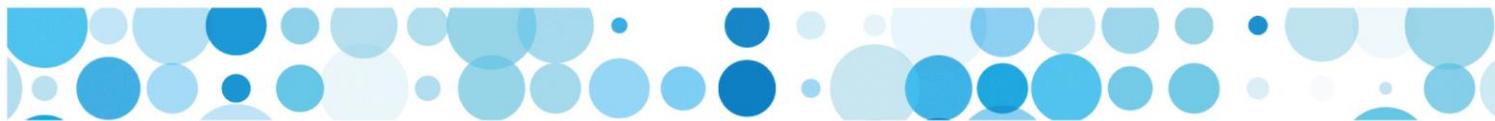


# Currimundi State School

## Executive Summary



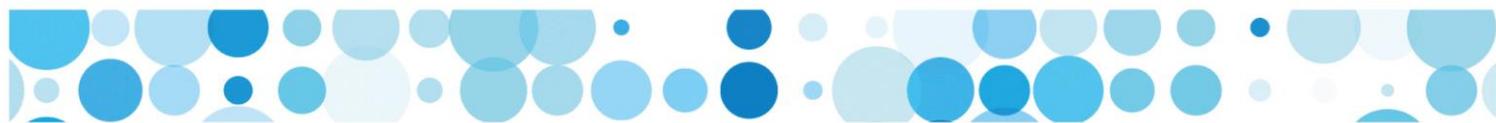


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

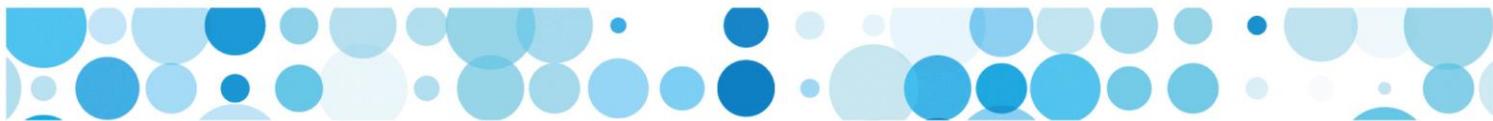
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Currimundi State School** from **22 to 24 July 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

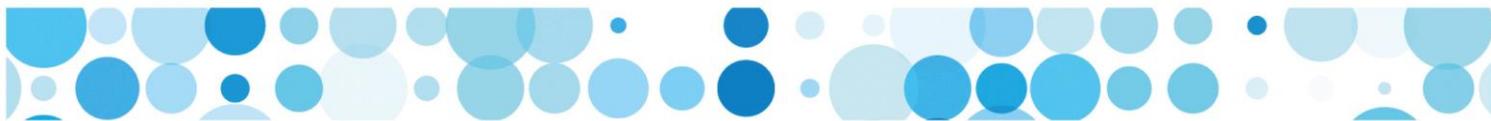
### 1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Kurt Goodwin	Peer reviewer
John Enright	External reviewer



## 1.2 School context

<b>Location:</b>	Buderim St, Currimundi
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1977
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	585
<b>Indigenous enrolment percentage:</b>	6 per cent
<b>Students with disability enrolment percentage:</b>	6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1022
<b>Year principal appointed:</b>	Term 4, 2017
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	36.64
<b>Significant partner schools:</b>	Caloundra Coalition of State Schools: Talara Primary College, Caloundra State School, Buddina State School, Golden Beach State School, Baringa State Primary School, Kawana Waters State College, Meridan State College, Caloundra State High School
<b>Significant community partnerships:</b>	The Salvation Army, Quota Club, North Caloundra Surf School, Child and Youth Mental Health Service (CYMHS), Queensland Police Service (QPS), local Elders, Dicky Beach Surf Club, Sunshine Coast Council Years 3 and 4 cycle skills, recycling program, Currimundi Marketplace Woolworths, local dentist, Young Men's Christian Association (YMCA), Resilient Youth Australia
<b>Significant school programs:</b>	InitialLit, CalmSpace, MultiLit, MacqLit, North Coast Region numeracy approach, positive child/youth development to proactively build wellbeing assets in our young people, High School transition days as part of a coalition-wide transition agreement, Early Childhood Education Centre (ECEC) visits, Pre-Prep transition program, Sparks, Cybersafety, Life Education



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), 24 teachers, Business Manager (BM), administration officer, nine teacher aides, school chaplain, 29 parents and 38 students.

Community and business groups:

- Five past and present members of the Parents and Citizens' Association (P&C) executive committee, two parent representatives of the school council, coordinator of the YMCA Outside School Hours Care (OSHC) program, volunteers from Quota International of Caloundra and social worker from The Salvation Army Doorways program.

Partner schools and other educational providers:

- Executive principal of Meridan State College and service manager of Currimundi Childcare and Education Centre.

Government and departmental representatives:

- Councillor for Division 3, Sunshine Coast Council, State Member for Kawana and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	2019 Whole-School Curriculum Plan
Professional Learning Plan 2019	Reading Policy
School newsletters and website	Pre-Prep Transition Program
School Opinion Survey	Curriculum planning documents
Currimundi State School Learning Framework	The Currimundi Data Collection Points and Targets
Learning and Wellbeing Framework (draft)	Monitoring Attendance – Our Roles in Following-Up Absences
Responsible Behaviour Plan for Students	Teacher Teams 2019: Powering Quality Teaching and School-wide Improvement



## 2. Executive summary

### 2.1 Key findings

**The school's vision '*Riding the waves to success*' is embedded in all areas of the school.**

The vision is widely known and valued by students, staff members, parents and the community. The school places a strong focus on student wellbeing targeting resilience, hope, social and emotional skills and a sense of belonging. There is a school-wide commitment to successful learning that creates a positive and caring tone throughout the school.

**The leadership team and school staff demonstrate a commitment to full implementation of the Australian Curriculum (AC).**

The Head of Curriculum (HOC) coordinates collaborative planning and moderation processes within teaching teams to ensure consistency of learning across year levels. Planning processes are designed to deepen teacher understanding of the curriculum and to ensure it is locally relevant for students and the community. This practice is valued by the teachers and parents.

**The leadership team expresses the belief that '*We can achieve something together that individuals may not believe is possible*'.**

The teacher teams, with the support of the leadership team, are encouraged to work collaboratively to ensure students benefit from 'collective teacher efficacy'. The principal believes that teacher team meetings will become the most powerful unit within the school to promote improvement. The teams assume collective responsibility for the performance of all students within their year level and are encouraged to explore creative solutions to improve student outcomes.

**The leadership team has developed a multi-faceted improvement agenda that identifies four key elements of school improvement.**

The Annual Implementation Plan (AIP) 2019 outlines the improvement priorities as teacher teams, reading, learning and thriving, and Science Technology Engineering Mathematics (STEM). The leadership team speaks confidently regarding their responsibilities in implementing the AIP. Staff members are able to identify the four improvement priority areas. Teacher clarity regarding their role in implementing the AIP and how it is enacted in classrooms is yet to be fully developed.



**The school has formulated a whole-school pedagogical approach entitled the ‘Learning Framework’.**

The learning framework incorporates Marzano’s<sup>1</sup> The Art and Science of Teaching (ASoT) and Hattie’s<sup>2</sup> visible learning and is underpinned by Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR). It outlines a range of pedagogical practices, some of which are expected from all teachers in every lesson and some which can be selected depending on the learning context. Most teachers articulate they would appreciate further clarification of the learning framework.

**The leadership team and staff are committed to the success of all students.**

Teachers endeavour to understand all students’ current knowledge, skills and learning needs to identify appropriate starting points for learning. Through school performance discussions and in planning meetings, teachers identify strategies to use to support the needs of their class. The leadership team identifies the need to enhance the way they cater for all students, including high achieving students. Some teachers identify the need to further develop classroom practices to support high achieving students.

**The leadership team members have a commitment to the development of an expert teaching team.**

The school has collaboratively developed a collegial engagement agreement that includes formal observation and feedback. This process is aligned to the expected pedagogical practice. Staff indicate that formal observations have occurred. Some staff indicate they would appreciate a deeper understanding of the learning framework and how to implement it effectively in the classroom.

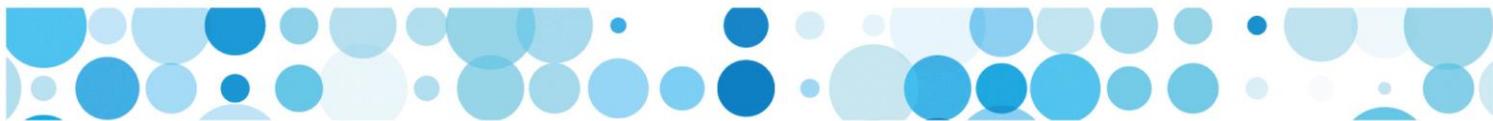
**A range of wellbeing strategies has been developed and implemented to enhance the school environment as a foundation for student success.**

The school implements the ‘Sparks’ program from Year 4 to Year 6, with staff leading alternate learning sessions based on their personal interest. Students select a Sparks program that they find engaging and they actively connect with teachers and peers in a common area of interest. This program is strongly supported by parents and the community with a range of parents volunteering to support Sparks sessions and local businesses offering to provide materials for the program.

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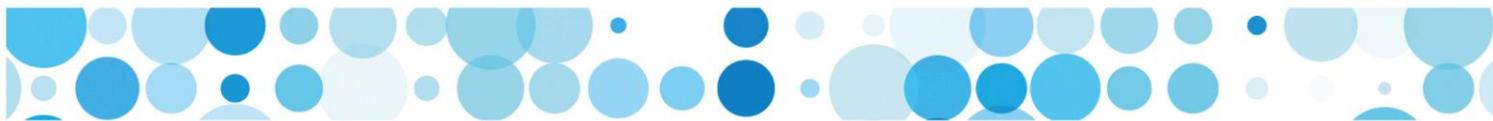
<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

<sup>2</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



**The school identifies a range of community partnerships that support and enhance the learning and wellbeing of students and staff.**

A range of programs currently operates including the Family Doorways program and the Quota Cops Kids Together (QuoCKa) reading program. Other activities supported by staff members, parents and community groups include the Surfing Excellence Program, the beach carnival, the Sparks program, Deadly homework club and chappy breakfasts.



## 2.2 Key improvement strategies

Collaboratively refine the improvement agenda, ensuring a sharp and deep focus on the key priority area is clearly understood and enacted by all staff and monitored to ensure school-wide implementation.

Revisit and unpack the learning framework to deepen teacher understanding of agreed practices and support its enactment in classrooms.

Support classroom teachers to cater for all students, including high achieving students and monitor the impact of the agreed strategies.

Review and formalise the collegial engagement agreement to support the systematic observation and feedback cycle, supported by relevant Professional Development (PD) opportunities and coaching and mentoring.