

Coomabah 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 **Coombabah State School** from **7 to 9 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Warren Merchant	Internal reviewer
Natalie Taylor	Peer reviewer
Howard Nielson	External reviewer



1.2 School context

Location:	Oxley Drive, Coombabah
Education region:	South East Region
Year opened:	1981
Year levels:	Prep to Year 6
Enrolment:	734
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	5.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	2014
Day 8 Staffing Teacher Full-time equivalent numbers:	63
Significant partner schools:	Coombabah State High School
Significant community partnerships:	Bunnings Warehouse, Runaway Bay Sports Super Centre, The Smith Family, Paradise Point Bowls Club, Broadwater Early Years Network, Bakers Delight, Zarraffa's Coffee
Significant school programs:	Boys and Books, Year 5/6 Buddy Reading, guided reading, wellbeing program, gross motor program, Stephanie Alexander Kitchen Garden (SAKG) program, chaplaincy, Opti-MINDS, choir, breakfast club, morning assembly, legacy project, numeracy intervention, Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, literacy coach, Business Manager (BM), Head of Special Education Services (HOSES), guidance officer, 38 teachers, 12 teacher aides, chaplain, facilities officers – grounds, two cleaners, two administration officers, Parents and Citizens' Association (P&C) president, tuckshop convenor, 42 students and 32 parents.

Community and business groups:

- Director Paradise Point Kindyland.

Partner schools and other educational providers:

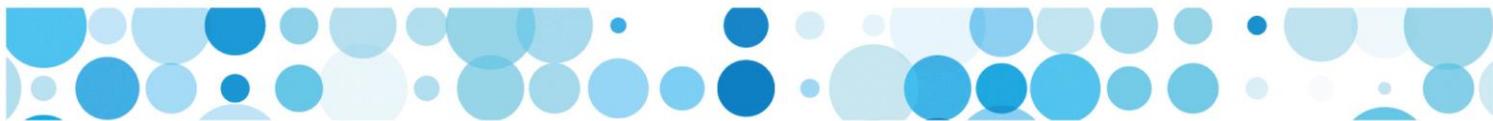
- Principal Coombabah State High School.

Government and departmental representatives:

- State Member for Broadwater and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2018 release)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School Opinion Survey	School differentiation planner
School pedagogical framework	Professional development plans
Whole School Assessment Plan	School newsletters and website
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update Semester 1 2018
Responsible Behaviour Plan for Students	



2. Executive summary

2.1 Key findings

School leaders and staff members work to maintain a school culture that promotes quality student learning.

Staff members are proud of the school and are committed to enhancing outcomes for all students. Staff articulate an understanding of the importance of positive and respectful relationships as essential to successful learning, and work to build mutually respectful relationships across the school. Many staff members exhibit high levels of professional energy for the work they do in the school and identify strong collegial relationships within their year level. Regular opportunities exist for teachers to collaboratively plan and share best practice.

Teachers demonstrate a strong commitment to their own development through engagement in regular weekly team meetings of their year-level cohort.

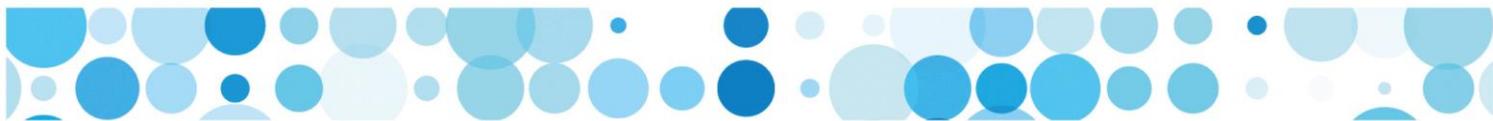
New practices are discussed in these meetings; moderation processes are undertaken and curriculum planning carried out. The year level team meetings are predominantly acknowledged as being a highly significant factor in the consistency of the assessment of student work, the planning of high-quality learning activities, the tracking of student performance and the effectiveness of teaching-learning strategies. Beginning teachers are provided with systematic, detailed and highly regarded induction support.

A program of instructional coaching is well embedded and is supported consistently by the leadership team.

Staff members choose to engage with the program as part of their high-level commitment to the continuous improvement of their professional capabilities. They highlight the significant impact the coaching program has on their overall teaching performance, and on the development of skills in the teaching of reading and complex texts specifically. This has resulted in the growth of a team of teachers that exhibit high levels of expertise in their craft.

Reading has been an ongoing focus over the span of the current four-year strategic planning cycle and remains a priority in the Annual Implementation Plan (AIP).

The leadership team acknowledge the need to identify and replicate the strategies and actions that enabled the successful implementation of the school reading agenda to drive the next phase of the strategic planning cycle and subsequent improvement agendas. The school's AIP includes broad strategies and actions that are accompanied by some timelines for implementation and targets to measure success. The use of an inquiry cycle is sharpening and narrowing the next steps of the school Explicit Improvement Agenda (EIA). Roles, responsibilities and accountabilities of members of the leadership team in driving the agendas forward are emerging.



Teachers have high levels of pedagogical knowledge and skill and are supported in their development as a team of expert teachers.

Staff members recognise that consultation, clear two-way communication and collaborative decision-making processes are essential for success. Some staff desire further opportunities to have a voice in decisions regarding new practices and expectations within the school. Teachers identify as having a range of skill sets and capabilities and seek further opportunities to apply these across the school including in leadership roles.

Teaching staff members describe a shared responsibility within year level teams for the planning of units of work and the unpacking of Curriculum into the Classroom (C2C) assessment tasks across core learning areas.

Most teachers articulate an alignment between assessment tasks, priorities in teaching and learning and curriculum intent. Members of the leadership team indicate the next step in curriculum development is the exploration of the literacy demands across all learning areas. Staff indicate they would appreciate opportunity to plan curriculum in the term prior to implementation to enable a deeper understanding of the standard required and links to assessment tasks.

The school pedagogical model outlines the expectation for teachers to establish a supportive classroom environment where all members are considered to be capable of learning and are supported to do so.

It is apparent that many staff members have developed highly effective pedagogies throughout their teaching careers and effectively work within the school-expected '4 Actions'. The leadership team continues to work through the school pedagogical framework to establish clarity regarding the kinds of teaching they wish to see occurring across the school.

The school recognises the broad positive impact that partnerships with parents and the community are able to have on enhancing student learning and wellbeing.

This is reflected in the significant sharing of information with parents regarding learning activities through regular school communications from school leaders and individual teachers. The support of parent and community volunteers is used frequently and effectively within the school community. Staff members express a desire for a greater level of parent participation in supporting student learning. A parent community framework is yet to be developed to enhance the capability of parents to directly impact the learning outcomes for their child.

The school has developed a strong reputation as a school of choice in the district with a priority placed on attracting and retaining the best possible teachers.

Teachers exhibit confidence in their expert capability and that of their colleagues. An identifiable sense of collegiality and collaboration exists across the school. Parents, students and the leadership team strongly acknowledge the expertise of the teaching team.



The school parent organisation is strong with excellent leadership and increased participation by parents in Parents and Citizens' Association (P&C) meetings.

The P&C is a valuable partner in the education process and in the provision of resources, having recently funded air conditioning in selected rooms. Members of the P&C articulate a desire to work closely with staff members to enhance outcomes for students.



2.2 Key improvement strategies

Identify the high-yield strategies used to implement the school reading agenda to inform the next explicit improvement priority with consideration for ongoing consolidation of past priorities.

Review the roles, responsibilities and accountabilities for teams and key staff members to effect the desired changes outlined in the strategic plan and Explicit Improvement Agenda (EIA), and communicate these to the school community.

Implement a process for distributive leadership that develops and utilises the strength of staff.

Refine curriculum planning processes to enable all staff to develop a deep understanding of the Australian Curriculum (AC).

Continue to build clarity regarding school expected high-yield pedagogical practices and provide support for teachers to embed them within their repertoire of practice.

Collaboratively develop a Parent and Community Engagement (PaCE) framework that supports parents in their role as co-educators.