

Currumbin Community Special 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 Community Special School acknowledges the Yugambeh People, the Traditional Owners of the Lands where we live and learn.

We pay our respect to the Elders, past, present and emerging for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

About the school

Education region	South East Region
Year levels	Prep to Year 12
Enrolment	96
Aboriginal students and Torres Strait Islander students	9.4%
Students with disability	100%
Index of Community Socio-Educational Advantage (ICSEA) value	1018

About the review

 3 reviewers from 26 to 28 March 2025	 114 participants	 68 school staff
 19 students	 12 parents and carers	 15 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen processes for continuously monitoring progress towards school improvement targets and goals to evaluate the effectiveness of strategies on student outcomes.

Domain 6: Leading systematic curriculum implementation
Strengthen processes for monitoring student progress throughout the teaching and learning sequence to support teachers in identifying next steps in student learning through the Australian Curriculum (AC).

Domain 8: Implementing effective pedagogical practices
Prioritise regular collaborative analysis of disaggregated data to monitor and evaluate the impact of teaching strategies and pedagogical approaches for the effective teaching of reading through the AC.

Domain 7: Differentiating teaching and learning
Strengthen teachers' capability in designing differentiated learning experiences for all learning areas of the AC to appropriately, engage, challenge and extend all students.

Key affirmations



Staff express the importance of positive, inclusive and trusting relationships to ensure students' success.

Leaders and staff share a united belief that consistent processes and high expectations for student achievement, effort and behaviour are a school-wide priority. They speak of the agreed values of *'trust, being valued, lifelong learning and collaboration'* to maximise student learning and build effective relationships. Leaders speak proudly of building relationships within and outside the school to support the implementation of the Explicit Improvement Agenda. Leaders and teachers express they value diversity and describe building a culture of mutually respectful relationships across the school community. They convey a collective belief and commitment to 'do whatever it takes to remove obstacles' for students to access learning and experience success.



Leaders highlight how a strong commitment to high expectations for students and building staff capability drives the data-driven approach to implementing evidence-informed practices.

Leaders prioritise a systematic, data-driven approach to implementing evidence-informed practices and guiding decision-making. They explain they focus on a structured approach to literacy using the science of reading, with data-informed improvement plans. Leaders communicate data is analysed to tailor school strategies to meet students' needs. They highlight they build staff capability in evidence-informed strategies and approaches, including the science of reading and Positive Behaviour Support. They foster high expectations for students, supporting staff in using consistent evidence-informed practices. Teachers convey they believe all students can learn, emphasising the importance of understanding individual students' needs. Parents praise staff dedication, and leaders celebrate students' progress.



Teachers and leaders describe a highly committed expert teaching team that drives a strong student-focused approach.

Leaders work alongside and collaborate with teachers in classrooms, upholding the school motto *'Working Together Learning for Life'* as a cornerstone of their educational practice. Teachers speak positively of leaders' high levels of trust in their capability to engage in quality teaching to enhance students' learning and engagement. Teachers and leaders subscribe to the belief that 'all means all, not almost all'. Teachers speak positively of the high levels of collegial support and sharing within clusters and teams. They comment both formal and informal collaboration opportunities enable them to learn from each other and share effective practice. Teachers reflect on their engagement with their 'collegial partner' and highlight the value placed on these partnerships to support professional growth.



Staff, students, and families proudly voice that community is at the heart of the school, and supportive partnerships enhance student learning and wellbeing.

Leaders and staff articulate the important role partnerships play in education, and speak of the valued partnership programs that offer a range of experiences, real-life learning opportunities, support and resources that improve students' learning and wellbeing outcomes. Parents and members of the Parents and Citizens' Association highlight connecting with other parents at social events and My Time parent workshops to share experiences. Parents and staff voice appreciation for the Community Hub in supporting students and families with a systematic and holistic approach to promoting wellbeing.