

Currimundi Special 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 Special School** from **12 to 14 June 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.

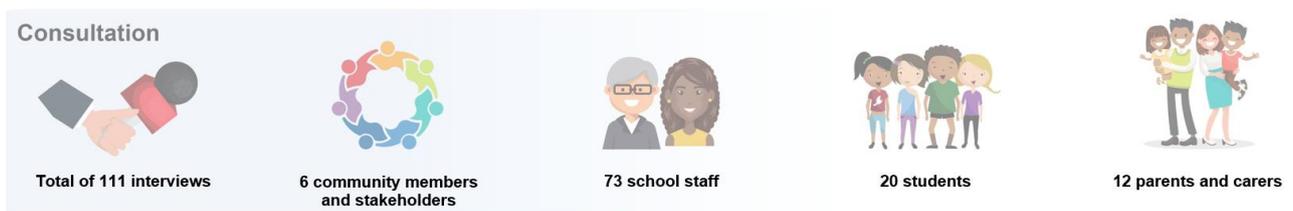
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Bradley Clark	Internal Reviewer, SRR (review chair)
Scott Curtis	Internal Reviewer, SRR
Darren Greenway	Peer Reviewer
Lesley Vogan	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Girrimundi We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	163
<b>Indigenous enrolment percentage:</b>	10%
<b>Students with disability percentage:</b>	100%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1007

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19 to 22 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1013 and the school enrolment was 211 with an Indigenous enrolment of 10% and a student with disability enrolment of 100%.

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

- Collaboratively refine and sharpen the Explicit Improvement Agenda (EIA) and strategic planning, to incorporate explicit actions, timelines, roles and responsibilities, measurable student outcome targets, and communicate widely. (Domain 1)
- Implement processes to build strategic and instructional leadership to support the development of teacher capability and improved learning outcomes. (Domain 1)
- Develop and formalise a systematic approach to data collection that details what, how and when data is to be collected and utilised in classrooms, sectors and across the whole school to inform decision making. (Domain 2)
- Build systems and procedures that promote evidence-based teaching and learning, through intentional collaboration between staff to inform school-wide decision-making. (Domain 1)
- Collaboratively review the pedagogical framework to set the agreed evidence-based teaching approaches used across the school. (Domain 8)

## 2. Executive summary

### 2.1 Key affirmations

**Staff describe the school is on an improvement trajectory and express a sense of optimism regarding the future.**

Leaders are united in their commitment to drive an improvement agenda that is implemented with consistency and cohesion. Leaders discuss that over the last year, developing systems and processes were a priority with the intent of identifying clear accountabilities of school-wide approaches. Most teachers express appreciation for the greater clarity and communication regarding system and school expectations. Teachers outline that there are higher levels of consistency or practice and unity across the school, scaffolded by school documentation and leaders' support. Many staff outline confidence in the current priorities and discuss a belief that there has been noticeable improvement in all 3 areas.

**A Positive Behaviour for Learning (PBL) committee is a driving force for heightening expectation and consistency across the school.**

Members of the PBL committee are committed to ensure accurate and timely data is entered on OneSchool, inclusive of positive recognition. The committee ensures, through weekly staffing updates, a range of data demonstrating positive impact of PBL is shared. This committee facilitates the delivery of the fortnightly focus through resource sharing, in addition to capturing student voice to inform the school-wide recognition system. Positive and respectful relationships between staff, students and parents are critical, supported through the enactment of the PBL framework, and a number of wellbeing strategies.

**Parents are valued as integral members of the school community and partners in their child's education.**

Teachers discuss the value of having meetings with previous teachers and engaging parents in dialogue on strategies that engage their child. Parents speak highly of the opportunity to partner with the school to provide the best possible educational journey for their child. They express an appreciation for support available for their child and the family as a whole when needed. They describe the school environment as safe, caring and supportive of the individual. The Parents and Citizens' Association (P&C) are long-time school contributors, through community fundraising and events. The P&C has a strong reputation for supporting school resourcing. Many parents express appreciation for the strong levels of communication from their child's teacher.

**A team approach between teachers and teacher aides provides flexibility to differentiate curriculum delivery through individual, pairs, small groups and social learning opportunities.**

Teacher aides highlight their connection to colleagues and their classroom teacher as an important factor towards job satisfaction. Staff describe supportive and professional relationships across their teaching cohort where they formally and informally share resources, planning and practices. Teacher aides are integral members of the teaching team and have a shared responsibility for student learning success. A culture of continuous Professional Development (PD) is enhanced through celebrating and sharing success. Celebrations include staff shout-outs, an application for a demonstration school for PBL, and local awards and nominations for staff and students. Teaching staff indicate their sense of belonging to the school, and for new staff their sense of welcome, through connection and a culture of supporting each other to solve teaching challenges and celebrate student success.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Develop a cohesive and clear EIA that focuses all staff on curriculum, teaching and learning to ensure every student realises their potential.

### **Domain 6:** Systematic curriculum delivery

Implement a differentiated approach to building teacher capability to implement the AC to create, refine, align and quality assure units of work that are locally relevant, engaging and responsive to the learning needs of all students.

### **Domain 1:** An explicit improvement agenda

Develop structured processes to build staff capability, that provides ongoing opportunities for collaboration, agency, dialogue between leaders and staff members to deliver the EIA with fidelity, sustainability and cohesion.

### **Domain 8:** Effective pedagogical practices

Identify, develop and quality assure the implementation of a whole-school pedagogical approach to support teachers to engage and challenge all students in their learning.

### **Domain 5:** An expert teaching team

Strengthen the instructional leadership capability of all leaders and key staff members to enable the successful development and implementation of teaching and learning priorities.