

Pacific Pines State High 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

Pacific Pines State High School acknowledges the shared lands of the Mibiny Nation and the Kombumerri people of the Bundjalung, Ngarang-Wal and Yugambeh language region.

About the school

Education region	From review report
Year levels	From review report
Enrolment	From review report
Aboriginal students and Torres Strait Islander students	From review report
Students with disability	From review report
Index of Community Socio-Educational Advantage (ICSEA) value	From review report

About the review

 <p>5 reviewers from 3 to 6 June 2025</p>	 <p>284 participants</p>	 <p>131 school staff</p>
 <p>127 students</p>	 <p>15 parents and carers</p>	 <p>11 community members and stakeholders</p>

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Sharpen collaborative curriculum planning practices, to enhance teachers’ understanding of the Australian Curriculum, and ensure alignment of planning, teaching and assessment across the phases of learning.

Domain 8: Implementing effective pedagogical practices
Establish a process for evaluating the use of pedagogical practices, to determine their impact on improving student learning outcomes and changes in teaching practice.

Domain 2: Analysing and discussing data
Formalise a whole-school approach for analysing and interpreting student outcome data, to inform continuous refinement of teaching and learning and realise incremental improvement in student achievement.

Domain 7: Differentiating teaching and learning
Strengthen staff capability in developing and implementing evidence-informed differentiation strategies, to successfully enact whole school approaches to inclusion and pedagogy.

Key affirmations



Leaders promote a culture of high expectations that nurtures a shared commitment among staff, parents and students to students’ success.

Teachers convey a strong belief in the importance of rigorous academic standards and targeted interventions to ensure every student makes progress in their learning. Parents praise the expertise and dedication of educators in providing support and guidance, fostering meaningful pathways for their child beyond Year 12. Students express high levels of satisfaction with the diverse academic, sporting and leadership opportunities available to them. Community members acknowledge the school’s reputation for excellence, highlighting its positive impact on students’ learning and post-school transitions.



Leaders articulate that a strategic approach to fostering a culture of collaboration drives accountability and encourages data-informed decision-making.

The executive principal highlights the school’s ‘Leadership Trademark’ as a guiding framework for leadership practices at all levels. Executive leaders describe high levels of collaboration and shared accountability, ensuring a collective approach to school improvement. Teachers express appreciation for the structured processes in place for tracking students’ progress, affirming that data drives improvement and informs teaching practice. Parents acknowledge the school’s commitment to strategically using data, highlighting its role in guiding students’ success.



Staff members convey their commitment to providing a welcoming and inclusive learning environment where students, staff and families feel valued, recognised, and respected.

Leaders articulate the Positive Behaviour for Learning framework is integral in shaping the school culture, ensuring consistent language regarding school values and expectations. Parents express gratitude for the clear communication and support structures that reinforce strong relationships between families and educators. Students convey appreciation for the range of extracurricular, cultural and leadership opportunities that contribute to high levels of engagement and satisfaction. Teachers emphasise the effectiveness of well-established policies and procedures for supporting student behaviour, noting the positive impact of whole-school engagement strategies. Community leaders affirm the school’s strong reputation and its role in shaping the character of the local community.



Leaders and teachers convey a shared commitment to providing high-quality teaching and innovative curriculum offerings to meet the needs of all learners.

Teachers highlight the breadth of curriculum opportunities, including 14 Centres of Excellence across academia, sport, creative industry and enterprise. Parents convey they value implementation of Personalised Learning Plan and targeted interventions that support students’ progress and achievement. Students express enthusiasm for the variety of academic and vocational pathways available, highlighting innovative programs that prepare them for future careers. Community members acknowledge the school’s strong connections with post-school opportunities.