

Crescent Lagoon 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 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

Crescent Lagoon State School acknowledge the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	434
Indigenous enrolments	23.5%
Students with disability	25.8%
Index of Community Socio-Educational Advantage (ICSEA) value	935

About the review

 3 reviewers from 27 to 29 February 2024	 176 participants	 46 school staff
 78 students	 44 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning

Collaboratively review school-wide systems that support engagement and positive behaviour to provide clarity of agreed processes for students, staff and parents, inclusive of positive reinforcement.

Domain 5: Building an expert teaching team

Collaboratively develop a systematic observation and feedback process to ensure consistent enactment of whole-school expectations, including curriculum implementation.

Domain 6: Leading systematic curriculum implementation

Implement formal moderation processes, to strengthen alignment of curriculum, pedagogy, assessment and reporting and ensure consistent judgments and accurate reporting against the achievement standards.

Domain 7: Differentiating teaching and learning

Collaboratively review and document the school's approach to inclusive education to clarify expectations and ensure evidence-informed practices are consistently enacted.

Domain 9: Building school-community partnerships

Develop a formal Parent and Community Engagement (PaCE) framework that fosters communication between school and families to support student engagement, wellbeing and learning.

Key affirmations



A range of partnerships are established across the community.

Staff, parents and community members speak passionately of their intergenerational links and a strong sense of historical belonging to the school. Strong connections with local Elders are evident. A formal language and cultural program is highly regarded as a way of connecting with Traditional Owners of Darumbal country.



Students and staff describe feeling connected to the school and a sense of belonging.

Staff speak of a strong collegial culture across teaching teams. Community members and staff appreciate the family culture and history of 'Cresco'. Students express great pride and care for their school and staff articulate a positive improvement in student attendance. They describe teachers as kind, approachable and caring.



Staff express a commitment to be ongoing learners and desire to continuously improve their practice.

They recognise the importance of students being appropriately engaged and challenged in their learning. Teachers and teacher aides indicate they are open to constructive feedback and opportunities to learn from best practice.



Leaders use a range of data to support strategic decision-making, identify school priorities, and allocate resourcing.

Teachers talk positively about the collection of literacy data and its relevance to improve student outcomes and inform teaching practice. Time is set aside for teachers to meet and discuss LOA and attendance data with support from leaders. Teachers talk positively of their ability to track student progress and identify next best learning steps for students.