

Redlynch State College







School review executive summary

About the school

Redlynch State College acknowledges the shared lands of the Tjapukai, Gimuy Walubara Yidinji and Yirrganydji nation and people of the Tjapukai, Gimuy Walubara Yidinji and Yirrganydji language region.

Education region	Far North Queensland Region
Year levels	Prep to Year 12
Enrolment	1924
Indigenous enrolments	11.6%
Students with disability	16%
Index of Community Socio-Educational Advantage (ICSEA) value	1012

About the review

 4 reviewers from 23 to 26 October 2023	 220 participants	 106 school staff
 56 students	 49 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Collaboratively review whole-college vision, beliefs, and systems to support a strategic, distinctive and effective Prep to Year 12 ethos and identity.

Strengthen the instructional leadership capabilities of all leaders, targeting consistent curriculum delivery, rigorous monitoring of student performance, and supportive evaluation of pedagogy, to drive improvement across the college.

Domain 6: Leading systematic curriculum implementation

Prioritise the college's systematic practices for developing and endorsing curriculum and assessment to support teachers to work within the college and Department of Education's shared curriculum expectations.

Domain 5: Building an expert teaching team

Collaboratively develop and systematically enact a whole-college collegial engagement framework that includes observation, feedback, coaching and mentoring, to develop staff capability and provide line of sight for leaders on the implementation of expected practices.

Domain 8: Implementing effective pedagogical practices

Collaboratively review and refine the evidence-informed whole-college approach to pedagogy, to support every student to be engaged, challenged, and learning successfully.

Domain 7: Differentiating teaching and learning

Collaboratively develop a whole-college vision for inclusive education, to drive attitudes, behaviours and practices designed to ensure all students are able to access and participate in high-quality education along their same-aged peers.

Key affirmations



Parents and community members comment that the college has a positive reputation in the local area.

Staff members are committed to providing students across Prep to Year 12 with a quality education. Leaders acknowledge the importance of providing opportunities that lead to improved learning and wellbeing outcomes for students. Staff, students and parents describe a sense of pride in the college.



Staff members articulate their care in developing meaningful relationships with students to support them in their education.

Parents express appreciation for the care and support that staff display for their students. They indicate that staff are responsive and take a genuine, caring approach to students wellbeing and academic success. A respectful culture is apparent across the college.



Executive leaders identify the importance of a highly skilled professional team of teachers to drive improved student learning progress.

Executive leaders articulate their belief that quality teaching is central to improving student outcomes and engagement. Staff members express a genuine desire to ensure every student is progressing in their learning. Staff members value the collegiality, sharing of resources, and support within teaching teams.



Members of the wider college community speak of strong partnerships and robust transitions.

Play-based enrolment processes for Prep, and an established playgroup are held in high regard by parents and community members. Redlynch Arts Course of Excellence is a long-standing program at the college, with students, staff and parents speaking positively of their opportunities afforded to students.



Executive leaders place a high importance on curriculum design, pedagogy, and assessment.

Teachers recognise a need to provide engaging and locally relevant curriculum. Years 11 and 12 students articulate high levels of satisfaction with the range of subject choices and opportunities afforded them by college staff as they pursue their chosen career pathways. An extensive and exciting array of co-curricular and extracurricular activities are offered. These opportunities are highly valued by students and parents alike.