Coomera Springs State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Coomera Springs State School** from **18** to **20 July 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

John Bosward	Internal reviewer, SIU (review chair)
Simon Boyce	Peer reviewer
Rosemary Horn	External reviewer

1.2 School context

Location:	Old Coach Road, Upper Coomera
Education region:	South East Region
Year opened:	2008
Year levels:	Prep to Year 6
Enrolment:	900
Indigenous enrolment percentage:	4.2 per cent
Students with disability enrolment percentage:	3.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2012
Full-time equivalent staff:	85
Significant partner schools:	Upper Coomera State College, Pimpama State Secondary College, Coomera Rivers State School, Pimpama State School, Highland Reserve State School
Significant community partnerships:	Crèche and Kindergarten (C&K), The Cottage at Coomera, Coomera Clubhouse, Upper Coomera Early Learning Centre, Bank of Queensland, Ray White, Coles, 3P Learning, Movie World, The Benevolent Society
Significant school programs:	Get Ready for Prep - Coomera Future Springers, Music Excellence Program, 1:1 Student iPad Program, Kokoda Kids, Chess Club, Science, Technology, Engineering and Mathematics (STEM), Rowing Club

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Deputy Principals, Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), teaching and learning coordinator, pedagogical coach, 32 teachers, 43 parents, three cleaners and 78 students.

Community and business groups:

- Pedagogical mentor John Fleming and local community representative.

Partner schools and other educational providers:

- Deputy principal Upper Coomera State College and C&K Coomera Springs Community Kindergarten director.

Government and departmental representatives:

- State Member for Coomera and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Staff Newsletter 'Springs Speak'
Northern Alliance of Schools - Minutes	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
Whole School Writing Framework	Whole School Maths Program
School pedagogical framework	Professional development plans
School data plan	School newsletters, Facebook and website
Responsible Behaviour Plan	School Opinion Survey
Whole School Reading Framework	Strategies to Success Meetings Overview
Student Summary Profile	Personalised Learning Tool
Progressive Achievement Tests	Effect Size Calculator
NAPLAN Preparation / Handbook	Coomera State School Attendance Policy
Formative Assessment (Friday Testing)	Early Start, PBL and Literacy Continuum data
You Can Do It Scope and Sequence	Behaviour Support Agreement Plan
Playground Plan	Case Management List
RBPS Survey	Roles and Responsibilities Statement
Response to Intervention	PLT Agenda Minutes/Minutes
Prep Transition Plan	Teacher Induction Program
Writing Overview	Reading Warm Up Observation Menu
Annual Performance review Process	Report Writing Expectations
School Coaching Plans/ Reports/Service Menu/Logs	Headline Indicators (Term 1, 2018)
Moderation Protocols and recording templates	Mentoring Beginning Teachers at Coomera Springs State school
Curriculum Planning Protocols, checklist and planning template	School based curriculum, assessment and reporting framework
School Improvement Targets 2018 A Sustained Trajectory of Improvement	Support Services Team referral flowchart and referral form

2. Executive summary

2.1 Key findings

The school and community are committed to providing an educational environment where *'every child can succeed every day'*.

The broader community holds the school in high regard with high levels of appreciation for the school's work apparent across the school community. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs.

Community members, parents, students and staff members articulate a strong sense of community and belonging to a school that is committed to maximising the learning opportunities of every student.

Parents indicate that the school priorities, the curriculum and the caring and positive relationships established with staff members are significant factors in school selection. Teaching staff members actively seek ways to enhance student learning, wellbeing and discipline by partnering with parents and families, other education and training institutions, local businesses and community organisations.

The Professional Learning Teams (PLT) are a teacher-driven process that supports consistent planning, coaching and learning opportunities for all teachers within year level groups.

Conversations with some staff members indicate the need to further strengthen the PLT process to enable the consistent and rigorous interrogation of systemic and school-based data and generate strategies for continuous improvement of student outcomes.

Teachers utilise data to inform curriculum intent and targeted teaching in response to students' specific needs.

Teaching staff engage with the differentiation planner to support curriculum differentiation within their class. Some staff members articulate the need for ongoing Professional Development (PD) focused on making curriculum adjustments to support differentiated teaching and learning experiences for the full range of students, including high achieving students, in every class.

School leaders and teachers are united and committed to continuous improvement of teaching practices throughout the school.

Teaching staff members appreciate the modelling and coaching opportunities and the corresponding positive impact on student learning. They report increased fidelity and confidence in their teaching practice. Teachers indicate a confidence and willingness to engage further in observation, feedback and coaching processes and the sharing of professional practice with colleagues.

Students and parents articulate the value of timely and effective feedback in assisting to make further learning progress.

Feedback to students regarding their learning varies across the school. Some students indicate that they receive regular feedback from their teachers in relation to their learning following Friday testing, and that this is followed by goal setting. Some teachers are beginning to develop ways to share student goals with parents as part of this process. A school-wide process is emerging to provide consistent feedback to students and parents that makes clear the steps students are able to take to further their learning.

Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully.

Students and staff members display an obvious sense of belonging and pride in the school and visitors are made to feel welcome. Staff members work hard to provide intentionally inviting classrooms. Classrooms are attractively presented with displays of students' work and artefacts to support the teaching and learning process. The overall school environment projects an expectation of success in learning.

A strong collegial culture of mutual trust and support is apparent amongst staff members.

There is a strong commitment to building a professional team of teachers and support staff members who operate across all areas of the school. Teaching staff demonstrate a high level of enthusiasm to improve their skills to effectively support students and improve learning outcomes.

2.2 Key improvement strategies

Continue to refine the PLT process to enable the rigorous interrogation of systemic and school-based data and generate strategies for continuous improvement of student outcomes.

Continue to provide staff professional learning and sharing opportunities in the planning and application of differentiated teaching practice and curriculum design to support the full range of diverse learners.

Build on the success of the current coaching program and provide continued opportunities for teachers to observe and learn from each other with the support of school leaders.

Consistently implement processes that provide regular and timely feedback to students and parents that clearly identifies the next steps in learning and supports goal setting.