

Coomera Springs 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 Springs State School** from **23 to 25 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

Keith Graham	Internal reviewer, EIB (review chair)
Leanne Ordorico	Peer reviewer
John Wessel	External reviewer



1.2 School context

Indigenous land name:	Bullongin people of the Yugambeh speaking region
Location:	Old Coach Road, Upper Coomera
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	795
Indigenous enrolment percentage:	6.4 per cent
Students with disability percentage:	20.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1010
Year principal appointed:	2019



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), Business Manager (BM), student engagement coach, Support Teacher Literacy and Numeracy (STLaN), 34 teachers, 14 teacher aides, four administration officers, five school cleaners, 115 students and 51 parents.

Partner schools and other educational providers:

- Pimpama State Secondary College, Upper Coomera State College and Childcare and Kindergarten (C&K) Coomera Springs Community Kindergarten.

Government and departmental representatives:

- State Member for Coomera, Speech Language Pathologist (SLP) and ARD.



2. Executive summary

2.1 Key findings

Staff speak highly of their peers, the teamwork, and collegial support within the school.

A supportive and collegial culture exists across teams throughout the school. The support offered by peers, both personal and professional, is recognised by staff as a strength of the school. Teachers positively discuss opportunities the Professional Learning Team (PLT) have provided for developing a culture of shared practice. Parents express the view that school leaders and staff are friendly and approachable. Students acknowledge their teachers for the way they engage students in learning.

Parents, students, and staff speak positively of the school, describing the climate as vibrant and welcoming.

Classrooms are calm and orderly, and present as welcoming learning environments. Parents and students acknowledge the range of extracurricular opportunities offered by the school. They reference the school's excellence in music program, opportunities in school sport including gala days, and the school musical, as evidence of building a positive culture across the school. Parents speak positively of the communication processes utilised by the school. Students acknowledge their teachers for the way they engage them in learning.

School leaders and staff work collaboratively and professionally and are committed to the school's Explicit Improvement Agenda (EIA).

Teachers identify reading as the number one priority of the school's main improvement focus. They are aware of the need to track student reading improvement and share a variety of measures they use in their classrooms. Teachers express that they would welcome further clarity regarding the reading improvement agenda and feel clearer targets with milestones for check-ins would provide more precision regarding reading practices and assist with measuring the impact of reading strategies on student outcomes.

School leaders and staff are committed to implementing a quality curriculum.

The school's learning areas overview and curriculum plan provides direction to teachers regarding what to teach and when to teach it, guiding curriculum delivery from Prep to Year 6. The plan aims to ensure that all students are exposed to each of the required elements of the AC. Teachers describe a variety of frameworks and curriculum approaches to delivering the school's key improvement area of reading. A consistent approach to implementing the whole-school reading program expectations is yet to be established. Some teachers express a desire for greater clarity through the development of an agreed shared understanding of school curriculum expectations and implementation.



The leadership team supports all teachers to commit to continuous improvement of their own teaching and identifies this as central to improving student learning and success.

Teachers identify a strong culture of formal and informal professional sharing experiences. Teachers positively comment on the opportunities provided to collaborate together, share practice and identify and discuss high-yield strategies. School leaders reference a strong focus on building teacher capability regarding the teaching of reading. Several teachers express valuing feedback regarding their teaching. Some teachers convey a desire for a suite of strategies including coaching and feedback processes to strengthen their classroom pedagogy. A model of instructional leadership that provides a clear line of sight for these improvement strategies into classrooms, and partners with teachers to quality assure the implementation of the EIA is yet to be developed.

Leaders and teachers recognise that effective teaching centred on evidence-based pedagogies is the key to improving student learning outcomes.

Teachers express a desire and willingness to continue to grow their professional capability to engage students in learning by optimising their pedagogical knowledge and teaching skills. A key pedagogical approach identified by staff is Explicit Instruction (EI) using the Gradual Release of Responsibility (GRR) model. Teachers describe their confidence in applying this model to a range of teaching episodes. A number of classrooms display artefacts supporting this approach which are actively used. Teachers note the changes in direction that have taken place in delivering classroom teaching of reading. Some teachers express a desire for clear direction in this area and a sustained un-interrupted focus to embed a consistent whole-school approach.

Data plays a key role within the school and is used to inform decision making and student intervention strategies.

School leaders express that assessment is an ongoing process of gathering evidence to determine the knowledge, understanding and skills students demonstrate from their learning. It is used to inform teaching and support learning of the AC. The school has a comprehensive assessment and monitoring guide that outlines the types of assessment to be collected in each year level, the schedule for collection and how this data will inform teaching practice and school improvement. Teachers express value for the regular data analysis, the school data processes, and how these help them to know their students better. Some teachers feel that there is an excess of data collection and that the two-week data cycles and frequent data collections do not allow enough time to use data rigorously and thoroughly to inform classroom teaching and learning. The leadership team outlines an aim to further refine the data collection schedule to maximise the effectiveness and impact of data collection and analysis on classroom learning in line with the AC.



Staff demonstrate a strong commitment to ensuring all students are provided the right conditions to be ready for learning each day.

Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and provided appropriate learning opportunities and necessary support. The school supports the individual learning needs of each student, including those who have identified learning difficulties or students with disability. The school has a pedagogical approach for identifying the importance of differentiated teaching and learning and has moved towards an inclusive education model. A collaboratively developed, whole-school philosophical approach to inclusive practices that caters for the full range of diverse learners, including the higher achieving students, is yet to be established.

Staff have a strong commitment to students and the improvement of their learning outcomes.

The school has a student-centred philosophy to education reflected by an individualised framework of student learning. The leadership team identifies the importance of applying school resources, including finances, and staff time and expertise to meet the learning and wellbeing needs of all students. Students speak positively of their learning experiences and of the range of extracurricular offerings catering to their diverse interests. Parents express appreciation for the range of support processes implemented across the school to maximise the potential for individual student success. Proactive communication and a personalised approach by staff towards all students are identified by parents as strengths of the school.

The school strives to ensure students take responsibility for their own learning.

Classroom learning walls display annotated marking guides, samples of student work and exemplars, outline clear learning intentions and success criteria of lessons, and are identified by the leadership team as a high-yield teaching strategy. Learning walls are visible in all classrooms. Assessment for learning is supported by class learning walls, which assist students to reflect on the level of their work and receive feedback. Some learning walls are co-constructed with students and contain their learning goals and display the Guide to Making Judgements (GTMJ). Many students articulate how helpful the learning walls are to them and how the walls provide feedback and contribute to their learning. 'Bump it up' walls, student learning goals, and feedback are widely recognised by most students in most classrooms. Students are able to confidently explain why they use these strategies and how they influence their learning. Most classrooms display artefacts featuring student-friendly language as 'I can' statements which reinforce what and how students can 'bump up' their learning.



2.2 Key improvement strategies

Determine a clear EIA with targets and milestones, aligned to a sustained school focus, providing precision of practices and systematically measuring the impact on student outcomes.

Develop an agreed shared understanding of school curriculum expectations and implementation, specifically regarding the EIA.

Introduce an instructional leadership model that provides a clear line of sight to classrooms, and partners with teachers to quality assure the implementation of the EIA.

Strengthen the consistent implementation of agreed school-wide pedagogies, and enact a systematic Quality Assurance (QA) process to support effective pedagogical practices aligned to the EIA.

Rationalise the school data collection process to leverage current data cycles to provide teachers time to inform teaching, learning and assessment practices in line with the AC.

Collaboratively develop a whole-school philosophical approach to inclusive practices that caters for the full range of diverse learners including higher achieving students.