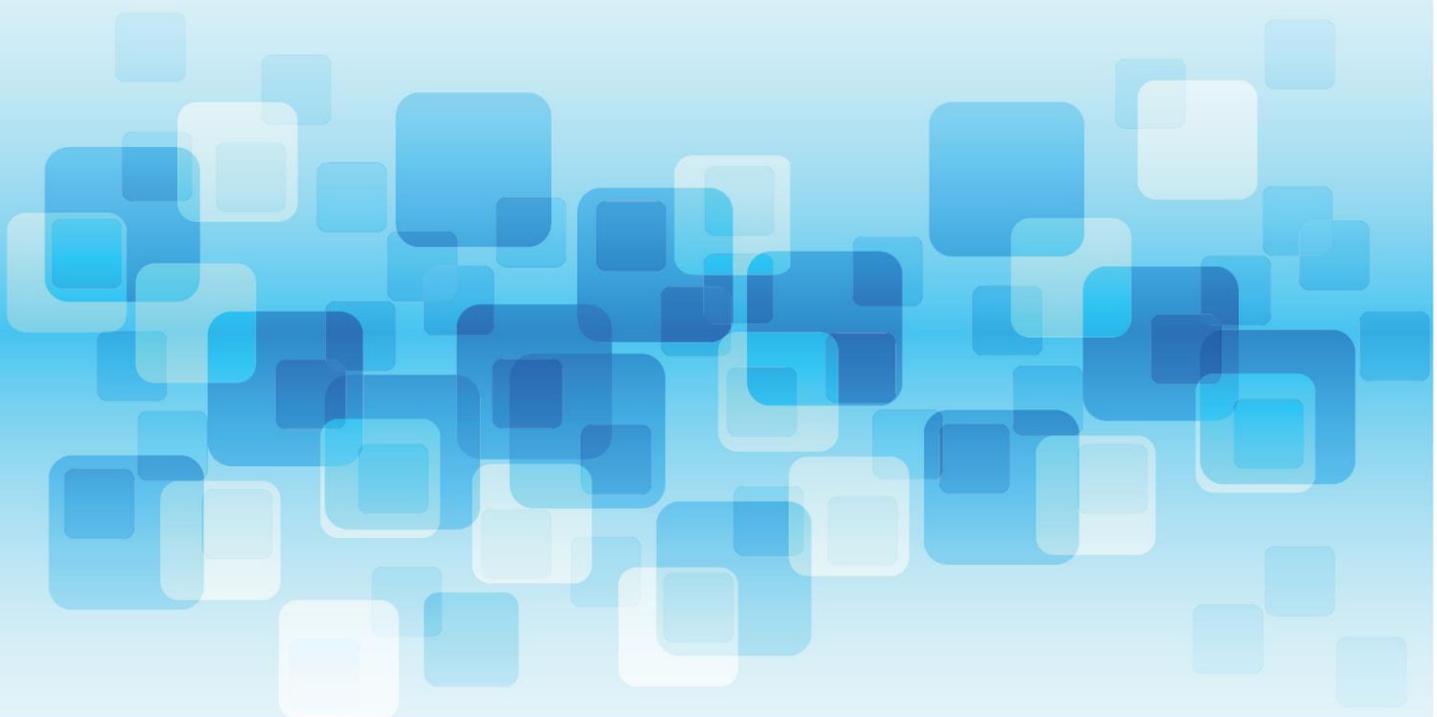




School Improvement Unit Report

Currimundi Special School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Currimundi Special School from 8 to 10 September 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Buderim Street, Dicky Beach
Education region:	North Coast
The school opened in:	1984
Year levels:	Prep Year to Year 12
Current school enrolment:	200
Indigenous enrolments:	9.5 per cent
Students with disability enrolments:	100 per cent
Year principal appointed:	1991
Number of teachers:	42
Nearby schools:	Currimundi State School, Talara Primary College
Significant community partnerships:	Stunned Mulletts Swim Club, Technical Aid to the Disabled (TADQ), Chemart, East Coast Apprenticeships, Meals on Wheels, Returned and Services League, Lions Club, Club Kawana, Caloundra Bowls Club, Bunnings Caloundra, Pacific Haven Bakery
Unique school programs:	



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - 41 teachers
 - 25 teacher-aides
 - Two Business Services Managers (BSM)
 - 15 students
 - Local Head of Special Education Services (HOSES)
 - Parents and Citizens' Association (P&C) president and five other parents
 - Local representatives from East Coast Apprenticeships and the Lions Club

1.4 Review team

Ray Hack	Internal Reviewer, SIU (review chair)
Rosemary Horn	External Reviewer
Sue Omar	Peer Reviewer



2. Executive summary

2.1 Key findings

- The school has an excellent reputation in the local community.

The school is well regarded and very visible in the local community. It enjoys significant support from local charities, businesses and community members. Parents and families are recognised as integral members of the school community and partners in their children's education.

There is evidence of positive relationships between staff, students and parents. There is a strong commitment to the school and a very caring approach to meeting the needs of students with disabilities and challenging medical support needs.

- Teachers are willing to share their expertise and knowledge with their colleagues.

Evidence indicates there is a strong commitment by all staff to support each other and to improve their personal teaching capabilities. Teachers appreciate opportunities to share resources and information across sectors.

- The school has recently moved to delivering the Australian Curriculum for all students.

Individual Curriculum Plans are in place for all students and have promoted the use of the Australian Curriculum with all learners. Guidelines for the curriculum, teaching, assessment and reporting cycle are not yet documented and understood by all staff.

- The current improvement agenda is broad and is not fully understood by all stakeholders.

There are many priorities identified in the 2015 Annual Implementation Plan. There is evidence that teachers would benefit from documented expectations to assist in understanding school priorities and agreed teaching and learning practices.

- The leadership team has implemented a new management structure of sector leaders to assist with the growth in student population.

While this initiative is appreciated by staff there is uncertainty about the specific roles and responsibilities of the sector leaders and deputy principals.

- School leaders utilise a range of data provided to them to make decisions about the performance of the school.

School leaders including sector leaders and the literacy coordinator are working towards supporting classroom teachers to collect a consistent and meaningful range of student performance data. Classroom teachers are monitoring and collecting a range of data to identify areas of improvement in student learning and to inform teaching practices.



- The school leadership team focuses on developing a culture which promotes independence and success for all students.

The school uses its Responsible Behaviour Plan for Students as the framework to promote a school-wide, shared responsibility for student management and to foster a culture that promotes learning. Some staff have articulated the need to have a more detailed process for supporting student behaviour.

- The school has a pedagogical framework based on the Currimundi Special School *Seven Guiding Principles* founded on the Productive Pedagogies framework.

School leaders recognise there has been a significant increase in new teaching staff appointed to the school and they need to be trained in specialised teaching practices.



2.2 Key improvement strategies

- Develop and document the roles and responsibilities of all leadership positions.
- Communicate the improvement agenda to staff and gain commitment to this to ensure they have a clear understanding of the strategic direction of the school.
- Develop the data literacy of all teachers in order to refine, interpret and extend the processes to gather data from students, other teachers and parents.
- Review and document the school behaviour management framework.
- Review the pedagogical framework and communicate expectations to staff.