

Beenleigh 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 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

Beenleigh State High School acknowledges the shared lands of the Yugumbah Nation and the Gugugin people of the Yugumbah language region.

About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	1285
Indigenous enrolments	15%
Students with disability	35.7%
Index of Community Socio-Educational Advantage (ICSEA) value	938

About the review

 4 reviewers from 26 February to 1 March 2024	 240 participants	 91 school staff
 121 students	 11 parents and carers	 17 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning

Establish and communicate high expectations for student success to enhance student and staff efficacy and build a collective belief that all students are capable of successful learning.

Domain 1: Driving an explicit improvement agenda

Implement capability building for leaders, aligned with portfolio responsibilities, to drive the improvement agenda.

Domain 8: Implementing effective pedagogical practices

Create opportunities for teachers and leaders to discuss both effective and culturally appropriate pedagogies to foster a broader repertoire of effective pedagogies for teachers to select.

Domain 1: Driving an explicit improvement agenda

Enact quality assurance processes across faculties and line management to ensure consistent enactment of intended practices and ways of working.

Key affirmations



The principal proudly describes a sense of community, connection and belonging among students and staff.

Staff describe a collegial, caring and supportive culture that enhances a sense of connection and belonging for all students and staff. Many staff members are former students of the school, and describe the intergenerational connection. Their pride in returning is tangible. Staff describe how a shared sense of connection and belonging creates a positive school culture. Students speak of belonging to and pride in the school.

A collegial, diverse and supportive culture is established, in which student and staff wellbeing is prioritised.



Leaders speak of developing 'Aces in their Places' through active recruitment and retention of teaching staff. They describe recruiting teachers who are relational, empathetic and can connect with students. Student voice is highly valued by leaders. Students speak with excitement about opportunities to provide their perspectives on school improvement priorities. The multicultural composition of the school community is widely recognised and celebrated. Students express that diversity is 'one of the things they love' about the school.

Leaders and teachers speak with pride of the diverse educational and employment pathways established for students.



Leaders describe innovative practices to enhance students' access to post-school pathways. Many Vocational Education and Training (VET) and academic opportunities are established to provide students with a variety of future pathways. Teachers and leaders describe how closely monitoring and responding to student progress supports students to achieve their desired destinations. Leaders articulate that the school's designation as a Registered Training Organisation (RTO) improves the accessibility of vocational offerings for students. Staff highlight a strong focus on providing hospitality pathways. Staff, students and parents speak of the many opportunities for students to engage in authentic learning.

The principal and staff emphasise the importance of the school's partnerships and presence in community.



Community members, parents, feeder school principals, university personnel, politicians, industry and business partners speak very highly of the partnerships that have been developed in line with the school's strong community focus. Local primary school principals speak positively of connections with the school and approaches that have been enhanced recently. From Paddock to Plate is one of several effective partnerships. This is a major celebration and highly regarded in the community and beyond. Leaders speak of the importance of maintaining and sustaining reciprocal partnerships.