

Coolum 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 **Coolum State School** from **23 to 26 May 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.

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)
Lee Gerchow	Peer reviewer
Richenda Wagener	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Indigenous land name:	Kabi Kabi
Location:	School Road, Coolum Beach
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	1019
Indigenous enrolment percentage:	4.2 per cent
Students with disability percentage:	11.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), pedagogy teacher, student welfare teacher, 62 teachers, 23 teacher aides, guidance officer, schools officer, six cleaners, three administration officers, 34 parents, 108 students and three Parents and Citizens' Association (P&C) executives.

Community and business groups:

- School curriculum mentor and critical friend, and Barns Lane Farm representative.

Partner schools and other educational providers:

- Sparrow Early Learning Centre Coolum, Eumundi State School principal, Coolum State High School principal, Dragonfly's Early Learning and Coolum Beach Community Kindergarten.

Government and departmental representatives:

- State Member for Ninderry and ARD.



2. Executive summary

2.1 Key findings

The school is characterised by caring relationships between staff, students, parents and the community.

Staff members articulate the importance of positive and caring relationships for successful learning and actively work to build partnerships with all stakeholders. Staff members and students describe relationships as both positive and respectful, with all staff members describing a strong sense of moral purpose for the work they undertake in the school. This belief is nurtured in an environment where staff members work collaboratively to engender a sense of belonging for all. Staff members exhibit high levels of professional energy and identify strong collegial relationships within their year level teams. Teachers appreciate the support of year level colleagues when planning and for sharing resources. Staff, parents and community members discuss a strong sense of community and how it is a highlight of the school.

A clear priority that focuses on the development of a locally relevant, high quality curriculum is being enacted across the school.

Teachers consistently discuss that the recently developed transdisciplinary units have had an observable positive difference on students' engagement in learning. In addition, staff express a belief that it has a subsequent flow-on effect for improving student achievement in summative assessment tasks. Teachers express pride and enjoyment in the teaching and learning process and outline an ongoing commitment to continue developing units of work that integrate a range of learning areas in meaningful ways. Students outline that they enjoy the learning opportunities within their classroom and appreciate the way the different learning areas are interconnected.

Students are placed at the centre of decision-making across the school.

Staff members are dedicated to the notion that learning is the core business of everyone in the school community. Many students demonstrate that they share this belief by enthusiastically articulating what they are learning, how they are learning and how they are able to improve their Level of Achievement (LOA). Classroom teachers know their students and are strongly committed to improving outcomes. The leadership team and inclusion personnel are committed to constantly monitoring the inclusive education vision and organisational practices to ensure that teachers are optimally supported to meet the diverse range of needs in all classrooms, and that students engage with curriculum alongside their same-aged peers.

Staff are united in their approach to develop transdisciplinary units that are locally relevant and prioritise student engagement.

The leadership team discusses a strong focus on enhancing staff knowledge of the Australian Curriculum (AC) beginning with initial emphasis on understanding the achievement standards. The school has developed its own planning process and the



leadership team discusses continuing to refine this as teacher capability and confidence grows. Staff have a shared understanding of the expectations of the planning process and outline a belief that their knowledge of the AC has significantly been enhanced over the last year. Teachers and the leadership team identify the importance of, and articulate a shared commitment to, continuing this work across the next few years.

The school has developed a range of processes to validate and inform the degree to which students engage with, and achieve against, elements of the AC.

The leadership team recognises the importance of ensuring that the collection of data is aligned to the Explicit Improvement Agenda (EIA) priority of implementing a high quality curriculum. A systematic process for examining this data and the academic distance travelled to reflect on teaching practice is yet to be developed. Planned, structured data conversations with teachers, year level teams and as a school to systematically monitor the EIA and enable continuous professional improvement are yet to be enacted. Some staff members discuss a willingness to engage in more robust data conversations that promote deeper reflection and refinement of practice and monitoring of student progressions.

Middle leaders and year level leaders convey that they appreciate the way the leadership team supports their leadership development through informal coaching, mentoring and Professional Development (PD) opportunities.

Staff share that they feel well-supported and are comfortable to approach all members of the leadership team and their year level leaders when required. It is apparent that staff members value the contributions of their colleagues and appreciate their support. Staff discuss having high levels of confidence in each other, feel valued for their contributions and articulate willingness to take measured professional risks. The principal recognises the importance of growing instructional leadership capability across the school to ensure the sustainability of planned curriculum innovations. The implementation of year level leaders and year level learning area coordinators supports this initiative.

Staff members take an active shared responsibility for student learning, success and connection within the school community.

The principal and other leaders recognise that building staff capability and the development of an expert teaching team is integral to achieving quality student learning outcomes. Teachers speak positively of their year level colleagues' collegial support and willingness to share, and of the openness and willingness of school leaders to provide guidance and assistance unreservedly. Teachers discuss a range of approaches to the teaching of reading and express a desire to build and enact consistent expectations and practices regarding the teaching of reading between and across year levels.

School leaders take an active interest in the professional growth of all staff members as educators.

The school places a strong priority on attracting and retaining highly able and skilled staff with a capacity to value-add in all aspects of school life. There is ongoing communication between teachers regarding planning, pedagogy, and improving student learning outcomes.



Year level teams work together to plan units of work including the discussion and development of appropriate curriculum resources, assessment tasks, and moderation activities.

The school and Parents and Citizens' Association (P&C) have developed an extensive range of purposeful partnerships across the school community.

Partnerships with parents, the local high school, local businesses, the community, and cultural and sporting organisations provide a broad array of in-school and extracurricular programs to extend student learning and wellbeing. The active P&C operates four onsite and highly-profitable businesses to support the school as well as further enhancing the school's role as a community hub, connection point and employment opportunity. A recent P&C Enterprise Grant encourages staff to apply for seed funding made available per semester for entrepreneurial staff members. This program is highly regarded by staff members who have been able to value-add considerably to the school through innovative and creative ideas for student engagement. P&C members speak highly of the current school leadership team and of the increased voice they have in contributing actively towards decision-making regarding how funds raised are spent.



2.2 Key improvement strategies

Strengthen staff understanding of inclusive practices through a whole-school vision for inclusion, addressing associated language, beliefs and behaviours, and monitor the impact of support provisions.

Further refine and enhance planning processes to deepen teachers' knowledge of the AC, incorporating cross-curriculum priorities, general capabilities and a focus on academic rigor.

Develop structured data discussions to enhance the culture of continuous improvement and promote individual and collective efficacy to monitor and celebrate progress.

Further enhance leadership capability across the school to ensure sustainability and collective ownership of EIA priorities.

Develop a consistent, whole-school, evidence-informed approach to the teaching of reading.