Currumbin State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Currumbin State School** from **8** to **11 May 2018**.

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 consider 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

John Bosward	Internal reviewer, SIU (review chair)
Anthony Palmer	Peer reviewer
Deborah Hansen	Peer reviewer
John Wessel	External reviewer

1.2 School context

Location:	Philip Street, Currumbin
Education region:	South East Region
Year opened:	1909
Year levels:	Prep to Year 6
Enrolment:	1095
Indigenous enrolment percentage:	8.0 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1025
Year principal appointed:	2016
Full-time equivalent staff:	79
Significant partner schools:	Palm Beach Currumbin State High School
Significant community partnerships:	Currumbin Returned and Services League of Australia (RSL), Kalwun Development Corporation, Bright Button Kindergarten Currumbin
Significant school programs:	Feedback for Learning, Crack the Code, Close Reading, Supportive Play Programs, *Second Step* Social Emotional Learning Program - in conjunction with targeted interventions

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Curriculum (HOC), master teacher, head of inclusion, five inclusion teachers, chaplain, guidance officer, three student support teacher aides, four teacher aides, Parents and Citizens' Association (P&C) president, tuckshop convenor, tuckshop assistant, behaviour support teacher, 54 teachers, 30 parents, 83 students and school council chairperson.

Community and business groups:

- Indigenous community representative.

Partner schools and other educational providers:

- Palm Beach Currumbin State High School.

Government and departmental representatives:

- State Member for Currumbin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Year Level Feedback Planners	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Social Emotional Programs Overview Term 2 2018
Currumbin State School A Whole School Approach to Supporting Diverse Learners	Headline Indicators (Semester 2, 2017 release)

2. Executive summary

2.1 Key findings

The community holds the school in high regard.

Community members articulate that they value the courtesy and respect shown by students. Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning. They work actively to build partnerships with students, colleagues, parents and the community. The school offers a welcoming and professional environment and reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.

A strong collegial culture of mutual trust and support is apparent amongst staff members.

A willingness of staff members to engage in professional dialogue aligned to improving student learning exists across the school. The high level of trust between teaching staff members is demonstrated through the school's collaborative processes. Year level cohorts regularly share student progress data and collaboratively identify appropriate teaching strategies. This process promotes collegiality, improves instructional practice and impacts positively on student achievement.

All school staff members are highly committed to improving outcomes for all students.

This is reflected in their commitment to student learning, wellbeing and the school's improvement agenda. Conversations with staff members, parents and students indicate that processes implemented in recent times have had a significant and positive impact on the school.

School leaders give a priority to the school-wide analysis and discussion of data regarding student outcomes.

The use of collaborative year level formative assessment check-ins is an emerging initiative as part of the school's improvement agenda. Time is set aside for teaching staff to work collaboratively focusing on the weekly assessment task. Most teachers are supportive of this initiative that is emerging as a critical element in the school's drive for improved outcomes for the students. Teaching staff indicate an enthusiasm for the process to continue so as to enable staff member capability to grow and build a feedback culture across the school.

The school has developed a comprehensive, coherent and sequenced curriculum plan aligned to the Australian Curriculum (AC).

The Head of Curriculum (HOC) and master teacher are a significant source of expertise and support for the continuing development of curriculum in the school. Planning days are provided for each year level prior to the delivery of each unit, allowing time for teachers to enhance their knowledge and understanding of the curriculum. Conversations with staff members indicate that a comprehensive understanding of the AC is developing.

Teachers strive to effectively implement teaching strategies that support students and improve learning outcomes.

The school has developed and implemented a school pedagogical framework that supports teaching and learning. Staff member development has been highly successful through the implementation of formative check-ins, focusing on student work samples as evidence of student performances and identifying potential teaching strategies. Some teachers report an interest in receiving explicit feedback in relation to classroom pedagogy and effective evidence-based practice.

School leaders recognise that evidence-based, effective teaching is the key to improved student outcomes.

Processes to build staff members' capability in the teaching of English are being facilitated through the formative check-in process. Some teachers are engaging in Watching Others Work (WOW) in an informal manner in some cohorts. Some staff members indicate that they would appreciate feedback and support to enhance their knowledge and implementation of a range of evidence-based teaching practices.

The school appreciates and values students' varying cultural backgrounds and is working to build cultural competence across the school.

An active Indigenous Reference Group works collaboratively with the principal to support Indigenous students and perspectives within and beyond the school community. National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations and activities, the creation of a bush tucker garden and the inclusion of meaningful and valued Indigenous perspectives highlight the contribution of Indigenous culture to the school community. The group identifies strong, valued and respectful relationships between the school and Indigenous community members.

A strong emphasis is placed on student health and wellbeing.

Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully. Classrooms project an expectation of success in learning and students articulate a sense of pride in their school. Students and staff members display an obvious sense of belonging.

2.2 Key improvement strategies

Explore opportunities to build on current processes to ascertain and action the school priorities over the next strategic cycle to support sustainable growth.

Consolidate and embed the year level feedback check-in model across the school.

Continue to build on school processes to enable teachers to develop a deep understanding of the AC.

Implement processes that enhance teachers' capability to maximise outcomes from formative assessment check-ins.

Support teachers to develop a repertoire of evidence-based pedagogical practices that support, challenge and extend learning for all students.