

Geham 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

Geham State School acknowledges the shared lands of the Giabal and Jarowair People. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 6
Enrolment	165
Aboriginal students and Torres Strait Islander students	7%
Students with disability	15%
Index of Community Socio-Educational Advantage (ICSEA) value	1022

About the review

 2 reviewers from 26 to 28 August 2025	 97 participants	 24 school staff
 42 students	 23 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Develop future strategic plans in collaboration with staff, parents and community members to support collective responsibility for, and understanding of, school improvement priorities.

Domain 5: Building an expert teaching team
Broaden opportunities for enhancing staff capability for effective use of digital resources including assistive technologies, to further support all students' access to the curriculum.

Domain 6: Leading systematic curriculum implementation
Refine processes for supporting teachers planning and implementation of reading across the Australian Curriculum (AC) to ensure consistent understanding and enactment of effective teaching practices in reading.

Domain 7: Differentiating teaching and learning
Strengthen teachers' capability in designing learning experiences that reflect students' learning needs, interests, aspirations, and motivations to ensure all students are appropriately engaged, challenged, and extended.

Domain 8: Implementing effective pedagogical practices
Collaboratively analyse student data to refine pedagogical practices and measure the impact of pedagogies on teaching and learning.

Key affirmations



Staff, parents, students and community members speak favourably of the schools' positive and inclusive culture, and highlight the 'welcoming, family feel'.

Staff, parents and students describe how strong relationships and shared values foster belonging, collaboration, authentic opportunities and enhance student learning and success. Staff highlight a united belief that all students can succeed, supported by high morale, optimism and collegial relationships. Leaders emphasise a collective responsibility for student outcomes. They convey student voice is valued through student forums and other opportunities for participation. Students value the extra-curricular activities that support their learning and enrich school culture.



Leaders and staff celebrate the collaborative and trusting work culture supported by evidence-informed practices which teachers affirm help build their capability, teamwork and drive improvement outcomes for all students.

Staff describe how leaders support them in their roles, highlighting leaders' responsiveness to emerging needs and requests. Leaders prioritise evidence-informed strategies and capability building to strengthen practices and outcomes. Staff emphasise collegial teamwork, high trust, and a shared commitment to maximising consistent practices and student improvement. Parents and staff commend the principal and leaders for their caring, supportive approach in enhancing student learning and engagement.



Leaders and staff promote collaborative curriculum processes that ensure consistent curriculum implementation, enhanced teaching practice, and improved student achievement and engagement across learning areas.

Leaders emphasise the importance of developing an expert teaching team that encourages staff engagement in professional learning and refine practice to improve student outcomes. Staff describe a distributive leadership model which includes leadership roles that supports collaborative planning, differentiation and data discussions, aligned with school priorities. Leaders communicate a clear and coherent curriculum plan with accessible resources to guide teaching and assessment. Teachers talk about engaging in meaningful moderation processes internally and with cluster schools, and using learning walls as visible supports for student engagement and progress.



Staff, parents and students refer to the school as an integral part of the community, strengthened by intergenerational connections that foster belonging.

Parents value open communication, approachable staff, and strong partnerships in supporting their child's learning. They celebrate how meaningful community and family partnerships, active engagement, and valued collaborations enhance student wellbeing and learning opportunities. Leaders, staff and parents praise the significant contributions of the Parents and Citizens' Association (P&C) that enhance learning and wellbeing outcomes for students. Staff, parents and community members appreciate how Geham Gems Playgroup and Prep transitions support early engagement with families. Staff and community members highlight partnerships with local organisations and cluster schools, which broaden opportunities and strengthen student engagement, wellbeing and transitions.