

Rainworth 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 through community consultation.

Acknowledgement of Country

We acknowledge the Jagera and the Turrbul people as the Custodians of Meanjin (Brisbane).

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	598
Aboriginal students and Torres Strait Islander students	0.5%
Students with disability	24.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1197

About the review

 3 reviewers from 3 to 4 November 2025	 112 participants	 47 staff
 38 students	 15 parents and carers	 12 community members

Key improvement strategies

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

Domain 3 – Promoting a culture of learning
Strengthen the implementation processes for supporting positive learning behaviours, including clear roles and responsibilities for all staff, to establish a consistent, school wide approach for supporting student behaviour and wellbeing.
Refine processes for internal communication and feedback systems to ensure all staff are provided with timely and detailed information.

Domain 5 – Building an expert teaching team
Consolidate capability building in the teaching of reading to enhance teachers' understanding of how students learn to read across year levels and their teaching of reading through the Australian Curriculum (AC).

Domain 8 – Implementing effective pedagogical practices
Strengthen professional learning opportunities for teachers and leaders to reinforce a collective understanding and application of evidence-based pedagogies for supporting students' engagement, extension and higher order thinking.

Domain 7 – Differentiating teaching and learning
Prioritise staff capability development in implementing classroom differentiated teaching and learning practices to ensure all students are effectively engaged, appropriately challenged and extended in their learning.

Key affirmations



Parents and staff highlight the strong commitment of staff to serve their community, which drives them to provide a quality education program for all students.

Leaders and staff describe their strong belief in the value of education and the opportunities it provides for their students. They speak of their shared understanding that the school provides students with an important foundation, noting that many students aim to participate in education to university level. Teachers articulate their high expectations for their students. They describe working with parents and carers to support all students to reach their potential. Teachers praise the learning culture of the school. They relay their classroom focus is on teaching and learning every day. Students and families describe genuine appreciation for the efforts of all staff to foster educational excellence. They celebrate a range of school events that engage families, recognising how these occasions foster a sense of belonging and strengthen the school's culture.



Staff value the high levels of collegiality in their team and appreciate how this professional support contributes to a positive working environment.

Staff describe a united work team where colleagues work together with a joint purpose and collective intent. They relay the professional and personal support their colleagues offer and outline how this positive team culture assists the induction of new and beginning staff. Staff speak positively of their colleagues and their team culture. Many staff outline these attributes as significantly contributing to their commitment to the school. Staff note the importance of families as integral members of the school community and partners in their child's education. Staff speak of how fortunate they feel to work with the school team, leaders and parents and carers.



Visitors, staff and community members describe students as polite, respectful and articulate, which contributes to a positive school culture.

Students highlight the high value they place on education and recognise the important contribution teachers make to ensuring they experience success. Students affirm they hold themselves and others to high standards and strive to uphold the school ethos. Students express gratitude for the dedication of their teachers and praise the effort teachers invest in creating a diverse range of learning opportunities. Students speak appreciatively of the guidance and encouragement provided to support their academic growth and the pathways to ensure their voice has impact in the school. Community members speak proudly of the school values and how these support the holistic education of their children.



Staff, parents and students highlight how strong community partnerships generate access to a range of learning experiences beyond the school.

Students celebrate their access to a variety of extracurricular programs, sports and camps. They highlight how these opportunities enrich their education. Leaders describe how they engage with the local and wider community, forming trusted partnerships with a range of education providers and organisations to enhance student learning. The school community speak highly of the Parents and Citizens' Association and school council, noting their support for the school through strategic guidance and financial contributions that provide additional learning opportunities. Leaders articulate their commitment to sustaining these partnerships and programs, highlighting the positive benefits they offer students.