

Ayr State School

Partnership Initiative school review executive summary

Partnership Initiative reviews support schools with unique and complex contexts. They are conducted over 5 phases, across an extended period of time, to provide locally responsive, flexible, integrated and tailored strategies co-designed with the community. This executive summary provides an insight into the findings from the collaborative review process, and improvement strategies for the region, school community and school to collaboratively consider and respond to.

Acknowledgement of Country

Ayr State school acknowledges the Aboriginal and Torres Strait Islander people of this nation and recognises their continuing connection to land, waters and culture. We gather here on the country of the Juru and Bindal people of the Birra Gubba nation and acknowledge Elders past and present as well as families and young people here on country. As we gather here, be reminded of our connection through the wind we feel on our faces, the sound and actions of the animals and through the energy of the water that helps us to grow and learn. We will continue to care for the children, wildlife and respect this land as the Juru and Bindal people did over tens of thousands of years.

About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	63
Aboriginal students and Torres Strait Islander students	63.5%
Students with disability	42.9%
Index of Community Socio-Educational Advantage (ICSEA) value	733

About the review

 2 reviewers from 28 to 30 July 2025	 215 participants	 22 school staff
 27 students	 120 parents and carers	 46 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively develop a marketing and branding strategy to enhance the school image in the community, celebrate school success and reverse enrolment trends.

Domain 6: Leading systematic curriculum implementation
Prioritise further opportunities for deepening teachers’ knowledge and understanding of the Australian Curriculum to consolidate their capability in planning and delivering contextualised and engaging learning experiences that cater for the diverse needs of learners. Refine opportunities for building staff knowledge, understanding and capability in the effective teaching of reading through the curriculum to systematically enact a consistent school-wide, evidence-informed approach.

Domain 5: Building an expert teaching team
Embed collegial engagement processes, including agreed feedback opportunities, to support capability development of all staff and promote a culture of continuous learning.

Domain 4: Targeting school resources
Prioritise a plan for upgrading and modernising learning areas, including interiors, furnishing and technology facilities, to support contemporary and inviting learning environments and promote a positive school image to the wider community. *[Partnership/community improvement strategy]*

Establish a staffing plan to create and maintain a sustainable workforce, responsive to student and community needs, school operations and systemic requirements. *[Partnership/community improvement strategy]*

Key affirmations



Staff and leaders praise the school’s positive learning culture and strong sense of collegiality contributing to their high levels of morale.

Staff express a genuine sense of teamwork and share a united purpose. They articulate a sense of optimism and confidence in the school direction. Staff describe the school as a positive place to work where everybody cares for each other. Leaders and staff express a commitment to learn and work together and actively strive to build a positive learning culture. The latest School Opinion Survey indicates staff morale is at 100% with staff referring to leaders, team collegiality and the positive approach to teaching students as key reasons for their high morale.



Parents and community members describe a child-centred approach to learning reflected by the high regard staff display for students.

Parents, students and staff highlight the benefits of the small school community. They describe a family environment where teachers know each student’s story and use this information to support students to achieve success. Students speak positively of the ‘every day is a new day’ philosophy, commenting how this allows them to learn from experiences and face each day through a positive lens. Leaders and parents remark that staff have high regard for their students and describe the individualised approaches employed by staff as a strength of the school.



Leaders and community members praise staff for their professional commitment and investment in the school, which supports fun and engaging learning for students.

Staff appreciate the principal’s investment in collegial professional learning to enhance their practice. The principal advocates purposeful collaboration among staff to ensure that identified priorities are systematically implemented for the benefit of students. Teachers describe the diverse needs of students in their class and express a commitment to cater for a wide range of backgrounds, interests and characteristics. Parents appreciate the dedication of leaders, teachers and support staff in fostering a culture of belonging, community and trust to encourage student attendance, engagement, wellbeing and learning.



Community members and staff describe leaders as supportive and trusting and credit these attributes to the school’s success.

Staff and community members express their support for the implementation of agreed priorities. Parents and Citizens’ Association members value the positive interactions and trust they have with leaders and other staff, enabling many opportunities for students. The principal talks about a deliberate approach to annual improvement planning and the importance of staff collaboratively contributing to the future direction of the school. They communicate the inclusion of staff in strategic planning procedures increases staff ownership and understanding of school improvement goals and strategies.