

Tamborine Mountain 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

Tamborine Mountain State School would like to acknowledge the Traditional Custodians of this land on which we stand today, the Wangerriburra people. We acknowledge with respect the land, the skies, the waterways, and all that inhabit this country. We acknowledge our Elders past present and future, for they hold the memories, traditions and hopes of Indigenous Australia. May their strengths and wisdom be with us as we walk together gently on this land.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	578
Aboriginal students and Torres Strait Islander students	2%
Students with disability	24.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1063

About the review

 3 reviewers from 4 to 6 November 2025	 205 participants	 60 school staff
 82 students	 53 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation Collaboratively enact a whole school approach to the teaching of reading through the AC to ensure every student receives effective reading instruction across the learning areas. Consolidate teacher understanding of the AC to enable collaborative development of contextualised units that meet the needs of students and align to the K–12 Framework.
Domain 8: Implementing effective pedagogical practices Embed collaborative discussions of effective teaching practice, to foster a shared language and understanding of a whole school approach to pedagogy.
Domain 2: Analysing and discussing data Prioritise staff capability development in the interpretation and analysis of student data to maximise precision in planning next steps for learning.

Key affirmations



Parents and students praise leaders and staff for their united commitment to high expectations and school improvement, providing an environment where ‘every child will learn and flourish’.

The principal outlines how a shared vision underpins school improvement. Staff highlight the importance of each learner achieving their very best, with high expectations for excellence in learning. Students talk about the motto of ‘*Strive for the highest*’ as meaning every student working to be the ‘best version of themselves’. They emphasise the value placed on individual effort, describing how staff help each student to achieve the best they can. Leaders explain a commitment to providing a positive, inclusive environment which contributes to student learning, engagement and wellbeing outcomes.



Teachers express appreciation for working in cohort Professional Learning Teams (PLTs) to discuss teaching and learning, describing how this purposeful collaboration strengthens shared curriculum understandings.

Leaders and teachers highlight regular opportunities to work in teams, both formally and informally. They convey how discussions about student achievement provide opportunities to collaborate on ways to improve student outcomes. Teachers value working together on curriculum design, and leading and monitoring school improvement priorities. They articulate this collaboration builds collective accountability and shares expertise within the teaching team. Staff speak highly of a strong collegial culture of mutual trust, support and professionalism.



Leaders and teachers emphasise a student-centred approach, valuing student voice in planning for a range of engaging curricular and extracurricular activities.

Students value developing their leadership through student council initiatives, which contributes to the range of events and activities available. They speak with pride of extracurricular activities such as camps, excursions, and clubs including dance, Glee club, Digitech and Waste Warriors. Students convey ‘there is something for everyone here’. Parents and community members voice support for the array of sporting, musical, dance, Arts and performance opportunities. Parents, students and staff highlight the attractive, stimulating facilities and engaging outdoor learning environments and gardens. Students excitedly celebrate, ‘learning is so much fun’.



Leaders and parents describe the importance of drawing upon and contributing to the local and wider community, building a sense of the school as a hub of the community.

Staff, parents and community members express a strong sense of belonging and pride, describing ways students participate in community activities and how volunteers support school programs. Leaders and community members highlight the work of the Parents and Citizens’ Association (P&C) in building parent and family engagement in school activities, celebrations and events. They praise the range of actions including the operation of a café which provides parents with opportunities to build connections with one another, leaders and staff. Community members and parents convey monthly markets raise funds for the school and bring the community together.