

# Currumbin Valley 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 Education Improvement Branch (EIB) at **Currumbin Valley State School** from **7 to 9 June 2021**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Andrea Moy	Peer reviewer
Scott Willis	Peer reviewer



## 1.2 School context

<b>Location:</b>	Currumbin Creek Road, Currumbin Valley	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 16	
<b>Enrolment:</b>	160	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.1 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	5.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1068	
<b>Year principal appointed:</b>	2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Teaching & Learning (T&L) mentor, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), administration officer, wellbeing officer, eight teachers, preservice teacher, four teacher aides, cleaner, 13 parents and 41 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) executive members.

Partner schools and other educational providers:

- Loving Hearts Childcare Centre and Kindergarten, principal Elanora State High School and principal Tallebudgera Outdoor and Environmental Education Centre.

Government and departmental representatives:

- State Member for Currumbin and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School budget overview
Professional learning plan 2021	Whole School Curriculum Plan
School improvement targets	School differentiation surfboard
School pedagogical framework	Professional development plans
School Assessment Schedule	School newsletters and website
School Opinion Survey	Student Code of Conduct 2021-2024
Headline Indicators (October 2020 release)	School Data Profile (Semester 1 2021)



## 2. Executive summary

### 2.1 Key findings

**Staff members, students and parents articulate that the school fosters mutually respectful relationships across the whole school community.**

The school has high expectations that all students will learn. A strong sense of positive relationships, high levels of trust and respect towards teaching staff, students and parents lead to a strong sense of community. A strong collegial culture of mutual trust, kindness and gratitude, and support for each other is established within the school. Staff members speak highly of each other and value the efforts of the school community to promote high levels of wellbeing and morale. The leadership team embraces high expectations and high standards of behaviour for students, staff members and parents. These expectations are reinforced by the principal and staff through their interactions within the school community, and deliver a strong sense of belonging.

**The principal and staff members are committed to building positive relationships with students and parents.**


The wellbeing of students is attended to using the 'Bucket Fillosophy'. Positive Behaviour for Learning (PBL) is the platform utilised by the school for behaviour management. Expectations for behaviour are specified in the newly endorsed Student Code of Conduct and behaviour handbook. The expectations are based on the values of '*Be Safe, Be Respectful, Be a Learner*'. The 5Cs of 'Co-operation, Consideration, Care, Common sense and Courtesy', You Can Do It! (YCDI) organisation, getting along, resilience, persistence and confidence also feature.

**Staff members are committed to ongoing school improvement.**

The principal recognises the importance of the development of staff expertise in priority areas. In response, the school has created the role of a Teaching and Learning (T&L) mentor that is focused on improving student learning outcomes and teacher practice. The principal acknowledges the importance of personally facilitating formal and informal opportunities for teachers to share effective practice and to build teaching and learning knowledge and skills, through effective coaching and modelling processes. Some staff members discuss instances of modelling and coaching that have occurred over time. Staff speak of multiple opportunities to provide informal feedback to each other through proximity of classrooms and the shared student population.

**School leaders express recognition that highly effective teaching is the key to improving learning for the full range of students.**

The leadership team keeps informed of research regarding the most effective practices to meet student need, and communicate clear expectations regarding the use of effective strategies throughout the school. The current pedagogical framework, featuring the school badge and the motto '*Reward for Effort*' expresses the shared commitment to deliver quality curriculum through highly effective practices, to ensure continuous improvement in student



achievement. The document further indicates that effective pedagogical practices are critical to promote deep understanding, connectedness to the world and the wellbeing of students with acknowledgement and support for student difference. The principal, T&L mentor and Support Teacher Literacy and Numeracy (STLaN) actively promote a range of evidence-based teaching strategies to ensure the school's pedagogical framework is reviewed to identify agreed key signature pedagogical strategies. Consideration is given to curriculum planning processes for effective pedagogical approaches, principles and practices to be consistently implemented in all classrooms.

### **The principal prioritises the analysis and discussion of student achievement data.**

Effective use of data is expressed as focused on enhancing and improving learning outcomes for all students, informing the improvement agenda. The principal systematically monitors student achievement data reflected in the assessment schedule. Achievement data is shared and celebrated with all staff. The principal's deep understanding of how student achievement data influences teaching and learning programs is clearly apparent. The need is recognised to ensure all staff members continue to strengthen data literacy skills in interpreting and analysing student achievement data to better respond to the needs of students in the programs delivered, and enable deeper discussions amongst staff regarding student learning progress. The importance of implementing meaningful and consistent feedback to students that utilises a common language is acknowledged.

### **Year 5 students take the lead as school 'experts' to teach Prep students coding and robotics.**

Student participation in Science, Technology, Engineering and Mathematics (STEM) activities is emerging. The Parents and Citizens' Association (P&C) partners with the local Ecovillage to offer a creative arts fair, providing students with experiences including arts from a range of mediums, local acrobats, in addition to jazz, folk and contemporary music. A unique opportunity is a presentation from a musician on an African harp. The local community is encouraged to contribute in an 'open mic' presentation of poetry and performance. A whole-school musical is developed by staff and students, in conjunction with local volunteers, and presented every two years to parents and the wider community. The principal and staff members express the value of this musical as a whole-of-community celebration. The principal recognises the need to build upon the culture of inquiry, creativity and innovation.

### **The principal and staff use the Yugambeh language in their daily interactions with students.**

The principal and wellbeing officer are driving Indigenous perspectives in the school through the introduction of the local Indigenous language, Yugambeh. Students have learned to sing the first verse of the national anthem in Yugambeh. This is performed on parade each Monday and Friday as a whole school. The wellbeing officer heads the Indigenous committee and is investing time into exploring and researching ways to grow staff cultural intelligence, and building relationships with Indigenous Elders. The committee organises the National Aborigines and Islanders Day Observance Committee (NAIDOC) Day celebrations



at the school. The wellbeing officer has worked alongside the early years teachers to develop Acknowledgement of Country as a workshop with their students.

**The school is identified as the hub of the community.**

Community members, parents, staff members and students display enormous pride in the school. Generations of connectedness exist at the school. The 2019 School Opinion Survey (SOS) data reflects the value and strong partnerships of the school. The school community is united to succeed with the phrase 'Biggerawana' used to celebrate victory. Staff members recognise the importance of working in partnership with parents and the wider community to maximise the learning outcomes for students. Teaching staff expend considerable energy on building positive partnerships with parents as reflected in their accessibility for informal discussions and involvement in community events.





## 2.2 Key improvement strategies

Enhance processes for embedding the role of the T&L mentor for collaboratively developed observation, feedback, co-teaching and coaching opportunities.

Systematically review the current pedagogical framework to collaboratively develop a range of high-yield teaching strategies based on agreed key signature pedagogies.

Enhance the use of formative assessment with the implementation of meaningful and consistent feedback to students that utilises a common language and is able to be monitored and tracked to assist with summative assessment.

Further develop practices for the enhancement of a culture of inquiry and innovation.