

# Currajong State School

## Executive Summary





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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 **Currajong State School** from **29 to 31 May 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

Mike Ennis	Internal reviewer, SIU (review chair)
Keith Warwick	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Palmerston Street, Gulliver
<b>Education region:</b>	North Queensland Region
<b>The school opened in:</b>	1954
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	625
<b>Indigenous enrolments:</b>	25.3 per cent
<b>Students with disability enrolments:</b>	3.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	929
<b>Year principal appointed:</b>	January 2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	49
<b>Significant Partner Schools:</b>	Professional Learning Community (PLC) Black: Belgian Gardens State School, Hermit Park State School, Railway Estate State School, Bluewater State School, Ingham State School, Townsville Community Learning Centre (TCLC)
<b>Feeder High Schools:</b>	Heatley Secondary College, Pimlico State High School
<b>Significant community partnerships:</b>	Early Childhood Education Centre (ECEC) network, Townsville Aboriginal and Islander Health Services (TAIHS) – family wellbeing services, The Smith Family, 3 <sup>rd</sup> Combat Signals Regiment (3CSR), James Cook University (JCU) – Science on the Oval (SOTO), North Queensland Cowboys/Blackhawkes, EVOLVE – Trauma Informed Practices
<b>Significant school programs:</b>	Reef Guardian, Bounce Back, Yoga Tools for Schools, Ready Readers



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Student Inclusion (HOSI), guidance officer, Business Manager (BM), 32 teachers, 25 non-teaching staff members, eight Parents and Citizens' Association (P&C) members, 27 parents and 23 students.

Community and business groups:

- Coordinator TAIHS and Major Jeff Martin, 3CSR.

Partner schools and other educational providers:

- Director Lady Gowrie Education Centre, teacher Milestone Kindy, lecturer JCU SOTO, director Currajong Outside School Hours Care (OSHC), Heatley Secondary College, principal Hermit Park State School, principal Belgian Gardens State School, deputy principal Thuringowa State High School and coordinator Global Tropics Initiative.

Government and departmental representatives:

- Councillor for Division 8 Townsville City Council, State Member for Mundingburra and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Wellbeing Framework
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School differentiation tool	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Annual Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Professional learning calendar Semester 1, 2019
School Opinion Survey	



## 2. Executive summary

### 2.1 Key findings

#### **The school has partnered with families and a range of external community organisations and local business that results in improved student outcomes.**

Parents are highly valued as partners in their child's learning and their involvement in the school is actively encouraged and welcomed. Staff, students and parents describe the culture of the school as being like 'a family'. Time is taken to build respectful relationships between school and home. Parents and community representatives speak positively regarding the school and the range of learning opportunities available to students. Parents articulate the professionalism of school staff and value the teachers' welcoming and approachable attitudes. There is a strong sense of belonging amongst students, parents and members of the broader community.

#### **Teachers speak with a united voice regarding the positive impact of year level teams.**

A robust positive culture of collegiality and sharing exists across the school. Teachers indicate that they find their year level team to be a strong source of professional and personal support. This is strongly expressed by early career teachers in particular, who find the professional guidance of more experienced team members to be invaluable.

#### **Staff are supportive of the school improvement journey and are committed to improve the quality of teaching and learning throughout the school.**

All staff are able to identify the school priorities of reading, spelling and writing, and the year level targets for their class group. An online school 'placemat' is used by all members of the teaching team to check information including school priorities, targets and timelines. Some parents identify literacy, especially reading, student behaviour and attendance as the school priorities. Parents indicate they are aware the school focuses on these areas from messages at weekly parades, and class and school newsletters.

#### **Teachers refer to the comprehensive school curriculum documents when planning.**

Teachers on each year level report a high degree of collaboration and sharing within the cohort. Teachers appreciate the collaborative approach in building and refining the school curriculum to ensure it meets the needs of students by recognising, valuing and building on their existing knowledge and skills. Many teachers request additional time for collaborative planning time with their colleagues, Head of Curriculum (HOC), Head of Student Inclusion (HOSI) and leaders of learning.

#### **The leadership team and HOC have completed significant work in establishing a whole-school curriculum plan.**

The leadership team reports that by the end of 2020 all learning areas of the Australian Curriculum (AC) will be fully implemented. They recognise that the next step in further developing the school curriculum plan is to fully incorporate the AC cross-curriculum priorities and general capabilities.



**The school has prioritised building teacher capacity through observation and feedback in all classrooms.**

A range of feedback and Quality Assurance (QA) processes has been enacted across all classrooms. The lesson observations and feedback focus on the school priorities. Some teachers report feedback is timely and useful for their classroom planning and practice. Staff indicate the next step to strengthen the collegial engagement framework is to introduce further opportunities to include peers and leaders, agreed observations aligned to Annual Performance Development Plans (APDP) and the Explicit Improvement Agenda (EIA), and enhanced levels of feedback informed by data.

**The school has developed a detailed 'Organisational Chart 2019'.**

The school organisational chart clearly identifies the governance structure in the school. The leadership team is yet to develop a roles and responsibilities document that details the instructional work of the leadership team and key support staff including leaders of learning. The principal is aware of the benefit of a document aligning all school leaders' accountabilities to the EIA and communicating this to all staff.

**The school's Parents and Citizens' Association (P&C) is an active partner within the school.**

The P&C fundraising and business ventures provide substantial monetary and resource support to the school. In partnership with the school, the P&C conducts a number of fundraising ventures. The P&C operates an Outside School Hours Care (OSHC) program and the school tuckshop.

**The school has a positive reputation in the local and broader community.**

The school partners with other agencies and government services that support the participation, learning and wellbeing of students. School leaders are proactive in the referral process rather than waiting until an issue escalates. The many partners are highly complimentary of the work of the school in establishing strong networks for the benefit of children and their families.



## 2.2 Key improvement strategies

Maintain the EIA instructional focus on reading, spelling and writing to allow teaching teams to embed best practice and communicate this to the school community.

Further develop a whole-school process to allow year level teaching teams more opportunities to co-construct curriculum units of work with key curriculum support leaders.

Further develop the whole-school curriculum plan and alignment to the AC by including cross-curriculum priorities and general capabilities and continue to build teacher capability for implementation.

Continue to develop the whole-school collegial engagement practices for agreed observations aligned to the EIA and APDPs, and quality timely feedback.

Collaboratively develop a roles and responsibilities statement that details all school and teacher leaders accountabilities aligned to the EIA and communicate this to all staff.