

Ipswich State High 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

Ipswich State High School acknowledges the Jagera, Yagera, and Ugarapul peoples – traditional custodians and caretakers of language and the lands.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	1900
Indigenous enrolments	17%
Students with disability	18%
Index of Community Socio-Educational Advantage (ICSEA) value	933

About the review

 5 reviewers from 12 to 16 February 2024	 260 participants	 102 school staff
 127 students	 21 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Establish an Explicit Improvement Agenda (EIA), informed by data, to provide greater clarity for staff members of particular strategies and actions, to realise improvements in students' learning and wellbeing outcomes.

Formalise and prioritise lines of sight to quality assure consistent, sustained, and successful practices across all aspects of the school.

Domain 2: Analysing and discussing data

Establish a systematic whole-school approach to data-informed practice, to advise school-level decisions, interventions, and initiatives, and for ongoing monitoring, evaluation, and improvement.

Domain 6: Leading systematic curriculum implementation

Implement processes for teachers and leaders to discuss and endorse curriculum plans to ensure alignment between teaching, planning and the Australian Curriculum (AC).

Domain 8: Implementing effective pedagogical practices

Sharpen teachers' capability and understanding in enacting the Quality Teaching @ISH to further support students' engagement and achievement.

Key affirmations



The school has a rich heritage and a strong connection to the community.

Staff describe their commitment to delivering a quality education to the young people of Ipswich and surrounding areas. Parents, students, and community members speak highly of the school, specifically referencing caring staff, and the extensive range of programs and opportunities provided. The school has served generations of students, and is viewed as a school of choice.



Staff embody the belief that students are the most important part of the school, and that teachers are able to make a difference in a young person's life.

A high priority is given to building and maintaining positive and caring relationships. Staff, students, parents and the community speak of the relational ethos of the school. They, along with the community, express appreciation for the investment in support personnel and programs to assist students.



The leadership team emphasises the importance of building a professional learning team of highly capable teachers and other staff who are committed to the school's ethos.

Staff members comment positively on collaborative practices and the collegiate environment established, describing high levels of professional support and trust. The leadership team prioritises and makes considerable effort to identify, attract and engage teachers with expertise and skills to best support the school's culture and to professionally deliver school programs.



Broad curriculum offerings are responsive to students' learning needs, interests, backgrounds and local contexts.

Parents and students express high levels of satisfaction with the range of specialist and extracurricular offerings at the school that positively engage students in learning. Staff articulate that, across the school, a positive mindset regarding inclusion and inclusive practices has been established. They express a genuine desire to support every student to experience success.



Leaders actively seek ways to maximise the school's positive position in the community.

An extensive array of partnerships, many of which are embedded in the culture of the school, are embraced by stakeholders. Formal arrangements guide the identification of their purpose and expectations. Staff proudly comment that partnerships provide employment opportunities, goods and services to support initiatives, and sponsorships to further fund and resource specific school programs.