

Currajong 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 **Currajong State School** from **31 May** to **2 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. 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.

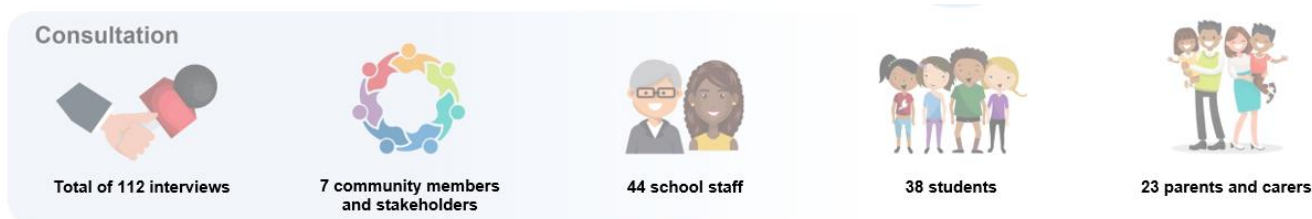
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Noel Baggs	Internal Reviewer, SRR (review chair)
Sheldon Boland	Peer Reviewer
Clare Grant	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Wulgurukuba
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	525
Indigenous enrolment percentage:	27%
Students with disability percentage:	23%
Index of Community Socio-Educational Advantage (ICSEA) value:	926

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29 to 31 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 929 and the school enrolment was 625 with an Indigenous enrolment of 25.3% and a student with disability enrolment of 3.2%.

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

- Maintain the Explicit Improvement Agenda (EIA) instructional focus on reading, spelling and writing to allow teaching teams to embed best practice and communicate this to the school community. (Domain 1)
- 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. (Domain 6)
- Further develop the whole-school curriculum plan and alignment to the Australian Curriculum (AC) by including cross-curriculum priorities and general capabilities and continue to build teacher capability for implementation. (Domain 6)
- Continue to develop the whole-school collegial engagement practices for agreed observations aligned to the EIA and Annual Performance Development Plans (APDP), and quality timely feedback. (Domain 5)
- 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. (Domain 1)

2. Executive summary

2.1 Key affirmations

Staff members express that the collegial nature of the school is a major strength.

Staff express a strong connection to the school and to all students. A culture of collegiality amongst staff and high levels of mutual trust exists across teams throughout the school. Staff members communicate that one of the strengths of the school is the collegiality and personal professional support provided by leaders and teaching colleagues. A sense of belonging is shared amongst staff, students and families.

First Nations perspectives are valued and enhance learning opportunities.

The principal works to build the cultural competence of staff and values the relationships with Aboriginal and Torres Strait Islander communities. Students and staff demonstrate pride in the inclusive opportunities available for both Indigenous and non-Indigenous students to participate in First Nations focused initiatives. The principal shares how leaders collaboratively work with local Elders to develop and maintain an inclusive teaching and learning environment to ensure it remains a place where all learners are both positioned and empowered for success.

Staff value community partnerships to access learning opportunities for students.

The fostering of a positive sense of community is spoken of by all stakeholders. The principal is affirmed as a key driver of genuine partnerships, and these connections are well established and highly valued. Staff describe how these alliances add value to learning experiences and student outcomes and support the development of an interconnected community.

Diversity and an inclusive culture are embraced across the school.

Staff are committed to ensuring that every student is engaged and learning. Significant energy has been invested in building staff understanding of diversity and inclusion to engage all learners. Leaders explicitly promote the use of differentiated teaching as a priority and as an essential element of teaching practice. It is widely recognised that some students require adjustments to their learning programs as they fully engage in successful learning. Parents describe staff commitment to inclusive practices as a positive feature of teaching and learning across the school.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Develop a whole-school approach to the planning and implementation of curriculum units including teaching sequences, assessment tasks and marking guides, with alignment to the P-12 curriculum, assessment and reporting framework (P-12 CARF) for the full range of learning areas of the AC.

Domain 8: Effective pedagogical practices

Review the school's agreed pedagogical approaches and provide ongoing professional learning opportunities to strengthen and embed their consistent use to maximise student learning outcomes.

Domain 1: An explicit improvement agenda

Further develop the capability of leaders, leveraging their expertise and in consideration of change management, to drive the EIA through precise and transparent instructional leadership practices.

Domain 3: A culture that promotes learning

Collaboratively refine the whole-school approach to supporting student behaviour and engagement by clearly identifying, documenting, displaying and enacting aligned classroom behaviour management and student engagement processes that all staff are expected to implement consistently.

Domain 2: Analysis and discussion of data

Further develop staff data literacy to systematically analyse and triangulate data of individuals, classes, cohorts, and whole-school data that is aligned to the EIA.