

Virginia State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.







Acknowledgement of Country

We acknowledge the shared lands of the Turrbal and Yuggera people of the Jaggera Language group.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	470
Aboriginal students and Torres Strait Islander students	4.04%
Students with disability	16.17%
Index of Community Socio-Educational Advantage (ICSEA) value	1090

About the review

 3 reviewers from 11 to 12 August 2025	 138 participants	 42 school staff
 73 students	 17 Parents	 6 Community Members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 6: Leading systematic curriculum implementation
Further refine processes for collaborative planning opportunities across all learning areas to support the full and systematic implementation of the Australian Curriculum (AC).

Broaden opportunities for building teachers' knowledge, understanding and capability of evidence-informed approaches to reading to enhance the teaching of reading through the AC.

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared understanding and language about pedagogy to employ evidence-informed pedagogies that support students' achievement, wellbeing and engagement.

Domain 7: Differentiating teaching and learning
Strengthen the collective vision and understanding of differentiating teaching and learning to support all students in accessing the curriculum.

Key affirmations



Staff describe being connected by collegial processes that support professional learning and promote collaboration.

Staff describe their teams as collegial and praise the professional and personal support these teams provide. New teachers describe consistent induction processes that enable shared understanding of expectations. Early career teachers speak appreciatively of formal and informal mentoring processes that teaching teams and leaders engage with to foster their professional growth. Teachers convey that whole-school processes, such as peer observations and case management, enhance professional practice, build confidence and promote collaboration. Leaders and teachers describe how whole-school processes facilitate collaboration within and across year levels.



Leaders and teachers affirm that engaging in collaborative curriculum planning and moderation processes supports implementation of the AC.

Teachers convey they value collaborative planning opportunities to develop a shared understanding of what is to be taught within units of work. Leaders and teachers speak of moderation processes that are scheduled and informal and explain how these processes support teacher understanding of summative assessment. Leaders describe unpacking marking guides to support teacher understanding of the alignment between the marking guides and assessment task. Teachers speak of using English 'Bump it up' walls aligned to marking guides to ensure clarity about what is expected to achieve a C, B and A Level of Achievement (LOA). Leaders highlight their ongoing commitment to building teacher capabilities in curriculum implementation.



Strong partnerships are highly regarded by staff, parents, and community stakeholders for the enriching opportunities they provide students and families.

Leaders outline ways the school cultivates positive connections with the local and wider community to enhance student learning and wellbeing. Teachers describe how partnerships with early childhood providers and secondary schools support successful transitions into Prep and secondary education. Staff speak proudly of additional partnerships with community agencies which enrich learning opportunities for students and celebrate student success. Leaders outline the positive collaboration that occurs within the alliance of cluster schools, which supports opportunities for professional and leadership enhancement.



Staff, students and families highlight the relationships and communication supporting the school's strong sense of community, which fosters pride, belonging and a positive learning culture.

Many staff and families describe their long-term connection to the school and the position of prominence the school has within the local community. Parents outline how regular communication processes between the school and home fosters the sense of community. Staff and community members highlight the swimming club and music program as exemplifying community spirit. They note that over 20 adults participate in the instrumental program alongside students and celebrate the highly respected swimming club for the opportunities it provides elite athletes. Staff and parents praise the relationships between the school and families, and appreciate how these contribute to sustaining a positive sense of community.