

Bellevue 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 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

Bellevue Park State School acknowledges the shared lands of the Kombumerri people of the Yugambeh language region. We pay our respects to their Elders, past and present.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	740
Aboriginal students and Torres Strait Islander students	3.6%
Students with disability	22.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1055

About the review

 3 reviewers from 12 to 14 August 2025	 211 participants	 55 school staff
 90 students	 54 parents and carers	 12 community members and stakeholders

Key improvement strategies

Domain 8: Implementing effective pedagogical practices
Refine the capability of teachers in using approaches, practices and teaching strategies to support pedagogies appropriate to the learner, the learning and the curriculum.

Domain 6: Leading systematic curriculum implementation
Further refine moderation processes, incorporating external moderation, to broaden teachers’ understanding and assessment of the Australian Curriculum (AC) achievement standards.

Strengthen teachers’ capabilities in identifying evidence-based reading strategies during curriculum planning to ensure strategies are appropriate for all units of work aligned with the AC.

Domain 7: Differentiating teaching and learning
Sharpen staff capability in designing differentiated learning experiences for high-achieving students to ensure all students are appropriately engaged, challenged and extended.

Domain 2: Analysing and discussing data
Sharpen teachers’ capabilities in analysing and disaggregating achievement, attendance and behaviour data to monitor progress, identify targeted support and appropriate interventions, and differentiate learning.

Key affirmations



Staff value the collegial, caring and supportive nature of their teams and how working together supports improved teaching and learning.

Leaders describe a professional learning community characterised by ongoing collaboration and teamwork. Staff highlight the strong collegial relationships between their teams and comment on how they support each other to enhance professional growth and wellbeing. Teachers value the weekly Professional Learning Team (PLT) meetings as opportunities to engage in in-depth conversations around curriculum and data with colleagues and leaders. Staff appreciate leaders’ high ‘executive visibility’ across the school through PLTs, staff meetings, class visits and planning days.



Leaders and staff emphasise their commitment to a ‘Students First’ vision, which focuses on the belief that every student can achieve, to support a culture of inclusion and collaboration.

The principal promotes a vision which includes student voice to enhance school-based decisions. Staff affirm classrooms are inclusive learning spaces where all students are given the opportunity to engage in learning with their peers. They articulate they are committed to supporting all students and building an inclusive culture across the school. Teachers highlight a shared belief that all students are capable of learning with targeted and differentiated support. Staff describe a culture that supports positive engagement and collaboration across all areas of the school for all students.



Parents and students speak of the interesting and challenging opportunities in and beyond the classroom which promote learning and engagement.

Students describe a student leadership program which supports a range of school-based initiatives and programs. Students, parents and staff speak positively of learning opportunities outside the classroom, including volleyball; choir; interschool sports; Science, Technology, Engineering and Mathematics (STEM); Japanese and The Arts; and the ‘Inspirators’ and ‘Energisers’ dance groups. They appreciate how these programs build engagement in the school and a sense of school community. Students describe their teachers as caring and value the wide range of learning experiences provided.



Parents and staff speak positively of the broad range of partnerships that contribute to creating a unique and innovative learning community, and a welcoming environment, to support students.

Parents and Citizens’ Association (P&C) members describe working collaboratively with school leaders to fund additional resources to support student learning outcomes and provide opportunities for extracurricular programs. They speak of accessing grants and seeking fundraising opportunities to provide a range of physical resources for learning and engagement. Local community members share a feeling of pride in the school and value its history. Parents remark that staff are approachable and foster a safe and caring environment for students to learn. They feel welcome as part of the school community and as important stakeholders in student learning. Parents and staff speak positively of successful partnership programs, such as Belly’s Puppies Playgroup, Top Blokes Foundation, Story Dogs, gardening club and speaking group, which support student wellbeing and learning.