

Highfields State Secondary College

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

Highfields State Secondary College acknowledges the Jarowair, Giabal and Wakka Wakka nations of the Wakka Wakka language region. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	805
Aboriginal students and Torres Strait Islander students	9%
Students with disability	17.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1008

About the review

 4 reviewers from 25 to 27 February 2025	 120 participants	 66 school staff
 36 students	 18 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively refine strategic planning processes to enhance collective understanding and ownership of a coherent improvement agenda.

Systematically enact agreed line management processes to drive instructional leadership capability and precise, consistent implementation of the improvement agenda.

Domain 6: Leading systematic curriculum implementation
Develop leaders' and teachers' understanding of K–12 Curriculum, assessment and reporting framework (K–12 Framework) requirements to build shared knowledge, language and capability in curriculum planning and assessment.

Systematically enact moderation activities at multiple junctures to develop a shared understanding of curriculum expectations and monitor student learning progress and achievement.

Domain 2: Analysing and discussing data
Enact agreed college-wide approaches for collecting, analysing and discussing data to inform, monitor and evaluate the impact of school improvement actions.

Domain 7: Differentiating teaching and learning
Collaboratively review the whole-college approach to differentiation to align processes and practices with K–12 Framework requirements.

Key affirmations



Stakeholders speak appreciatively of the strong and supportive relationships teachers foster, which motivate students to engage successfully in learning.

Parents praise teachers' commitment to building strong relationships with students. Staff speak of getting to know their students well to support them to engage successfully in their learning. Students appreciate how their teachers care about them and their wellbeing. They comment they value the diverse range of co-curricular and extracurricular programs that enhance their relationships with teachers and engagement in learning.



Community members celebrate senior students' outstanding academic achievement, describing how this leads to successful post-school pathways.

Leaders highlight staff members' commitment to creating post-school pathways for students. They emphasise a coordinated approach to monitoring student progress in Years 11 and 12, including an array of support strategies to optimise student achievement and engagement. Staff and students celebrate the expansion of senior vocational pathway offerings and the positive impact this has had on student engagement and achievement, including 100% Queensland Certificate of Education attainment in 2024. Parents speak positively of the learning opportunities provided for their child.



Leaders remark they value the productive partnerships established with a range of external stakeholders that enhance holistic learning opportunities for students.

Teachers speak of engaging with partners to enhance curriculum and extracurricular offerings. They describe strong connections with a diverse range of external partners, including the University of Southern Queensland, cluster primary schools and Amaroo Environmental Education Centre. Students and parents praise the strength of the Instrumental Music program, explaining how the program caters for students from a network of local schools.



Staff discuss the personal and professional value of their collegial relationships, commenting that one of the great aspects of the college is the people.

Teachers appreciate opportunities to work collaboratively, remarking that this supports them to have voice and agency. They describe engaging in professional learning within their faculty teams. Heads of Department value this time to work with and alongside their teaching teams. They comment that team collaboration creates shared responsibility for student progress in learning. Leaders express immense pride in their students and staff for how they strive daily to meet the community's high expectations of the college. The principal speaks of how 'every student and staff member matters'.