

Tambo 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

Tambo State School acknowledges the shared lands of the Bidjarra nation and the Bidjarra people of the Bidjarra language region. We pay our respects to their Elders, past and present.

About the school

Education region	Central Queensland Region
Year levels	Kindergarten to Year 10 (K–10)
Kindergarten registrations	12
Enrolment	56
Aboriginal students and Torres Strait Islander students	5.35%
Students with disability	15.2%
Index of Community Socio-Educational Advantage (ICSEA) value	938

About the review

 <p>2 reviewers from 10 to 11 June 2025</p>	 <p>58 participants</p>	 <p>18 school staff</p>
 <p>22 students</p>	 <p>12 parents and carers</p>	 <p>6 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Establish collaborative processes for developing future strategic and annual planning, with clear roles and responsibilities for staff, to foster ownership and empower staff in enacting the improvement agenda.
Domain 9: Building school-community partnerships Review and refine planned opportunities for parent and community voice to foster partnerships that contribute to student learning, engagement and wellbeing.
Domain 6: Leading systematic curriculum implementation Prioritise capability building in the teaching of reading to support teachers to embed the teaching of reading across the Australian Curriculum.
Domain 5: Building an expert teaching team Broaden opportunities with other schools for collaboration and networking to support staff to reflect on and refine their practice.
Domain 3: Promoting a culture of learning Collaboratively refine communication processes to ensure all stakeholders can contribute to, and access, timely information providing clarity about school operations, and enhancing the co-educative role of parents.

Key affirmations



Leaders, staff and parents highlight the value placed on quality education for all learners, with staff celebrating data in English that demonstrates achievement above state targets and similar schools.

Staff discuss a shared focus on providing high-quality learning experiences for all young children and students from K–10. They speak of their commitment to school improvement, with high expectations for academic, social and wellbeing outcomes. Leaders and teachers appreciate the high value placed on education by parents and students. They praise how parents are invested in the school and how this promotes a culture of high expectations.



Staff speak with pride about knowing each learner as an individual, and describe how this helps foster positive relationships with learners and contributes to academic, engagement and wellbeing outcomes.

Staff talk about getting to know each learner’s interests and motivations, developing a ‘Know the Learner’ profile for each young child and student. Teachers discuss how learning is tailored to the needs of individuals using a range of ways to differentiate, including providing challenge and extension. Students discuss opportunities they have to seek help from their teachers and teacher aides, talking about how this help is always available and that their ‘teachers care about them’.



Students express pride in co-constructing learning walls, highlighting how learning walls help them to know how to improve their work.

Teachers describe using learning walls across the school. They articulate how they work to co-construct learning walls with students, ensuring student work is included. Teachers describe how learning walls take a ‘bump it up’ approach, supporting students to know how to improve their work. Students speak excitedly about learning walls, explaining learning walls help them know what to do and ‘help them when they are stuck’.



Students, parents, staff and community members highlight a strong sense of belonging, and express pride in the many generations of families attending the school.

Parents and students praise the ‘small-school approach’, and highlight that many generations of families have attended the school. Community members emphasise how parents and the wider community are committed to the school. Students talk about their sense of belonging, and how they support and care for each other. Staff recognise the importance of the school as a community hub in the small town.