

Baringa State Secondary College

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

Baringa State Secondary College acknowledges the lands of the Gubbi Gubbi nation and the Gubbi Gubbi people. We pay our respects to their Elders, past and present.

About the school

| | |
|--|--------------------|
| Education region | North Coast Region |
| Year levels | Years 7 to 12 |
| Enrolment | 693 |
| Aboriginal students and Torres Strait Islander students | 6.6% |
| Students with disability | 25.7% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 1014 |

About the review

| | | |
|--|--|--|
|  4 reviewers from 20 to 22 May 2025 |  167 participants |  75 school staff |
|  92 students |  12 parents and carers |  6 community members and stakeholders |

Key improvement strategies

Domain 5: Building an expert teaching team
Strengthen current and aspiring leaders’ instructional, operational and strategic leadership capability to ensure consistent implementation and evaluation of teaching and learning priorities.

Domain 6: Leading systematic curriculum implementation
Strengthen collaborative planning and quality assurance processes to advance teachers’ understanding of the Australian Curriculum and ensure the intended curriculum is enacted in all classrooms.

Domain 8: Implementing effective pedagogical practices
Establish regular opportunities for professional conversations about evidence-informed pedagogies to promote a shared language and understanding of pedagogy and drive effective pedagogical practices.

Domain 7: Differentiating teaching and learning
Initiate conversations about inclusion among teachers and leaders to foster a collective understanding of, and expectations for inclusive education practices and inform a professional development strategy.

Domain 1: Driving an explicit improvement agenda
Embed college-wide cycles of collaborative review to measure the impact of programs, initiatives and improvement actions, and inform next steps in school improvement.

Key affirmations



Leaders and teachers speak of embracing opportunities for collaborating in curriculum planning, moderation, data discussions and coaching, affirming this strategy builds their skills and knowledge.

Leaders emphasise the weekly ‘Hour of Power’ sessions with Heads of Department are providing opportunities for teachers to work together and with leaders to monitor student engagement and to share expertise, experiences and resources. Leaders and teachers express they value the regular ‘Hour of Power Learning Team’ time to discuss class data, undertake curriculum planning and moderation, and participate in coaching to build their capability. Leaders speak proudly of how this approach has resulted in a lift in students’ English Levels of Achievement.



Staff emphasise the collegial and supportive culture across the college enhances collaboration and staff wellbeing.

Staff express leaders are knowledgeable and compassionate, leading a college environment characterised by trust and the sense that all staff and students are on the same team. Staff comment that the culture of collegiality established is based on a shared understanding of the importance of positive, caring relationships among and between staff, students and parents. They highlight how staff consistently enact the mantra, ‘A Place for Everybody’, and work together to ensure it is embedded in all aspects of the college.



Parents praise college staff as highly responsive and caring, speaking of how staff understand students’ needs and foster a culture of care that supports learning.

Staff and parents speak appreciatively of the support provided by the broader teaching team and inclusion specialists, and describe the school as inclusive and responsive to the diverse learning needs of all students. They express a strong sense of belonging and describe a caring community developing at the college. Parents express appreciation for leaders’ and teachers’ responsiveness as they work together to overcome the challenges implicit in a complex and rapidly growing community and celebrate their successes.



New teachers emphasise the ‘Welcome to the Family’ induction program as supporting them to effectively participate in the college culture.

Leaders highlight the support provided to beginning, early career or new teachers. Staff describe the process as a ‘welcome to the family’. Teachers articulate that the induction and mentoring program is comprehensive and provides opportunities for new staff to learn the operational procedures and strategic priorities from colleagues and leaders. Staff celebrate the quality of the mentoring process, speaking of how it assists them to successfully participate in and contribute to the work and ethos of the college.