate that when needed, the learning is highly individualised and tailored.