

Griffin State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.

Acknowledgement of Country

Griffin State School acknowledges the Traditional Custodians of the land where we live and learn, the Kabi Kabi people. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	1159
Aboriginal students and Torres Strait Islander students	5%
Students with disability	25%
Index of Community Socio-Educational Advantage (ICSEA) value	1013

About the review

 4 reviewers from 17 to 18 November 2025	 187 participants	 84 school staff
 76 students	 22 parents and carers	 5 community members and stakeholders

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 1 – Driving and explicit improvement agenda
Consolidate improvement priorities, focusing on literacy and a whole school approach to teaching reading to provide clear and consistent expectations for all staff.

Domain 7 – Differentiating teaching and learning
Collaboratively develop a school-wide vision for inclusive education, delivered through an MTSS approach, to ensure collective ownership of differentiated student-centred plans that are effectively monitored and measured against learning goals.

Domain 8 – Implementing effective pedagogical practices
Build staff knowledge and capability of evidence-informed pedagogies to implement effective practices and teaching strategies appropriate for the learners, the learning and curriculum.

Domain 9 – Building school community partnerships
Broaden opportunities for involving and sharing classroom learning with parents and carers to further engage them as partners in their child’s education.

Key affirmations



Teachers and leaders value how purposeful and collaborative weekly Professional Learning Community (PLC) meetings provide clarity, consistency, and foster collegiality for teaching teams.

Teachers speak positively about weekly PLCs and describe a united team. They describe colleagues working together in these meetings to develop consistency in curriculum delivery, analyse data to identify student needs and collectively develop plans for supporting students. Teachers express a sense of connection to their team. They highlight how the leadership team ‘walks alongside’ them, strengthening a shared understanding of the curriculum, students and team connection. Teachers share that they feel valued, supported, and aligned to a clear vision through this collaboration. They praise how collegiality within the school contributes to a ‘very positive place to work’.



Staff praise leaders for their ways of working, attributing this to the positive impact on teaching and learning, and on staff and students’ overall wellbeing.

Teachers describe the leadership team as united, professional, and intentional in creating an environment where all staff and students feel supported. Many teachers comment leaders are highly visible in classrooms with a strong knowledge of students, building trust and strengthening the connection between leadership and daily practice. Leaders and teachers outline clear roles, responsibilities and accountabilities for all staff and convey how these maintain strong links with their teams. Leaders articulate clear, concise and consistent communication to support all staff to understand the school’s direction and expectations. Staff acknowledge the transparency of decision-making and how leaders explain the ‘why’ behind key decisions. Many teachers describe how openness and a willingness to listen to feedback fosters mutual respect and a culture of shared responsibility.



Staff and parents celebrate the school’s strong sense of connection to enhance student wellbeing and provide access to a variety of enriching learning experiences.

Staff articulate ‘Connection before Curriculum’ is an ethos that drives their work and school culture. They outline how morning routines and procedures provide a positive start to learning each day and help connect students to their teachers and the learning. Students convey feeling connected to their peers, with teachers speak positively about their collegial connections. Staff appreciate the role of the Parents and Citizens’ Association (P&C) in providing input into school operations and making financial contributions to extend opportunities for students. Leaders describe connections with a range of external partners, noting how these relationships support students’ wellbeing and enhance transition processes.



Staff praise the flexible and responsive resource allocation processes which maximise students’ engagement with the curriculum.

Leaders and teachers describe how resources are allocated using evidence and data to inform decision making. Staff explain how human resources are based on student and staff needs and are used to maximise support for students and their learning engagement. Leaders articulate resourcing allocations are systematically reviewed with staff to provide the greatest holistic support to students. Staff appreciate how financial resourcing provides relief time for teachers’ and leaders’ planning and collaboration. Students and staff value the attractive, flexible learning spaces which support the different learning needs across year levels.