Currimundi State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Currimundi State School** from **23** to **25 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
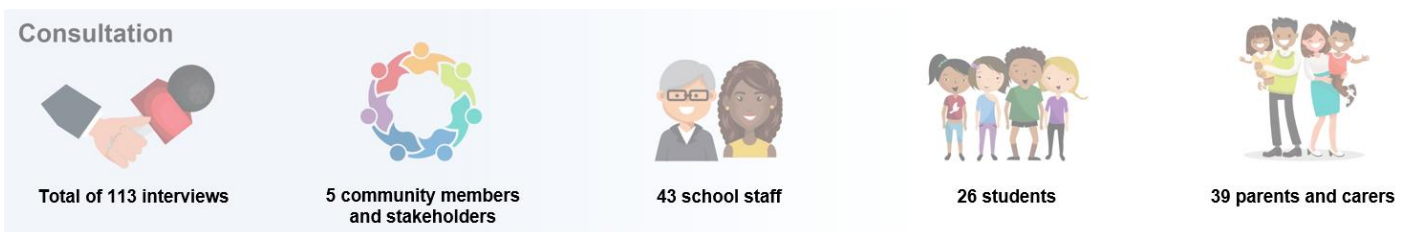
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Richenda Wagener	Peer Reviewer
Clare Grant	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 113 interviews   5 community members and stakeholders   43 school staff   26 students   39 parents and carers

1.4 School context

Indigenous land name:	Gubbi Gubbi We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	617
Indigenous enrolment percentage:	4.6%
Students with disability percentage:	21%
Index of Community Socio-Educational Advantage (ICSEA) value:	1031

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **22** to **24 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1022 and the school enrolment was 585 with an Indigenous enrolment of 6% and a student with disability enrolment of 6%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)

- Revisit and unpack the learning framework to deepen teacher understanding of agreed practices and support its enactment in classrooms. (Domain 8)

- Support classroom teachers to cater for all students, including high achieving students and monitor the impact of the agreed strategies. (Domain 7)

- 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. (Domain 5)

2. Executive summary

2.1 Key affirmations

The school is characterised by strong, caring relationships between staff, students, parents and community.

Staff articulate the importance of positive relationships to successful learning and actively work to build partnerships with all stakeholders. The sense of pride in the school is embodied by the saying, '*Welcome to our small, friendly school by the beach*'. Staff and students describe relationships as both positive and respectful. All staff articulate a strong sense of moral purpose for the work they undertake in the school. This belief is nurtured in an environment where staff work collaboratively to engender a sense of belonging for all. Staff exhibit high levels of professional energy and identify strong, collegial relationships within their year level teams and across the school.

Staff commit to students through a culture of care and respect.

Staff members openly express an unconditional, positive regard for students. Equally, students articulate a strong affiliation with teachers and their classmates. Members of the leadership team express appreciation for students' cultural backgrounds, and value the observance and celebration of relevant cultural events during the year. The principal expresses high expectations for students in terms of engagement, attendance and achievement. Leaders identify the importance of providing opportunities that lead to improved learning and wellbeing outcomes for all students.

Leaders recognise the importance of developing and enacting a sequential, systematic curriculum for all students.

The leadership team prioritises professional learning opportunities for staff that enhance teacher knowledge and understanding of the Australian Curriculum (AC). Teachers are focused on providing quality teaching and learning experiences that allow students to experience, engage in, and attain the standards prescribed by the AC. A whole-school Curriculum, Assessment and Reporting Plan (CARP) is documented. Teachers describe collaborative approaches to planning across the school. They articulate their appreciation for regular release time, and indicate these opportunities are enhancing their expertise in curriculum development and assessment.

Effective and timely use of student data is identified by leaders as an important component of the teaching and learning process.

Teachers speak of collecting and considering student achievement data to inform next steps for teaching, and providing opportunities to celebrate student success. Leaders are cognisant of the need to systematically analyse data to gauge overall school performance, inform school-level decisions, and determine interventions to support students' needs. Staff speak of constantly seeking to improve the learning and wellbeing of all students.

Classrooms are welcoming places and teachers take pride in the presentation of these environments.

Students articulate that they value the positive relationships they have with all staff and the ongoing encouragement they receive during the learning process. It is apparent through conversations with students that the positive relationships that are cultivated by all staff help to create classrooms that encourage risk taking in learning. Staff strive to engage, challenge and support all students to maximise learning opportunities and outcomes.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Further enhance the instructional leadership capabilities of all members of the leadership team to rigorously monitor, progress and celebrate a sharp agenda for school improvement.

Domain 6: Systematic curriculum delivery

Consolidate approaches to collaboratively develop rigorous unit plans, including those that integrate the curriculum across learning areas, to ensure learning experiences are locally relevant and engaging to all students.

Domain 5: An expert teaching team

Systematically enact a collaboratively developed collegial engagement framework to provide clarity about the opportunities and processes for ongoing development of professional expertise, with a particular emphasis on coaching and mentoring.

Domain 7: Differentiated teaching and learning

Strengthen staff understanding of inclusive practices through developing and enacting a shared, whole-school vision for inclusive education, underpinned by the Department of Education (DoE) policy and contemporary effective practice.

Domain 8: Effective pedagogical practices

Enhance teachers' understanding and confidence in utilising a range of strategies, drawn from the school's agreed pedagogical approaches, to support all students to engage in learning.