

One Mile 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

One Mile State School acknowledges the Kabi Kabi/Gubbi Gubbi people. We pay our deep respect to the Kabi Kabi/Gubbi Gubbi Elders past and present. We promise to care for the Country, where we learn and play every day.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	316
Aboriginal students and Torres Strait Islander students	22%
Students with disability	36.4%
Index of Community Socio-Educational Advantage (ICSEA) value	927

About the review

 <p>3 reviewers from 12 to 14 August 2025</p>	 <p>111 participants</p>	 <p>36 school staff</p>
 <p>21 students</p>	 <p>38 parents and carers</p>	 <p>16 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Prioritise leaders’ and teachers’ collaborative engagement in monitoring and evaluating improvement strategies and outcomes, aligned with school priorities, to build instructional leadership capabilities for progressing the improvement agenda.

Domain 6: Leading systematic curriculum implementation
Broaden teachers’ knowledge and understanding of the effective teaching of reading through the Australian Curriculum Version 9 to inform a whole-school approach for monitoring and assessing students’ reading progress.

Domain 5: Building an expert teaching team
Embed opportunities for engaging leaders in instructional leadership practices to strengthen expertise in monitoring progress, aligned with school improvement priorities.

Domain 8: Implementing effective pedagogical practices
Prioritise professional learning and intentional conversations about teaching practice to foster a shared language and understanding about pedagogy and enhance teacher practice.

Domain 3: Promoting a culture of learning
Prioritise processes and systems that build staff wellbeing and a sense of belonging to foster a culture of optimism and enhanced sense of pride in the community.

Key affirmations



Leaders value the established Positive Behaviour for Learning (PBL) approach for responding to the diverse needs of all students and supporting behaviour that maximises engagement.

Staff proudly celebrate the efforts of the PBL student leaders’ team. Students on the team describe how they gain feedback from other students about the emphasis on the weekly focus within classrooms and ‘reward’ teachers with ‘Gotchas’ for prioritising the strategies. Leaders express appreciation for students’ role in the initiative, which is successfully contributing to a PBL reboot program. They describe how the student leaders model for all students that the whole school can share in the philosophy and be part of its celebration.



Leaders and staff celebrate the strong, respectful relationships with First Nations Elders which support the authentic integration of cultural perspectives in classrooms and across the school.

Leaders highlight how the strong partnerships that exist with local First Nations Elders enrich the culture of the school and build further knowledge and understanding of the Traditional Custodians of the land on which the school stands. The One Mile State School song, written by staff members, is proudly presented as part of the school’s unique Acknowledgement of Country. Kabi Kabi Elders celebrate the song as a worthy tribute to their people, past and present.



Leaders and staff highlight how the school’s strong culture of professional collegiality in and beyond the school provides opportunities for staff to engage in new ways of working.

Leaders speak appreciatively of opportunities to work closely with regional personnel. Staff comment on the value of working with a regional project leader on the Multi-Tiered Support Services project to engage students in the curriculum. They comment the project enables teachers to build capability and enhance collegiality. Staff describe interactions with a local cluster, visits to schools, and observations and modelling with the regional project leader provide rich opportunities to build and share professional practice.



The school community fosters a collaborative and inclusive culture, where the contributions of teachers, teacher aides, support staff and educators are highly valued.

Teachers and leaders speak of how they value the role of teacher aides and support staff within their classrooms. Teacher aides convey a sense of pride in the school and in their contributions to improving students’ learning. They comment they feel like authentic partners in the learning process. Parents and students speak positively about staff and how kind, friendly and caring they are. Parents appreciate that teachers go above and beyond to cater for their child’s needs.