

Coomera Rivers State School

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning



The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Coomera Rivers State School** was conducted from **23 to 26 February 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1006 and the school enrolment was 1130 with an Aboriginal student and Torres Strait Islander student enrolment of 6.9% and a student with disability enrolment of 27%.

The key improvement strategies recommended in the review are listed below:

- Embed the recently commenced Deep Learning work as the signature pedagogical approach across the school. (Domain 8)
- Strengthen collaborative opportunities for all staff members to deepen their knowledge of the Australian Curriculum (AC), including the general capabilities and cross-curriculum priorities. (Domain 6)
- Collaboratively develop and communicate a whole-school approach and vision for inclusion. (Domain 7)
- Embed a systematic approach to providing feedback on pedagogy, and modelling, reflection and coaching for all staff members. (Domain 5)
- Deepen staff members' knowledge, understanding and consistency in delivery of the elements of the Good at Learning, Good at Life (GALGAL) approach. (Domain 1)

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Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Coomera Rivers State School** from **10 to 12 June 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

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

Timeline and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School performance policy](#) and resources provide further information regarding the development of strategic and annual implementation plans.

Schools publish the review executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their school supervisor to discuss the review findings and improvement strategies and discuss next steps in planning for continuous improvement. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

School context

We respectfully acknowledge the Traditional Custodians of the lands on which we walk, live and learn, the Bullongin and Kombumerri people. We pay our deepest respects to Elders resting in the Dreamtime and to the Elders of today, who will continue to care, protect and nurture the Country that we gather on to learn and connect. We feel both privileged and grateful to now be sharing and caring for the country on which we are living and learning.

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	825
Aboriginal students and Torres Strait Islander students	7.3%
Students with disability	21.5%
ICSEA value	1006

Review team

Sheldon Hooper	Principal, Reviews, SRR (review chair)
Lee Gerchow	Principal, Peer Reviewer
Grant Webb	External Reviewer
Mary Wallis	External Reviewer

Contributing stakeholders



4
reviewers



174
participants



61
school staff



70
students



30
parents and
carers



13
community
members and
stakeholders

Key affirmations

Leaders, staff and the community foster high expectations and inclusivity, driving student success through shared values, clear rules and a strong focus on wellbeing, engagement and holistic development.

Staff, parents and community members speak highly of the principal, commending their leadership and their knowledge of every student in the school. Leaders and teachers maintain a strong focus on high expectations for student learning and engagement, fostering a culture of excellence. Staff emphasise the importance of building mutually respectful and positive relationships with parents and families to effectively support student learning and engagement, and staff wellbeing. Parents, staff and students praise the school's safe and welcoming environment, which nurtures learning, fosters belonging, and ensures every child has opportunities to succeed. Staff highlight the ethos of being *'Good at Learning – Good at Life'* underpins the school's holistic approach to student development.

Leaders and staff highlight the effective use of a broad range of data to shape school priorities, allocate resources and implement targeted interventions, ensuring tailored supports that support behaviour, engagement and learning outcomes for all students.

Leaders emphasise the importance of using school data to shape an improvement agenda that is responsive to the needs of both students and staff. They are committed to understanding research-informed frameworks to drive school improvement effectively. Teachers and leaders highlight the use of student performance data to identify teaching starting points, evaluate progress and allocate resources strategically. Assistant teachers appreciate the targeted approach to their roles, focusing on supporting students requiring additional support, while maintaining a student-centred approach to learning and engagement.

Leaders promote a strong emphasis on professional learning, collaboration and reflective practices, supported by initiatives like 'ghost walks' and 'learning walks and talks', strengthens teacher capability and improves student outcomes.

Leaders emphasise a school-wide professional team of highly capable teachers is developed, with professional learning aligned to school priorities. Staff value the strong focus on continuous professional learning and the shared responsibility for student progress. Teachers praise the support of colleagues and the regular opportunities for year level team collaboration, including data analysis, planning and moderation. Leaders also highlight explicit processes that foster school-wide collaboration and effective networking with other schools and learning organisations.

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Prioritise developing the instructional leadership capability of key staff to systematically monitor and evaluate the effectiveness of learning, engagement and wellbeing improvement strategies aligned to system priorities.

Domain 6: Leading systematic curriculum implementation

Broaden teachers' understanding of the full breadth of AC requirements for all learning areas to enhance their capability in curriculum planning, implementation of assessment, and reporting.

Domain 8: Implementing effective pedagogical practices

Embed collaborative opportunities for refining a shared language and understanding of the 3 principles of pedagogy to support teachers use of effective pedagogical approaches, practices and teaching strategies.

Domain 7: Differentiating teaching and learning

Strengthen a shared understanding and knowledge of differentiation amongst all staff to support the use of evidence-informed pedagogies that enable all students to access, engage with and progress through the curriculum.

Domain 3: Promoting a culture of learning

Collaboratively review and strengthen the school-wide proactive approach to wellbeing for learning to ensure continued effectiveness in maintaining an orderly environment that supports and encourages learning.

Staff affirm strong partnerships with parents, the Parents and Citizens' Association (P&C) and the community enhance student outcomes, with parents valuing the school's responsiveness, communication and focus on belonging and connection.

Parents express a strong sense of belonging and connection with the school, describing it as a happy and safe space that nurtures their child's learning. The 2024 School Opinion Survey (SOS) highlights that 91.8% of parents agree their child feels safe at school, reflecting the school's commitment to fostering collaborative and supportive relationships. Leaders emphasise the positive partnerships between the school and the wider Coomera and Gold Coast community, which enhance student learning, engagement and wellbeing. P&C members actively support initiatives to strengthen family and community connections, further enriching the school environment.

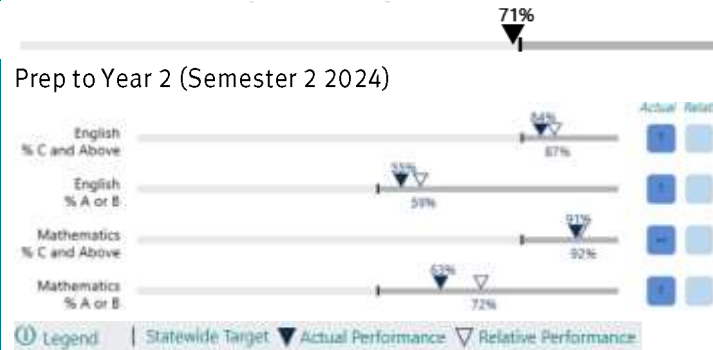
Initial data insights

Informing data sets

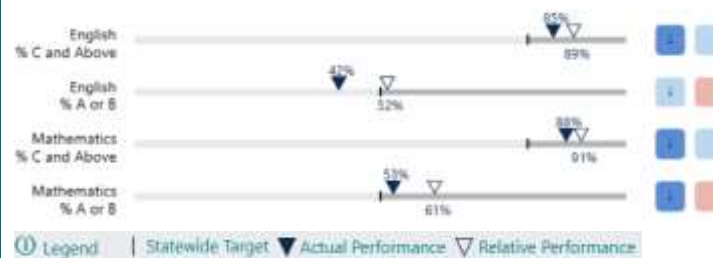
- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- SOS data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest

SOS 2024 – Staff Morale



Years 3 to 6 (Semester 2 2024)



IAA

Year Level	Report Card (w/LA)	NAPLAN (MSS)	Weight	Agreement	Agreement Category	Learning Area - Domain
03	3.1	392.3	98.9	2.06	NAPLAN higher	English-Reading
03	3.1	398.7	98.4	1.75	NAPLAN higher	English-Writing
03	3.1	405.9	98.9	2.65	NAPLAN higher	English-Spelling
03	3.1	391.5	98.9	1.78	NAPLAN higher	English-Grammar and Punctuation
03	3.2	383.8	98.9	1.61	NAPLAN higher	Mathematics-Numeracy
05	3.2	462.9	134.9	1.15	NAPLAN higher	English-Reading
05	3.2	464.5	137.5	2.00	NAPLAN higher	English-Writing
05	3.2	471.7	134.9	1.82	NAPLAN higher	English-Spelling
05	3.2	473.7	134.9	1.25	NAPLAN higher	English-Grammar and Punctuation
05	3.4	469.3	135.9	1.09	NAPLAN higher	Mathematics-Numeracy

Attendance rates – year-to-date (YTD)



- 2024 SOS data shows staff morale is at 71% and below the state target.

- Prep to Year 2 English and Mathematics LOA for A or B % and C and above, are above statewide targets.
- Prep to Year 2 English and Mathematics LOA for A or B% are below relative comparison data.

- Years 3 to 6 English and Mathematics LOA for % C and above are above statewide targets.
- Years 3 to 6 English LOA for A or B % are below statewide targets and relative performance.

- NAPLAN assessment indicates higher student performance across all learning area domains for Years 3 and 5.

- 2025 YTD attendance rate is 90.2%
- 20.6% of students with attendance less than 85%.
- 11.3% of students with chronic absenteeism.

Data-informed inquiries

- Factors contributing to staff morale.
- Processes for supporting student performance in English and Mathematics.
- Processes for supporting student performance in English and Mathematics.
- Factors supporting student assessment and teacher LOA determinations.

- Process and practices to support attendance.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Prioritise developing the instructional leadership capability of key staff to systematically monitor and evaluate the effectiveness of learning, engagement and wellbeing improvement strategies aligned to system priorities.**
- Embed current school-wide improvement practices into future strategic plans, reflective of whole-school data trends and system priorities, to support continuous improvement in student outcomes and implementation of effective practices.

Domain 2: Analysing and discussing data

- Further refine the plan for the purposeful collection of data, aligned to school priorities and departmental requirements, to strengthen a shared understanding and responsibility for data-informed teaching and learning.
- Broaden opportunities for the communication of school-wide data, including to families and the wider school community, to enhance understanding of relevant school-wide data and the progress towards targets.

Domain 3: Promoting a culture of learning

- **Collaboratively review and strengthen the school-wide proactive approach to wellbeing for learning to ensure continued effectiveness in maintaining an orderly environment that supports and encourages learning.**

Domain 4: Targeting school resources

- Review resource allocations, including additional human resources and school-funded leadership positions, to monitor and evaluate their sustainability, impact on learning and alignment to school priorities.

Domain 5: Building an expert teaching team

- Formalise processes for, and develop staff expertise and capability in, delivering coaching and mentoring to provide feedback for the continuous improvement of teaching and learning.

Domain 6: Leading systematic curriculum implementation

- **Broaden teachers' understanding of the full breadth of AC requirements for all learning areas to enhance their capability in curriculum planning, implementation of assessment, and reporting.**
- Further refine moderation processes at appropriate junctures for teachers and leaders to strengthen their knowledge and understanding of curriculum expectations and student achievement.

Domain 7: Differentiating teaching and learning

- **Strengthen a shared understanding and knowledge of differentiation amongst all staff to support the use of evidence-informed pedagogies that enable all students to access, engage with and progress through the curriculum.**

Domain 8: Implementing effective pedagogical practices

- **Embed collaborative opportunities for refining a shared language and understanding of the 3 principles of pedagogy to support teachers use of effective pedagogical approaches, practices and teaching strategies.**

Domain 9: Building school-community partnerships

- Investigate opportunities for strengthening existing community partnerships and establishing new connections with the wider school community, to broaden staff and student knowledge and understanding of cultural diversity within the school community.

* **Bold indicates key improvement strategy**

Domain 1: Driving an explicit improvement agenda

Affirmations

- Leaders and teachers promote that social and emotional, and academic learning are equally important when working to engage students to be *'Good at learning – Good at life'*. Leaders emphasise the ethos that staff and students are here for learning.
- Leaders highlight the use of school data to develop an improvement agenda responsive to student and staff need. They express a commitment to understanding research-informed frameworks to support school improvement.
- Staff, parents and community members speak highly of the principal, their leadership and their knowledge of every student in the school. Leaders and teachers highlight a focus on high expectations for student learning and engagement.
- Leaders articulate that staff know their learners and are committed to supporting students to engage in learning within the school. In the 2024 SOS, 95.8% of staff, 93.2% of students and 93.2% of parents agree that 'The expectations and rules are clear at this school'.

Key findings

- The principal articulates the Annual Implementation Plan (AIP) has been developed in direct response to student data, staff needs and systemic requirements. Leaders highlight the AIP is research-informed and system priorities are contextualised for the needs of students, staff and the school community.
- Leaders describe driving a school improvement agenda that positively impacts learning, engagement and wellbeing outcomes for all learners. The principal explains engaging staff in professional readings to frame their work in school improvement and develop associated strategies and actions. Leaders express an intent to embed existing school improvement practices into future strategic plans, aligned with whole-school data trends and system priorities, to support continuous improvement in student outcomes and implementation of effective practices.
- Leaders discuss the use of the School Online Reporting Dashboard (SORD) to examine data trends and set targets for LOA in English. Leaders and teachers describe processes to collaboratively analyse school priority data to monitor the progress of the improvement agenda and the impact of strategies on student outcomes.
- Teachers reference engaging in professional learning aligned to the 2025 school priorities of: Improve student learning outcomes in English; and Focus on student access and engagement to learning. The principal speaks of using readings from DeWitt¹ about instructional leadership to guide and frame their work. Some leaders describe how learning walks provide line of sight to monitor the implementation of school improvement strategies and actions enacted in the classroom. Some leaders speak of a desire to prioritise developing their own Leaders of Learning instructional leadership capability to systematically monitor and evaluate the effectiveness of school learning, engagement and wellbeing improvement strategies aligned to system priorities.
- The principal references initiating a 'melting pot' meeting designed to seek feedback from year level representatives and workforce groups on initiatives and strategies aligned to the AIP. Some staff express a desire for further post-

Improvement strategies

- **Prioritise developing the instructional leadership capability of key staff to systematically monitor and evaluate the effectiveness of learning, engagement and wellbeing improvement strategies aligned to system priorities.**
- Embed current school-wide improvement practices into future strategic plans, reflective of whole-school data trends and system priorities, to support continuous improvement in student outcomes and implementation of effective practices.

¹ DeWitt, P. M. (2020). *Instructional leadership: creating practice out of theory*. Corwin

Affirmations

Key findings

- meeting communication to convey actions or decisions that may be implemented.
- The principal notes information about school improvement priorities is shared with the school community via newsletters, P&C and school council meetings.

Improvement strategies

Domain 2: Analysing and discussing data

Affirmations

- Leaders speak of a culture of data-informed practice. They express a belief that the use of data is a key driver to inform and monitor school and student improvement. They describe processes to analyse school, student and systemic data to inform the school's improvement agenda.
- Leaders and teachers affirm a range of learning, engagement and wellbeing student performance data is used to identify starting points for teaching and learning and to evaluate student progress in agreed priority areas.
- Leaders and parents highlight the collection of a range and balance of academic, social, emotional and wellbeing data supports the teaching team to deeply know and understand the needs of every student.
- Leaders express a strong commitment to using a broad range of data to inform school priorities and resource allocations. Leaders emphasise that, through data analysis, extensive resources are targeted towards students requiring additional support and intervention.

Key findings

- Leaders explain that the published data plan is aligned to the AIP and school priorities and includes data sets, targets, monitoring timelines and key roles and responsibilities for the use of data.
- Leaders mention they have collaboratively reviewed the data plan this year to reduce the amount of data to be collected. Teachers talk positively about the reduction in the data they are required to collect for all students with some teachers stating there is room to reduce the data collection requirements even more. They comment on a desire to ensure data collected and analysed is relevant to informing teaching and learning. Leaders express a desire to further refine the plan for the purposeful collection of data, aligned to school priorities and departmental requirements, to strengthen a shared understanding and responsibility for data-informed teaching and learning.
- Leaders and teachers describe using data for a wide range of purposes, including forming classes and ability grouping students within cohorts for certain subject areas. They speak of identifying students who may need additional provisions through referral to the Personalised Support Team as part of the social and emotional learning (SEL) support process, underpinning wellbeing.
- Leaders and teachers comment on their capabilities in analysing and disaggregating student performance data to inform targeted, effective teaching and learning strategies and evaluate their impact.
- Leaders and teachers speak of having a collective responsibility for analysing and responding to data. Teachers appreciate the time set aside to enable them to engage in collaborative analysis and discussion of student data such as team meetings and 'universal design for teaching' planning days.
- Teachers indicate data conversations play an integral part in individual curriculum and teaching conversations facilitated by leaders. Teachers comment identifying 'focus students' is a part of these conversations. They value the feedback and advice they receive from leaders to inform next steps for learning.
- Leaders speak of the range of ways they share data with staff, members of the school council and members of the P&C. Some parents state they would appreciate opportunities to understand the data further. Leaders express a desire to broaden opportunities for communicating school-wide data, including families and the wider school community, to enhance understanding of relevant school-wide data and the progress towards targets.

Improvement strategies

- Further refine the plan for the purposeful collection of data, aligned to school priorities and departmental requirements, to strengthen a shared understanding and responsibility for data-informed teaching and learning.
- Broaden opportunities for the communication of school-wide data, including to families and the wider school community, to enhance understanding of relevant school-wide data and the progress towards targets.

Domain 3: Promoting a culture of learning

Affirmations

- Staff voice an understanding of the importance of mutually respectful, positive, affirming relationships with parents and families to effectively support the learning and engagement of students and the wellbeing of staff.
- Staff share a belief that all students can learn successfully and are committed to supporting their improved learning and engagement outcomes. Teachers articulate a vision of being here for learning and in particular, providing a holistic approach to developing each student as a citizen of today. They speak of striving for their learners to be *'Good at Learning – Good at Life'*.
- Leaders emphasise the ongoing development, refinement, and implementation of responses to behaviour, ensuring the continuation of a positive and supportive learning culture. They highlight how data is discussed and analysed to promote collective responsibility and genuine collaboration. Staff describe a culture of collegial support, where expertise and practice are shared to support continuous improvement for both staff and students.
- Staff express their strong commitment to the wellbeing of students. 91.9% of students surveyed in the latest SOS agreed with the statement 'My teachers are interested in my wellbeing'.

Key findings

- Staff share a belief that consistent processes, practices and high expectations drive student achievement and engagement. They speak of the importance of trust, being valued and collaboration to build effective relationships and maximise student learning. The principal outlines a commitment to continuous improvement is reflected in the ongoing efforts by teaching staff to refine positive behaviour support and effective intervention strategies.
- Leaders discuss implementing the myConnections program with integrity across the school to explicitly teach and reinforce social and emotional competencies. They explain this program includes school-wide strategies to encourage and support positive student participation in learning. They describe multi-tiered systems of support (MTSS), behaviour leadership in classrooms, the introduction of The Resilience Project and the recent creation of the Intensive Support Team, to collaboratively develop and communicate a whole-school approach to, and vision for inclusion.
- Many staff express appreciation for the ongoing commitment to positive student engagement and wellbeing. Some staff express a desire to collaboratively review and strengthen the school-wide proactive approach to wellbeing for learning to ensure continued effectiveness in maintaining an orderly environment that supports and encourages learning.
- Staff express they value the connectedness they experience as members of staff. They describe how the positive workplace fosters a sense of wellbeing and a strong sense of trust. Leaders discuss the genuine personal and professional support all staff offer to each.
- Staff encourage families to be integral partners in student learning. Students and families express a sense of pride in belonging to the school community. Parents convey their appreciation for positive, inclusive, supportive, caring relationships and the educational opportunities available to their child.
- Student leaders speak proudly of the responsibilities associated with their leadership roles and how they value opportunities for student voice. They communicate they value being a leader in this school and a role model to other students.
- Students describe 3 learning and engagement expectations—*Be Safe, Be Respectful and Be a Learner*, used to teach and promote responsible behaviour within and outside the classroom. Students speak positively of a Rivers Rewards program to encourage positive behaviour. They speak of the school culture as happy, engaging and caring.

Improvement strategy

- **Collaboratively review and strengthen the school-wide proactive approach to wellbeing for learning to ensure continued effectiveness in maintaining an orderly environment that supports and encourages learning.**

Domain 4: Targeting school resources

Affirmations

- The principal highlights a student-centred approach to targeting and allocating resources. They explain using a review of individual, cohort and school-wide data to inform decision making. Staff speak appreciatively of the targeted way resources are allocated.
- Leaders and teachers emphasise how processes for identifying students requiring additional support allow financial and human resources to be targeted to meet the learning and engagement needs of students.
- Teachers express they appreciate how assistant teacher time is targeted for students requiring additional support, maintaining a student-centred approach. Assistant teachers affirm the focus of their work in classrooms is supporting student learning and engagement.
- Parents and staff express their appreciation for the high quality and well-maintained learning environments which support student learning and engagement. The school opinion survey identified that 94% of parents and 100% of staff believe that 'The school is well maintained'.

Key findings

- The leadership team outlines processes to allocate targeted and discretionary funds and ensure these funds are aligned with strategic priorities and student need. Leaders communicate that processes are in place within the senior leadership meeting for discussing the allocation of human and financial resources to support school improvement priorities.
- The principal and P&C collaborate to identify and jointly fund projects. P&C members explain they commit significant funds towards human resources, extracurricular activities and facility upgrades in consultation with the school community.
- The principal explains the financial expenditure includes significant investment in school-purchased staff positions such as Heads of Department (HOD). The principal and Business Manager (BM) describe the need to review, monitor and evaluate the impact of these school-funded leadership positions to ensure they are sustainable, have a positive impact on student learning and align to school priorities.
- Leaders describe making the best possible use of staff expertise and experience in meeting the learning needs of students. They explain timetables and processes are adjusted to respond flexibly to identified need. Leaders highlight innovative timetabling of specialist lessons to facilitate whole cohorts of teachers to be released for planning and moderation.
- Leaders discuss the use of targeted resourcing to provide support for students with extensive and substantial learning and wellbeing needs. They explain the MTSS is used to target the school's human resources, such as assistant teachers, to support student inclusion and enhance learning and social outcomes. Teachers and assistant teachers praise leaders' commitment in ensuring resource allocation supports students' successful engagement in learning.
- Teachers express appreciation for the investment in targeted release time (universal design for teaching planning days) to collaboratively analyse data, undertake moderation activities and discuss teaching and learning.
- Staff articulate the BM and principal are supportive in reviewing financial requests that directly impact on student learning and capability development opportunities that align to the AIP.

Improvement strategy

- Review resource allocations, including additional human resources and school-funded leadership positions, to monitor and evaluate their sustainability, impact on learning and alignment to school priorities.

Domain 5: Building an expert teaching team

Affirmations

- Leaders highlight the development of a school-wide, professional team of highly capable teachers. They speak of an expectation of professional learning aligned with school priorities. Staff express appreciation for the strong focus on continuous professional learning and a shared responsibility for student progress in learning.
- Teachers praise the ongoing support of teaching colleagues and the opportunities to learn from each other. They describe regular opportunities to engage in year level team universal design for teaching collaboration focused on data analysis, planning and moderation.
- Leaders affirm explicit processes are in place to encourage school-wide collaboration and effective networking with other schools and learning organisations from the local area.

Key findings

- Leaders describe a professional learning community characterised by ongoing teamwork, collaboration and collegial engagement. They convey a school-wide comprehensive plan for professional learning is in place and monitored for impact. Teaching staff express appreciation for the professional learning opportunities provided to enhance their disciplinary knowledge and to improve their teaching practice.
- Leaders express they view the development of an expert teaching team as central to improving outcomes for students. They explain 3 HODs have previously been instrumental in leading instructional coaching in the school and in facilitating collegial coaching. Leaders discuss an agreed Practice Coaching Model has been created. They indicate staffing changes in recent years has resulted in fewer coaching and mentoring opportunities. Many staff express a desire to engage in formalised opportunities for coaching and mentoring to improve their current teaching practices. Leaders express an intent to formalise processes for and develop staff expertise and capability in delivering coaching and mentoring to provide feedback for the continuous improvement of teaching and learning.
- Leaders detail a commitment to developing effective learning walls in all classrooms. The Leaders of Learning team describe visiting classrooms through learning walks and talks to monitor the implementation of learning walls, the learning sequences on display and the level of student engagement with the walls. Teachers discuss how they engage in ghost walks to observe colleagues' practice and to reflect on 'the third teacher' at work in their classrooms.
- Leaders speak of induction processes for teachers new to and returning from a period of absence to the school. They emphasise they place high priority on attracting, developing and retaining high-quality teachers and discuss a positive onboarding and induction process as important in ensuring this occurs. Staff speak positively of a supportive induction process. Graduate teachers speak appreciatively of the mentoring program provided that supports them to deliver effective curriculum teaching and learning at the early stage of their career.
- Assistant teachers express they are valued as integral members of teaching teams and partners in the teaching process. Teachers express assistant teachers provide valued support to teachers and learners both inside and outside the classroom and engage in professional learning to increase their knowledge and to build their capability.

Improvement strategy

- Formalise processes for, and develop staff expertise and capability in, delivering coaching and mentoring to provide feedback for the continuous improvement of teaching and learning.

Domain 6: Leading systematic curriculum implementation

Affirmations

- Teachers express appreciation for the collaborative curriculum and teaching planning meetings each term for cohorts, which are supported by curriculum leaders. They value the targeted time with leaders working alongside teachers to develop a shared understanding of curriculum, pedagogy and data.
- Leaders speak proudly of the development of a 7-step process for 'Before Moderation' to collaboratively develop and plan curriculum. Teachers and leaders describe collaboratively unpacking the 3 levels of planning to develop a shared understanding of curriculum, teaching, learning and assessment in English.
- Staff praise the extensive range of co-curricular and extracurricular activities and programs available during and after school hours. They explain how these activities, based on student interests, provide opportunities for success in areas outside the classroom. Students speak appreciatively of opportunities to participate in a variety of co-curricular clubs and groups, such as the Chess Club, and activities such as the Kokoda Challenge, and the recent musical. Parents praise the range of sporting and cultural opportunities available for their child.

Key findings

- Leaders outline a coherent whole-school curriculum plan is documented, outlining the 3 levels of planning, and identifies what teachers should teach and students should learn.
- Curriculum leaders express how they develop year/band plans to reflect the requirements of the K–12 curriculum, assessment and reporting framework (K–12 Framework) and school-based decisions for the teaching of each learning area. They speak of a staged plan for the implementation of the Australian Curriculum Version 9 (ACV9) for English and Mathematics over the last 2 years and the further implementation of other learning areas in line with departmental guidelines.
- Leaders describe Before Moderation opportunities occur, including at universal design for teaching unit planning days. They describe unpacking English marking guides, identifying discernible differences on the achievement scale and discussing aspects of the achievement standards. Teachers and leaders highlight they identify what students need to 'know' and 'do' in the unit and collaboratively develop a teaching and learning sequence.
- Some teachers express a desire to further build their capability in developing engaging units of work, assessments and marking guides aligned to the achievement standards for other learning areas. Leaders speak of investigating further opportunities to broaden teachers' understanding of the full breadth of ACV9 requirements across other learning areas to enhance teachers' capability in curriculum planning, assessment, marking and reporting.
- Teachers and leaders identify a 'check-in point' strategy midway through the teaching and learning sequence allows teachers opportunities to reflect on student progress and analyse their responses to formative assessment. Some leaders discuss an intent to enact processes for moderating student assessment folios and engage in conversations about pedagogy to inform future unit planning considerations. They highlight a desire to further refine moderation processes at appropriate junctures for teachers and leaders to strengthen their knowledge and understanding of curriculum expectations for ACV9 and student achievement.
- Teachers speak of the use of learning walls, including modelled responses of assessment tasks for English. They describe how learning walls enhance student agency for identifying and actioning self-determined learning goals.

Improvement strategies

- **Broaden teachers' understanding of the full breadth of AC requirements for all learning areas to enhance their capability in curriculum planning, implementation of assessment, and reporting.**
- Further refine moderation processes at appropriate junctures for teachers and leaders to strengthen their knowledge and understanding of curriculum expectations and student achievement.

Affirmations

Key findings

Most students speak of how they access learning walls to improve or support their learning. Teachers recognise how learning walls and learning goals support students to monitor their learning and provides opportunities for teachers to convey feedback to learners and modify their planning and teaching in the learning area of English.

Improvement strategies

Domain 7: Differentiating teaching and learning

Affirmations

- Leaders express a belief all students can learn and succeed when provided with the appropriate level of support, and when learning is tailored to their needs.
- Parents speak highly of the support provided to students with complex learning needs. They discuss the comprehensive approach to supporting their child's learning, and social and emotional needs.
- Teachers express appreciation for differentiated responses to and supports for students' academic and wellbeing needs. They note that behaviour and engagement has improved across the school and express optimism for further improvement.
- Teachers highlight how support teachers, assistant teachers and targeted interventions assist students to successfully engage in their learning.

Key findings

- Leaders recognise the importance of supporting teachers to provide learning opportunities that enable all students to realise their potential. They speak of developing teachers' capability to differentiate teaching and learning to meet the diverse needs of students in their class, and consistently document these adjustments.
- Teachers discuss the importance of providing differentiated teaching and learning for students. They express a desire for further support regarding how to develop and implement differentiated teaching and learning strategies. Leaders and teachers communicate a desire to build their capability in catering for the diverse learning needs of students. Leaders convey the next step is to strengthen a shared understanding and knowledge of differentiation amongst all staff to support the use of evidence-informed pedagogies that enable all students to access, engage with and progress through the curriculum.
- Many teachers and leaders speak of school-wide expectations and developing student learning goals to ensure each student is progressing. Leaders describe the 'differentiation placemat'. Some teachers articulate the differentiation placemat is being used to inform curriculum and pedagogical adjustments. They recognise the benefit of goal setting for enhancing student ownership of learning and personalising measures of success. Many staff and leaders speak of the importance of providing an engaging curriculum to engage students with diverse learning needs.
- Teachers describe the consistent school-wide practice of using formative assessment data and monitoring student progress to inform next steps for teaching and learning adjustments. Some teachers describe ability grouping students as a way of supporting differentiated teaching and learning.
- Teachers explain how they discuss and analyse individual and cohort data to identify 'focus students' for their unit. They identify focus students' barriers to learning and document adjustments needed so that all students can access, engage with and progress through the curriculum.
- Leaders reference the Whole School Approach to Teaching, Learning and Engagement Tool provides teaching staff with clear pathways for supporting the individual learning needs of each student. Teachers speak of using the tool to identify universal teaching strategies for differentiating learning in the classroom. Some teachers outline how they use the tool to identify and refer students who may need additional support or adjustments across 4 areas – access to learning, behaviour, health and wellbeing, and disability.

Improvement strategy

- **Strengthen a shared understanding and knowledge of differentiation amongst all staff to support the use of evidence-informed pedagogies that enable all students to access, engage with and progress through the curriculum.**

Domain 8: Implementing effective pedagogical practices

Affirmations

- Leaders express a belief that exploring current research on effective teaching positively contributes to building a culture that promotes active student engagement in learning. Leaders convey they believe that students must be engaged in a connected learning environment that promotes digital literacies, problem solving, creativity, collaboration and self-reflection.
- Leaders explain the establishment of a Whole School Approach to Pedagogy Community of Practice (CoP) to support teachers to reflect on their approach to pedagogy and pedagogical practices and to support the development of their repertoire of teaching strategies for supporting student engagement.
- The principal and teaching staff speak of their efforts to foster students' belief in their ability to be successful learners. Students comment on teachers providing them with feedback to support their understanding of how to improve. Staff, students and parents express a common understanding of the school-wide strategy of 'tickled pink and green for growth' as a framework for feedback.

Key findings

- The principal, leaders and teachers recognise highly effective teaching is the key to continuing to improve student learning throughout the school. Teachers highlight the use of a range of evidence-informed teaching strategies. Leaders and teachers discuss pedagogies using a range of terminology and they convey differing levels of understanding of the principles of pedagogy.
- Leaders explain that supporting staff to strengthen the use of an agreed whole-school language to talk about the principles of pedagogy, including definitions and examples of pedagogical approaches, practices and teaching strategies, is evolving. Some teachers convey a desire to expand their pedagogical knowledge and understanding through existing collaborative processes to identify and use school-wide pedagogical approaches.
- Leaders and teachers refer to planning and moderation processes to collaboratively identify pedagogical practices to be included in teaching sequences that align with curriculum content to engage and support students in their learning. Leaders and some teachers discuss how they engage in CoPs to share knowledge and develop a repertoire of effective Pedagogical Practices for Learning (PP4L) to maximise student engagement in learning. Leaders discuss an intent to embed collaborative opportunities for refining a shared language and understanding of the 3 principles of pedagogy to support teachers use of effective pedagogical approaches, practices and teaching strategies.
- Leaders describe a range of strategies implemented to support the use of digital technologies. They describe the school-wide iPad program as an evidence-informed approach to engaging students in learning. Some leaders and teachers express a desire to enhance their use of appropriate pedagogical practices for digital learning, to further challenge and extend students in their learning.
- Teachers and leaders communicate visible learning tools, such as learning walls, including 'Bump it up' walls, and regular learning walks, are used to support students to understand their learning journey and assessment tasks. Teachers highlight clear achievement exemplars are provided, and student work is often used to further demonstrate what students need to do. They mention how the use of learning walls supports student engagement and assessment literacy.

Improvement strategy

- **Embed collaborative opportunities for refining a shared language and understanding of the 3 principles of pedagogy to support teachers use of effective pedagogical approaches, practices and teaching strategies.**

Affirmations

Key findings

- Teachers communicate they understand and use a range of effective teaching strategies to ensure that every student is engaged, challenged and learning successfully. Some teachers speak of engaging in coaching, feedback opportunities and professional learning to support their capability building to ensure curriculum content is accessible and evidence-informed learning practices are implemented.

Improvement strategy

Domain 9: Building school-community partnerships

Affirmations

- Leaders value the supportive, positive partnerships between the school and the wider Coomera and Gold Coast communities. They describe how these partnerships enrich student learning, and engagement and wellbeing outcomes.
- P&C members voice how they actively support the school to increase family and community connection. The principal highlights actively seeking ways to build connections with families to add value to student learning, engagement and wellbeing.
- Parents highlight the school's commitment to fostering collaborative and supportive relationships and speak highly of the school's responsiveness to individual student and family circumstances.
- Parents describe the strong sense of belonging in the school and connections with staff. They identify that the school is a happy and safe space that nurtures their child's learning. The 2024 SOS indicates 91.8% of parents agree with the statement 'My child feels safe at this school'.

Key findings

- The principal emphasises the importance of building strong connections with families to support the needs of students. Staff speak of parents as partners in their child's education, recognising them as their child's first teacher. Parents express appreciation for the school's communication channels, such as Seesaw, Facebook, the school website and digital newsletters, which keep them informed and updated on their child's progress and school events.
- Parents appreciate the efforts of staff to reach out and build connections. They comment they feel very welcome in the school and articulate staff are approachable and responsive. They speak of informal opportunities to connect with other parents before and after school at the P&C-run Crusaders Café, which 'brings people in.' Outside School Hours Care (OSHC) staff express gratitude for the P&C's significant financial contributions towards resources.
- Leaders note the challenges associated with growth in the local community. They express a desire to build upon the welcoming, inclusive school culture by investigating opportunities for strengthening existing community partnerships and establishing new connections in an increasingly culturally diverse community. Teachers speak of their desire to broaden teacher and student knowledge and understanding of the cultural diversity within the school community.
- Leaders describe how they work with local Early Childhood Education and Care (ECEC) centres in transitioning children into Prep. Leaders discuss the focus on the early years promoting continuity in transitions from Kindergarten to school. They discuss the engagement in the Early Childhood Neighbourhood Network.
- Leaders outline a range of activities to support students transitioning into secondary school. These activities involve Years 5 and 6 students attending the local state secondary school for a Connect Day in Term 3 and their participation in the Excellence Academy. Senior secondary students attend school sports days to assist on the day and to engage with prospective students.
- Leaders discuss partnerships with allied health providers. They convey a social worker employed for 4 days a week provides professional support to students and families. Leaders describe helping to establish a Breakfast Club at the school as a means of connecting informally with parents and students. Leaders reference the work undertaken to facilitate National Disability Insurance

Improvement strategy

- Investigate opportunities for strengthening existing community partnerships and establishing new connections with the wider school community, to broaden staff and student knowledge and understanding of cultural diversity within the school community.

Affirmations


Key findings

- Scheme (NDIS) therapists' access for students requiring additional services and support.
- The principal highlights positive partnerships between local primary and secondary schools in the Marine Precinct and the North Coast Cluster of Schools. They remark how these provide opportunities for networking, shared professional learning, strategic advocacy and collegial engagement for leaders and staff.
 - Staff discuss engaging with First Nations people through partnerships with Kalwun, Solid Pathways and the Jarjums program. They explain a Yarning Circle has been created at the school and describe how the school engages in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations.

Improvement strategy


Total Students

827




First Nations Students ⓘ

60 (7.3%)




Students With a Disability ⓘ

177 (21.4%)




Student in Care ⓘ

4 (0.5%)




ICSEA ⓘ

1006



School

Coomera Rivers State School





Student Performance

Governance

Starting Strong ⓘ Prep - Year 2			Actual		Relative	
	English % C and Above	<div><div></div></div>	84%	▼	87%	↑
	English % A or B	<div><div></div></div>	55%	▼	59%	↑
	Mathematics % C and Above	<div><div></div></div>	91%	▼	92%	↔
	Mathematics % A or B	<div><div></div></div>	63%	▼	72%	↑
	Attendance (Semester1)	<div><div></div></div>	90%	▼	90%	↔
	SDA Rate	<div><div></div></div>	4%	▼	1%	↑
	English % C and Above	<div><div></div></div>	85%	▼	89%	↓
	English % A or B	<div><div></div></div>	42%	▼	52%	↓
Building on Foundations ⓘ Year 3 - 6	Mathematics % C and Above	<div><div></div></div>	88%	▼	91%	↓
	Mathematics % A or B	<div><div></div></div>	53%	▼	61%	↓
	Attendance (Semester1)	<div><div></div></div>	89%	▼	89%	↔
	SDA Rate	<div><div></div></div>	2%	▼	3%	↑

Actual vs Planned Expenditure as at 31/12/2024 ⓘ

90.2%	\$198,000.0	
Planned YTD expenditure has occurred	Planned expenditure still to occur this year	
\$284,000.0	\$482,265.8	
Funding provisioned for expenditure in future years	In bank account	

Allocated Staffing Resources Used as at 29/12/2024 ⓘ

105.50%	FTE diff	3.4
Day 8 allocated teaching resources used	61.2	Day 8 FTE allocation paid FTE
	64.6	


Staff Morale (School Opinion Survey) ⓘ



Completion of Annual Safety Assessment ⓘ

Yes

No



Student Safety (School Opinion Survey) ⓘ




School Audit Rating as at 31/12/2024 ⓘ

Self Manage

Support

Priority Support




Utilisation Rate as at 31/08/2024 ⓘ

<=60%

61%-80%

81%-94%

>=95%



Starting Strong ⓘ
Prep - Year 2

Building on Foundations ⓘ
Year 3 - 6

Financial Practices

Workforce Practices

HSW

School Mgmt.