

Coomera Rivers 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 Rivers State School** from **23 to 26 February 2021**.

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

Anthony Palmer	Internal reviewer, EIB (review chair)
Christine Dawes	Peer reviewer
Lee Gerchow	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Location:	Finnegan Way, Coomera	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	1130	
Indigenous enrolment percentage:	6.9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	27 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006	
Year principal appointed:	July 2010	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Inclusion (HOI), three Heads of Department (HOD), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), guidance officer, chaplain, 20 assistant teachers, six administration officers, two schools officers, three cleaners, 61 teachers, 77 parents and 132 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and vice president, two tuckshop staff members, two Outside School Hours Care (OSHC) representatives, True Relationships representative, Good Start representative, Kalwun Health Services representative, Ventia representative, Apple representative and three community members.

Partner schools and other educational providers:

- Foxwell State Secondary College principal and Coomera Rivers Playschool representative.

Government and departmental representatives:

- State Member for Coomera, ARD and South East Region (SER) Science, Technology, Engineering and Mathematics (STEM) champion.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
Student support planning documents	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Student Free Day programs	Curriculum planning documentation
School pedagogical framework	One Stop Shop for Curriculum (SharePoint)
Whole school data plan	Professional development plans
School Opinion Surveys (2019)	Student Code of Conduct
Professional Learning Team overviews	Professional Development (PD) Journal
School welcome pack	Curriculum News documents (online)
School differentiation placemat and support materials	Coaching Action Plan and Coaching Handbook
Wellbeing support documents and newsletters	School based curriculum, assessment and reporting framework
Inclusion roles and responsibilities statement (draft)	School newsletters, Facebook page and website
Headline Indicators (October 2020 release)	Leadership roles and responsibilities statement



2. Executive summary

2.1 Key findings

Staff members, parents, students and community representatives discuss the strong positive learning culture that exists as a highly valued element of the school.

They share the high priority placed on developing and maintaining this positive culture since the school's foundation. Staff members, parents and community members proudly describe the strong sense of positive culture as palpable, with an equal focus on supporting every student and high levels of service delivery. A strong sense of community, belonging and inclusivity, that has been created and nourished since the school's inception, is identified as one of the greatest strengths of the school.

The school's mission of *'We are here for learning'* communicates the high expectations held for the learning and wellbeing of all students and the work of all staff members.

School leaders support and encourage staff members, parents, students and the community to engage, explore, inquire and innovate. Staff members and parents express admiration for the commitment, dedication and organisation the principal and school leaders bring to the school. They describe the principal and Business Manager (BM) as inspirational leaders. Parents comment on the open and approachable nature of the principal and staff members, and the focus on supporting the learning and wellbeing of all students.

Following a cycle of inquiry, *'Deep Learning'* has been identified as a preferred signature pedagogical approach.

The principal and school leaders have a vision for quality teaching and learning in the pedagogical framework and speak with clarity and passion regarding the attendant pedagogical expectations. Many staff members have embraced Deep Learning, and champion and exemplify commitment to this as a school improvement focus. School leaders express the intention to embed Deep Learning as the signature pedagogical practice of the school.

A collaboratively developed plan for the delivery of the Australian Curriculum (AC) has been crucial in building consistency of teaching and learning expectations.

The school curriculum plan is aligned to the pedagogical framework and located on a recently developed SharePoint site to enable universal staff member access to the plan. School leaders and teaching staff articulate that the collaborative process of the development of these unit plans has been vital in developing staff capability and a depth of understanding of the AC. Staff members express confidence in their knowledge of the AC. School leaders articulate the intent to further develop the cross-curriculum priorities and general capabilities aspects of the AC, to further align with Deep Learning work.



The leadership team and staff members place a high priority on catering for the diverse learning needs of students.

The leadership team sets high expectations that the learning needs of individual students are identified and addressed. A belief exists across the school that students are capable of learning and will make progress when provided with appropriate learning opportunities. All staff members are committed to the provision of differentiated teaching and learning for individuals, groups and cohorts. School leaders articulate the intent to collaboratively develop and communicate a whole-school approach and vision for inclusivity to strengthen the understanding of school and community members.

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

Three Heads of Department (HOD) are instrumental in leading instructional coaching in the school and in facilitating collegial coaching. There are 21 staff members trained as collegial coaches. Most teachers articulate that they have engaged in some form of coaching over the past year. Some teachers express that they have received targeted feedback regarding their teaching, and some identify engagement with modelling and reflection through processes including learning walks and Watching Others Work (WOW). School leaders express the intent for these processes to be implemented in a systematic manner for all staff members.

School leaders and staff members discuss the school's efforts to 're-imagine' education.

Staff members and leaders of the school articulate a focus on the whole child, ensuring every student is provided with every opportunity, now and in the future. They describe the thematic goal of '*Good at Learning, Good at Life*' (GALGAL). School leaders and staff members acknowledge that understanding of and work with new approaches is in the early phase of implementation. Staff members articulate enthusiasm for new ways of working, and a willingness to embrace new approaches.

Students express joy and pride in the school.

Students articulate a sense of kindness, inclusion and belonging at the school. They share their enthusiasm for their school and their learning, and are keen to engage with staff members and visitors. Students are polite and wear their school uniform with pride. They articulate that their teachers care for them, make clear what they are learning, have high expectations of them, provide them with individual help when they need it, and give them regular and helpful feedback. Students appreciate the opportunities provided for them by staff members and the school.

The principal, school leaders and staff members are united and committed to improving learning and wellbeing outcomes for every student at the school.

A culture of collegial support and sharing of expertise and practice exists amongst staff members. Staff members share their pride in the school. School leaders and staff members discuss being engaged in the 'right work' to ensure optimal student engagement and progress. Staff members speak highly of their teams as Professional Learning Communities



(PLC) and of the importance of these teams in building collective capability, sharing best practice and achieving results.



2.2 Key improvement strategies

Embed the recently commenced Deep Learning work as the signature pedagogical approach across the school.

Strengthen collaborative opportunities for all staff members to deepen their knowledge of the AC, including the general capabilities and cross-curriculum priorities.

Collaboratively develop and communicate a whole-school approach and vision for inclusion.

Embed a systematic approach to providing feedback on pedagogy, and modelling, reflection and coaching for all staff members.

Deepen staff members' knowledge, understanding and consistency in delivery of the elements of the GALGAL approach.