

Coolum State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Coolum State School** from **30 April to 3 May, 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)
Leanne Ibell	Peer reviewer
Tony Maksoud	Peer reviewer
Dave Manttan	External reviewer



1.2 School context

Location:	School Road, Coolum Beach
Education region:	North Coast Region
Year opened:	1917
Year levels:	Prep to Year 6
Enrolment:	1022
Indigenous enrolment percentage:	3.8 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1033
Year principal appointed:	1998
Full-time equivalent staff:	52.6
Significant partner schools:	Coolum State High School, Peregian Springs State School
Significant community partnerships:	Parents and Citizens' Association (P&C), Queensland Police Service (QPS), East Timor Shoe Appeal, State Emergency Service, Sunny Kids, transition programs with early childhood providers, Returned and Services League of Australia (RSL) – Anzac Day, Travel Smart – Sunshine Coast Council, Coolum Carnival, links to local sporting organisations, Outside School Hours Care (OSHC) program
Significant school programs:	Investing for Success (I4S) intervention program, master teacher coaching and mentoring support, School Improvement Focus Team, Performing Arts program, Under 8's Day celebrations



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), master teacher, student welfare teacher, I4S instructional leader, guidance officer, two Support Teachers – Literacy and Numeracy (STLaN), two Upper Two Bands (U2B) teachers, 45 classroom teachers, three Learning Enhancement Centre (LEC) teachers, teacher librarian, music teacher, Japanese language teacher, Health and Physical Education (HPE) teacher, spelling team, digital technology team, student welfare team, data team, student support team, Business Manager (BM), three administration officers, 16 teacher aides, eight ancillary staff members, 44 parents, 17 student leaders and 65 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and manager, National Rugby League development officer, Cool Harmonies choral group representative, religious instruction co-ordinator and long-standing community member .

Partner schools and other educational providers:

- Principal and former principal local state high school.

Government and departmental representatives:

- Councillor for Division 9 Sunshine Coast Council, State Member for Ninderry and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	School Opinion Survey
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planners
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan



2. Executive summary

2.1 Key findings

The positive and nurturing culture is reflected in all aspects of school life.

The professional culture inspires staff members to exhibit high levels of professional energy for the work they do in the school. Staff members articulate great pride in their work and 'go the extra mile' in the interests of their colleagues and students. The ongoing support received from members of the leadership team is highly regarded by all staff members and high levels of morale are apparent.

The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.

The work of year level teams is supporting the professional capability development of the teaching team and is enhancing consistency of practice across the school. Year level meetings are highly valued amongst staff members and provide opportunities for formal and informal sharing of curriculum planning, data analysis, differentiated planning, pedagogical practices and teaching resources. All teachers value the work they do in their year level teams that enable a strong sense of collegiality and respect in the professional culture of the school.

There is strong 'buy-in' from the teaching team to implement the various elements of the Explicit Improvement Agenda (EIA) in classrooms.

Teachers are able to clearly describe the strategies they are utilising in their classrooms to engage their students in these priority areas of learning. Teaching staff utilise data to inform the teaching and learning process, develop learning goals for their students and continually liaise with colleagues to share practices and resources. Classroom teachers are ably supported by a range of support staff, including teacher aides, who are equally committed to the learning of students and the school improvement agenda.

The school leadership team views reliable school data as essential to whole-school improvement and individual student achievement.

The school data team supports teachers in collecting, presenting and interrogating data that enables year level teams to develop effective teaching and learning programs. The year level data tracker facilitates discussion, analysis and interpretation of various sets of student data. Teaching staff utilise this information to set class and individual student learning goals aligned with the school priorities and plan for differentiated learning. The leadership team recognises the importance of continuing to build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.



The principal and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

Teachers work alongside their year level colleagues in the development of curriculum units. A tiered approach is undertaken in the curriculum planning process for all learning areas that encompasses collective agreement of units to be taught and the development of a lesson sequence. Teaching staff indicate making varying levels of reference to the AC when planning these units and many trust the achievement standard will be met by implementing the Curriculum into the Classroom (C2C) units with fidelity. The leadership team acknowledges the need to continually build teacher knowledge and understanding of the AC and develop their capability to construct and adapt curriculum units and assessment tasks across all learning areas that closely align to the achievement standards and content descriptions of the AC.

The leadership team is facilitating the development of a culture of collegiality and professional collaboration amongst staff members.

The school employs a master teacher who works alongside teachers in designated year levels providing regular opportunities for coaching, mentoring and models of feedback. Teachers comment they strongly value the opportunity to learn alongside a colleague and to be provided with ongoing support of their capability development. Classroom teachers outside of these year levels are offered informal opportunities to Watch Others Work (WOW). The principal acknowledges the benefits of the coaching, mentoring and feedback model utilised by the master teacher and is committed to providing broader opportunities for all teachers to be involved in regular coaching, mentoring and feedback processes with colleagues or school leaders.

The leadership team, teachers and support staff members are committed to the success of all students.

Teaching staff have varying degrees of knowledge regarding how to differentiate for higher achieving students. Teaching and learning strategies that provide challenge for high achieving students are not yet apparent across all classrooms. Some students articulate the need for greater challenge in their learning. School leaders are aware of the need to strengthen classroom differentiation practices and school-wide enrichment opportunities for the higher achieving students at the school.

Teaching staff demonstrate a commitment to the learning of all students.

The school has commenced its journey into implementing the digital technologies curriculum and the Science, Technology, Engineering, Mathematics (STEM) agenda. Planning for the general capabilities of the Australian Curriculum (AC), including the use of Information and Communication Technologies (ICT), problem solving, social capability development and critical and creative thinking is variable. The leadership team recognises the need to further develop the culture of innovation and inquiry whereby creative exploration and independent learning are valued within classroom learning programs.



There is a vibrant Parents and Citizens' Association (P&C) in the school.

The P&C manages a number of business units including the Outside School Hours Care (OSHC) program, tuckshop and uniform shop. The P&C has established a manager position to lead the daily operations of these business units. The P&C provides \$100 000 in funding to the school each year for priority projects. A parent drop-in centre is staffed by the operations manager and provides a welcome kit for families in addition to a site for new families to connect with the school. Links with the local St Vincent de Paul, Brighter Futures and 'Salvos' support needy families with school resources.

The principal and school staff members actively seek opportunities to enhance student learning and wellbeing by partnering with parents, families, businesses and community organisations.

The school has developed community partnerships to support student welfare with Evolve Therapeutic Services, Sunny Kids, Time for Grandparents, and Family and Child Connect. A local community choir Cool Harmonies connects with the school through 'World Music' with performances and workshops on singing from various countries. The senior choir sang the national anthem at the ANZAC Day dawn service. Community members note with pride the students' participation in this Returned and Services League of Australia (RSL) planned ceremony. The annual Coolum Carnival is an evening festival supported by the broader Coolum community. The traditions of this carnival have developed over 40 years and now involve local businesses, the school and community groups.

School staff members willingly provide a broad range of co-curricular learning experiences for students that assist them to develop skills in areas of enthusiasm and interest.

Students in the upper year levels of the school participate in the interschool sport program. Up to 140 students are involved in the school's Instrumental Music program through bands and ensembles. Two Year 6 rock bands perform at various events including parades and participate in a hinterland school tour in the latter part of the school year. The biennial school musical is anticipated by students and receives support from the community in artistic production and stage management. More than 250 students are members of school choirs ranging from Years 2 to 6. A range of lunchtime activities includes robotics, musical rehearsal, cheer leading and sports training. Extension learning activities include participation in the annual Tournament of Minds event.



2.2 Key improvement strategies

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

Provide opportunities for teachers and school leaders to enhance their knowledge of the AC and to consider this as a key component of the curriculum planning process.

Enhance the professional capability development of staff members through regular and timetabled peer coaching and mentoring processes and models of feedback.

Further support classroom teachers in planning and implementing differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.

Continue to promote a culture of inquiry and innovation whereby creative exploration and independent learning are valued.