Executive Summary - Currumbin SS

Date of Audit: 26-27 May 2014

Background:
Currumbin SS celebrated its 100 year anniversary in 2009 and is located on the Gold Coast in the South East education region. The school has a current enrolment of approximately 1,125 students. The school is known for the Currumbin Sports and Currumbin Arts Development Program. The Principal, Ms Robin Ryan, was appointed to the school in 2010.

Commendations:
- Teachers, students and parents report that the development of a positive school culture has been a key focus of the school over the last four years. There is a high level of trust and support expressed by parents in the work of school leaders and teachers.
- The respectful and caring nature of relationships is evident between all stakeholders and is reflected in the positive way in which staff members, students and parents interact.
- The school has established strategic partnerships with external agencies and community organisations. The Reach Wise, Family Support Program has been particularly effective in reaching out to students and families in need. These support strategies have had a definite impact on improved student engagement, enhancing the capacity of families to support the success of their children at school.
- Teachers have a range of effective strategies in place to reward and reinforce appropriate student behaviours in the classroom.
- Students who display high levels of challenging behaviour are being consistently and effectively managed. The support of Deputy Principals and support staff, such as, the Guidance Officer and school Chaplain are highly valued.

Affirmations:
- The role of the Student Services Committee and the Supportive School Environment Committee is very effective in monitoring and responding to the needs of students and their families.
- The recent teacher uptake of the OneSchool Classroom Dashboard is providing some teachers the opportunity to examine individual student behaviour and attendance data.
- The Principal is conscious of the codependence of pedagogy and student behaviour and has implemented a range of professional development opportunities for teachers.
- The Flying Start Initiative of transitioning primary students to Junior Secondary has been actioned by the school through engaging with the local high school, including activities, such as, excellence classes, site visits, information nights and school-based presentations.

Recommendations:
- Reinvigorate the school rules as the foundation of positive behaviour support. Continue to build student, staff members and parent ownership of the rules, ensuring they are highly visible and embedded in practice.
- Develop and implement a school wide approach to the teaching of the school rules that is supported by a suite of relevant support materials. Ensure the school wide expectations and values are living and breathing in every classroom.
- Align class and school wide reinforcement strategies through the development and consistent implementation of a whole school rewards system.
- Revisit the concept of major and minor behaviour categories and ensure the consistent alignment of these with the school’s Responsible Behaviour Plan for Students (RBPS), the Behaviour Notification Form and the recording of behaviour incidents in OneSchool.
- Further build staff members capacity through targeted professional development linked with Developing Performance Plans and training, such as, the Essential Skills for Classroom Management and Classroom Profiling.
- Continue to develop teachers’ skills in engaging students in their learning as part of the rollout of your pedagogical framework.