

Currumbin Valley 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

Currumbin Valley State School acknowledges the shared lands of the Kombumerri Nation and the Kombumerri people of the Yugambeh language region. We pay our respects to their Elders, past and present.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	136
Aboriginal students and Torres Strait Islander students	3.7%
Students with disability	19.9%
Index of Community Socio-Educational Advantage (ICSEA) value	1083

About the review

 3 reviewers from 9 to 11 September 2025	 106 participants	 17 school staff
 60 students	 20 parents and carers	 9 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively clarify the school vision and values to support collective understanding of the school’s direction and a unified approach to school improvement and decision making.

Domain 6: Leading systematic curriculum implementation
Implement collaborative planning processes to strengthen collective knowledge and capability in planning and implementing the Australian Curriculum.

Formalise moderation activities throughout the teaching and learning sequence to strengthen teachers’ understanding of the achievement standards and align curriculum, pedagogy, assessment and reporting.

Domain 2: Analysing and discussing data
Strengthen teachers’ data literacy and use of monitoring strategies to inform teaching and learning and measure the impact of interventions.

Domain 8: Implementing effective pedagogical practices
Broaden opportunities for staff to reflect on and discuss effective teaching practice to foster a shared language and understanding of pedagogy.

Key affirmations



Staff and parents articulate shared belief that all students can succeed and praise students as eager and actively engaged learners.

Staff and parents emphasise a shared belief that all students can succeed and that together staff can make a difference to student outcomes. Staff express a commitment to build and maintain a positive culture based on consistent high expectations for behaviour, engagement and wellbeing. Staff articulate students are actively engaged in learning, and eager participants in a range of school activities. They praise student behaviour and respectful relationships across the school.



Staff and parents highlight how strong and caring relationships between staff, students and families ensure staff know their learners and contribute to a positive learning environment.

Parents and community members convey appreciation for the contributions of staff in supporting each student to be successful. Staff and parents value how the small school approach enables staff to understand individual student needs, which contributes to differentiation practices. Teaching staff explain how they support individual students’ diverse needs. Staff speak of how they understand students’ interests, aspirations and motivations. Parents emphasise that staff know their child. Parents and staff speak appreciatively of how the positive partnerships built with families and the community enhance a strong sense of belonging for all members of the school community and contribute to a safe and positive learning environment.



Staff and parents highlight a shared ‘it takes a village’ approach through which the whole community contributes to supporting students to achieve success.

Parents speak highly of the connections staff build with families and appreciate opportunities to contribute to the life of the school describing the school community as ‘like a family’. They celebrate walking alongside staff as partners in student learning and wellbeing, and praise staff members’ welcoming approach. Staff appreciate how parents give their time to assist in maintaining the gardens, modelling community values and sharing expertise in a range of areas. Students speak highly of the connections they have with peers and their teachers.



Parents, staff and students celebrate how the rich learning environment and extracurricular opportunities enhance student learning, engagement and wellbeing.

Staff and parents praise connections established within and beyond the community to enhance student achievement, engagement and wellbeing opportunities. Parents, students and staff highlight the range of extracurricular activities available, describing the value these opportunities add to student learning and engagement. Staff speak appreciatively of how the Parents and Citizens’ Association supports school and community initiatives and events, including long-established traditions. Parents and community members speak of how the well-maintained facilities and gardens enhance the sense of pride in the school’s identity. Parents, community members and students value the modern facilities, which are used to maximise student learning and wellbeing.