

Numinbah 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

Numinbah Valley State School acknowledges the shared lands of the Nyumin nation and the Korumberri people of the Yugumbah language region.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	10
Aboriginal students and Torres Strait Islander students	20%
Students with disability	40%
Index of Community Socio-Educational Advantage (ICSEA) value	979

About the review

 1 reviewers from 15 May 2025	 24 participants	 6 school staff
 9 students	 4 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Formalise 3 levels of planning, aligned to the K–12 curriculum, assessment and reporting framework, to ensure the Australian Curriculum is systematically delivered and all students receive their curriculum entitlement.

Domain 7: Differentiating teaching and learning
Sharpen planning for differentiation and adjustments, including processes for monitoring student progress and the impact of approaches, to advance a responsive approach to personalised learning.

Domain 8: Implementing effective pedagogical practices
Prioritise staff discussions and professional learning about a range of pedagogies, including explicit instruction, to drive evidence-informed teaching practices that are responsive to student need.

Domain 5: Building an expert teaching team
Collaboratively develop formalised capability development processes and plans for all staff, aligned with individual and school priorities, to systematically drive continuous professional growth.

Domain 9: Building school-community partnerships
Investigate opportunities to strengthen partnerships between school, families and community to support student learning, engagement and wellbeing, and enhance the positive community culture.

Key affirmations



Staff and parents praise the ‘team approach’ to education and how it supports all students to learn and achieve.

The principal describes staff as ‘a gift’, highlighting their commitment to student learning, engagement and wellbeing. Staff talk about how they work together, building on each other’s strengths and learning from each other. They comment they value time discussing teaching and learning. The principal speaks appreciatively of the staff team’s skills and expertise and emphasises the value of teacher aides working alongside teachers to deliver the curriculum. Staff celebrate how they work together to deliver teaching and learning in the multi-age classroom.



The principal highlights the personalised learning opportunities staff provide for every student, which ensure each student is engaged and achieving success.

The principal outlines the school vision of ‘a small school with a personal touch’. Staff describe how they get to know each student to make sure students are supported appropriately. Parents appreciate staff members’ efforts to enhance their child’s learning and wellbeing. Students recognise teaching staff help them to progress in their learning and provide feedback about how they can improve. In the 2024 School Opinion Survey, 100% of parents agreed with the statement ‘This school works with me to support my child’s learning’.



Parents and staff highlight the strong school spirit and friendly, supportive learning culture, speaking of how these build students’ confidence and support their wellbeing.

Students, parents and staff emphasise the welcoming school culture, describing it as ‘like a family’. Students comment that ‘we are all friends here, and support each other’. Students appreciate rewards systems and the encouragement of staff. They speak of their peers’ and staff members’ kindness. Parents describe staff as approachable, responsive and helpful. Parents and staff convey they work together to support student engagement and wellbeing.



Staff, parents and students express appreciation for the range of resources that support flexible and engaging learning opportunities for all students.

Staff, parents and students highlight the facilities and resources that support student learning. Students describe using technology for learning, including iPads and laptop computers. Staff and parents praise the well-maintained grounds, and how they work together to update and beautify available facilities. They explain processes for organising resources to streamline teaching and learning. Students and parents praise the range of learning opportunities available within and beyond the school. Students speak excitedly about camps, excursions, sporting and cultural activities that ‘make learning fun’.