

Coomera 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 **Coomera State School** from **5 to 7 November 2018**.

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 consider 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

Garry Lacey	Internal reviewer, SIU (review chair)
Anne Kitchin	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Dreamworld Parkway, Coomera
Education region:	South East Region
Year opened:	1873
Year levels:	Prep to Year 6
Enrolment:	724
Indigenous enrolment percentage:	8 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	996
Year principal appointed:	2003
Day 8 Staffing Teacher Full-time equivalent numbers:	53
Significant partner schools:	Coomera Rivers State School, Picnic Creek State School, Coomera Springs State School, Upper Coomera State College, Pimpama State Primary College, Coomera Anglican College, Saint Stephen's College, Assisi Catholic College
Significant community partnerships:	Dreamworld, Family and Child Connect (FACC), Youth Flourish, Kalwun Health Service, Gold Coast 2018 Commonwealth Games
Significant school programs:	Literacy: The Coomera Way – Spelling the Coomera Way, Phonemic Awareness, Second Steps, Kicking it Maths – Tables Program, Zones of Regulation, Lexile, Professional Learning Teams (PLT), Learning Every day and Progressing (LEAP) Learning



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), three literacy coaches, student engagement coach, guidance officer, two Support Teachers – Literacy and Numeracy (STLaN), Health and Physical Education (HPE) teacher, music teacher, languages teacher, five Special Education Program (SEP) teachers, two Early Childhood Development Program (ECDP) teachers, Speech Language Pathologist (SLP), 21 classroom teachers, Business Manager (BM), Information Technology (IT) technician, 13 teacher aides, two administration officers, tuckshop convenor, three ancillary staff, professional services hub team, 18 parents, 102 students, Positive Behaviour for Learning (PBL) focus group, literacy focus group, curriculum focus group and three representatives Parent and Community Forum.

Community and business groups:

- Parents and Citizens' association (P&C) president, school council chair, coordinator Youth Flourish, Adopt-a-Cop and director local childcare centre.

Partner schools and other educational providers:

- Director on-site Creche and Kindergarten (C&K).

Government and departmental representatives:

- State Member for Theodore and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
School initiated review report 2016	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Guaranteed and Viable curriculum (GAVC)
School pedagogical framework	Professional development plans
School data and assessment schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Headline Indicators (2018 interim release)



2. Executive summary

2.1 Key findings

Teaching and non-teaching staff members report a strong collegial culture across the school.

There is a shared commitment to supporting each other. Staff members indicate they engage in a range of formal and informal conversations, and these conversations are widely recognised as a source of professional and personal support for staff wellbeing. Teachers and non-teaching staff report a high degree of confidence in the support provided by school leaders. Staff morale is increasing and reflects a strong sense of belonging and community within the school.

The school's Head of Curriculum (HOC) has developed a Guaranteed and Viable Curriculum (GAVC) in English and mathematics with the support of school personnel.

School teams have unpacked the Australian Curriculum (AC) achievement standards and content descriptions to determine the scope and sequence for learning and have determined key aspects of the learning agenda that are guaranteed for delivery in classroom curriculum programs. Teachers report they are supportive of this work and are committed to implementing collaboratively planned curriculum units.

Teachers articulate that they value the level of collaboration that is apparent within the Professional Learning Team (PLT) structure.

PLTs meet weekly to discuss matters relating to curriculum, teaching and learning. These meetings provide opportunities for teachers to engage in in-depth professional conversations leading to improved curriculum delivery, data analysis and more consistent teaching practices. These scheduled opportunities for professional collaboration are supporting capability development and are developing processes for improving student outcomes.

The school's leadership and teaching teams are committed to improving learning outcomes for all students.

In 2018, the principal has identified three aspects to the school's Explicit Improvement Agenda (EIA). These are commonly known across the school as the 'BIG Priorities'. The school's current EIA is broad in nature, with some members of the teaching team indicating they would value further time to embed expected practices into their teaching repertoire. The refinement of the EIA to have a narrower and sharper focus, establishing processes to monitor the effectiveness of implementation and regularly measuring success against established school targets could yet occur.



School leaders give priority to the school-wide collection and analysis of data on student achievement.

A data and assessment schedule is developed to outline the school's expectations for the collection of a range of diagnostic, formative and summative data. Teachers indicate they analyse data regularly during discussions within PLTs and share teaching strategies to respond to student data. School leaders report that teams are beginning to triangulate data, drawing on systemic data and local school assessment data. The principal recognises the need to further promote a culture of self-evaluation and reflection that enables deeper discussion of data, generates strategies for continuous improvement and monitors progress over time.

Student behaviour is identified as a current priority within the school's EIA.

School-wide systems and processes are becoming apparent to support all students to manage their behaviour through the implementation of the Positive Behaviour for Learning (PBL) framework. There is growing confidence amongst school staff that PBL principles are becoming embedded and supporting improved levels of behaviour across the school. Most school staff members acknowledge the need to ensure the whole-school approaches for managing student behaviour enable consistent implementation of agreed strategies to support effective learning and positive behaviour.

Members of the teaching team are committed to improving teaching practices implemented in classrooms.

The pedagogical framework references the work of educational researchers including Hattie¹, Du Four² and Marzano³. Teachers describe the use of a range of teaching strategies to support the teaching and learning processes in their classroom. Further work is yet to be undertaken to ensure all teachers are planning for and implementing agreed pedagogical practices in their classrooms. The principal recognises the need to quality assure the pedagogical practices to ensure teachers have a deep understanding of the agreed high-yield, evidence-based practices for consistent implementation in classrooms.

¹ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

² DuFour, R., & Eaker, R. (2009). *Professional learning communities at work: Best practices for enhancing student achievement*. Moorabbin, Vic: Hawker Brownlow Education.

³ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



The principal articulates that highly effective teaching is key to improving student learning throughout the school.

School coaches engage with PLTs to promote the use of effective practices in the teaching of literacy. Classroom teachers are encouraged to identify strategies they would like modelled by coaches. Many teachers report they appreciate the assistance these teaching experts provide in supporting the teaching and learning processes in their classrooms. Opportunities for more formalised observation, feedback, coaching and mentoring processes involving all staff members are yet to be developed and implemented to support capability development of staff members.

There is strong community support and recognition for the inclusive approach to student learning offered at the school.

Students with disability are catered for within an inclusive approach to teaching and learning. Adjustments to cater for the identified needs of students are identified initially at the curriculum planning stage. Through the support of Special Education Program (SEP) teachers and teacher aides working in classrooms, teachers collaboratively implement these adjustments within their day to day classroom teaching. A clear and consistent understanding of the inclusion model by all staff across the school is continuing to develop through the committed and collaborative work of SEP staff and classroom teachers.

All staff members articulate a genuine belief that all students can learn and be successful.

Conversations with classroom teachers reveal they are implementing daily practices for the teaching of reading. The use of the Gradual Release of Responsibility (GRR) model is a key pedagogy used to teach reading. The development of comprehension and decoding strategies provides a focus for some of these reading lessons. Some teachers additionally describe the use of the Big 6, text dependent questioning and rigorous reading as strategies they use to support the development of a balanced reading program in their classrooms. The work of coaches to support the teaching of reading at the school is appreciated by staff members.



2.2 Key improvement strategies

Refine the EIA to have a narrow and sharp focus; establish processes to monitor the effectiveness of implementation and regularly measure success against established school targets.

Promote a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Ensure the whole-school approaches for managing student behaviour enable consistent implementation of agreed strategies to support effective learning and positive behaviour.

Quality assure the pedagogical practices used across the school to ensure teachers have a deep understanding of the agreed high-yield strategies for consistent implementation in classrooms.

Ensure the school's observation, feedback, coaching and mentoring models provide timely support and advice to all members of the teaching team on classroom practices in the priority areas.