

# 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 Education Improvement Branch (EIB) at **Coomera State School** from **7 to 9 March 2022**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Scott Medford	Internal reviewer
Noel Baggs	Internal reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Bullogin Country (Yugambah People)
<b>Location:</b>	Dreamworld Parkway Drive, Coomera
<b>Education region:</b>	South East Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	463 – Primary 34 – Early Childhood Development Program (ECDP)
<b>Indigenous enrolment percentage:</b>	8.15 per cent
<b>Students with disability percentage:</b>	22.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1001
<b>Year principal appointed:</b>	2022 – acting



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Department – Curriculum (HOD-C), pedagogy coach, behaviour support teacher, early years line manager, support teacher, five case management teachers, Business Manager (BM), 20 teachers, eight teacher aides, guidance officer, facility officer, three administration officers, 29 parents, 94 students and two Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- Westfield Coomera and Helping Hands.

Partner schools and other educational providers:

- Principal Foxwell Secondary College and C&K Early Years Learning.

Government and departmental representatives:

- State Member for Theodore and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **Staff regularly engage in professional conversations to enhance practices to support student learning.**

The innovative way the Professional Learning Teams (PLT) have been structured allow for teachers and the leadership team to have ongoing, scheduled professional discussions aligned to the Explicit Improvement Agenda (EIA). Staff express an appreciation for the ongoing support to implement the EIA through the PLTs and for the manner in which it fosters intentional collaboration and collective efficacy. Teachers articulate PLTs are conducted with high levels of professional rigour and are highly structured and differentiated. The leadership team identifies that the PLT structure is a highly effective strategy to support the implementation of the EIA and an opportunity to engage teachers in ongoing discussions in regards to school priorities.

#### **Staff and students articulate valuing the clarity and shared understanding regarding Positive Behaviour for Learning (PBL) within the school.**

PBL is identified as an area of importance in developing a safe school culture. The school has three core expectations of *'Be Safe, Be Respectful and Be a Learner'*. These expectations are central to the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all students to be confident, self-disciplined, thoughtful and empathetic. Whole-school PBL processes including the behaviour expectations matrix have been collaboratively revised with all members of the school community. Communication of key messages regarding behaviour is facilitated through a whole-school weekly focus, based on school data.

#### **Staff are united in their commitment to improve the quality of teaching and learning.**

The principal expresses a desire to use the information obtained through the review process to inform the strategic agenda for the school. A plan to collaboratively re-develop a school vision to reflect the current values, beliefs and aspirations of the school community is outlined by the principal. A detailed and shared understanding of the strategies implemented to improve levels of student achievement is emerging. The leadership team identifies the importance of having a succinct, clear and shared understanding of how the improvement agenda concepts interrelate and interconnect.

#### **The leadership team expresses a commitment to leading an improvement agenda focused on enhancing learning and wellbeing outcomes for students and staff.**

School leaders articulate that a clear line of sight over the enactment of the school's improvement agenda is emerging. Staff members express a desire for all members of the leadership team to have first-hand experience regarding enactment of the key improvement agenda priorities. Teachers express a desire for all school leaders to be actively engaged in leading teaching and learning. Staff members articulate the need to build a shared understanding of the roles, responsibilities and accountabilities for all school leaders aligned



to the EIA as a priority. The leadership team expresses a commitment to developing processes to monitor the effectiveness of implementation and regularly measure success against established school targets, aligned to the improvement agenda.

**The importance of student attendance as being pivotal to improving student learning outcomes is shared with staff members and the wider community.**

Some teachers have established strategies and processes for the monitoring of student attendance. Consistency across the school is yet to be apparent. Some staff members express a desire to develop targeted, consistent strategies for supporting all students and families to improve attendance.

**Staff members express a strong desire for continual improvement and professional growth.**

In the teaching of reading, teachers discuss using modelled, guided, shared and independent reading. A shared understanding of the expected pedagogical approaches for the teaching of reading is yet to be apparent. The specific details of the whole-school approach to reading pedagogy is identified by school leaders as an area requiring review.

**Teachers speak favourably of the school's Individual Curriculum Plan (ICP) process to support student needs.**

Complex case managers create and support the implementation of the school's ICP cycle in the classroom. Class teachers and staff members who work with these students meet to align and modify assessments. Teachers map the students' progress on the ICP tracking tool that is aligned to the student's ICP when the unit and assessments are completed. The school leadership team identifies a need to develop whole-school processes to ensure that students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) have a personalised plan that is collaboratively developed with the student's stakeholders and enacted in the students' learning environments.

**Students speak highly of learning walls and articulate a range of ways that these support their learning.**

Learning walls are apparent in classrooms across the school with teachers implementing Lyn Sharratt's<sup>1</sup> third teacher concept to support students' active engagement in and ownership of their learning. Upper school students identify their individual learning goals that are connected to the learning intentions of the current unit and are able to explain their next steps in learning. School leaders indicate that deeper staff understanding of all Sharratt's parameters remains a priority for the school.

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<sup>1</sup> Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>



**The school's curriculum plan is aligned to the Australian Curriculum (AC) to meet the learning needs of students and the local context.**

Three levels of curriculum plans are developed and are systematically aligned to the AC. The plans describe unit scope and sequences, learning goals and success criteria, selected content descriptions, and achievement standards. All Heads of Department – Curriculum (HOD-C) have collaboratively developed a sequenced plan for curriculum delivery based on the school's pedagogical approaches of Gradual Release of Responsibility (GRR). Staff members are familiar with and work within the school's shared curriculum expectations. The data collected from these programs is used as a basis for ongoing staff discussions in PLTs regarding best strategies to maximise student learning and to provide professional learning for teacher consistency of practice.





## 2.2 Key improvement strategies

Align and consolidate an EIA to build a cohesive, interconnected strategic plan that is focused on improving learning and wellbeing outcomes for all students.

Identify and align the leadership team and staff members' responsibilities and accountabilities with the EIA, to deliver a cohesive approach to effectively implement agreed school priorities.

Communicate high expectations for student attendance and support this by implementing consistent whole-school systems and processes.

Collaboratively develop and implement a whole-school approach to the teaching of reading, ensuring it has broad agreement, is research and evidence-based, and details the expected pedagogical practices.

Refine whole-school processes with regional support, to identify and support students identified in the NCCD with personalised plans that have been collaboratively developed with all stakeholders.