Coolabunia State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Coolabunia State School** from **31 August** to **2 September 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

Leah Mullane   Internal reviewer, EIB (review chair)

Noel Reynolds   Peer reviewer

1.2 School context

Location:	Mary Street, Coolabunia
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	91
Indigenous enrolment percentage:	6.6 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 4.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 12.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1000
Year principal appointed:	2020

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, seven teachers, Support Teacher Literacy and Numeracy (STLaN), four teacher aides, Business Manager (BM), Head of Inclusion (HOI), Information Technology (IT) technician and cleaner.

Community and business groups:

- Four members of the Parents and Citizens' Association (P&C) executive and Partners in Foster Care.

Partner schools and other educational providers:

- Principal Tingoora State School, principal Kingaroy State High School, principal Kingaroy State School and Principal Advisor – Teaching and Learning (PATL).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2020 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Staff Meeting Schedule 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Wellbeing Framework	Whole School Approach to Student Support
School based curriculum, assessment and reporting framework	Whole School Curriculum Assessment and Reporting Plan (CARP)

2. Executive summary

2.1 Key findings

Understanding and catering for the needs of all students is a high priority across the school.

Teachers collect a range of data to determine students' starting points for learning. Whole-school data is reviewed twice per term to identify students who may require further support. Student needs are continually reviewed by staff members to ensure all students are either improving or receiving targeted support. Staff members articulate a dedication to ensuring that every student succeeds and feels supported in their learning and wellbeing. Parents express high levels of satisfaction for the individual care their child receives. They express that no student at the school 'falls through the cracks'.

Staff members articulate a dedication to supporting students through professional learning and collaboration.

The principal is highly committed to school improvement through the ongoing capability development of staff. Staff members articulate a strong culture of mutual trust and respect within the school team. The principal facilitates ongoing opportunities for staff collaboration within school priority areas. Teachers express appreciation for the collaborative nature of the team and the support they receive from colleagues. Staff members express that the culture of collegiality and support is a highlight for the school.

The principal prioritises the analysis and discussion of student achievement data to improve learning outcomes for all students.

The school's data plan outlines the relevant data collection of formative and summative assessments throughout the year. This data assists teachers in understanding student starting points for learning and monitors the distance travelled in student achievement. Student Level of Achievement (LOA) data is monitored by the principal at the end of each semester. The principal reviews a percentage of students achieving A-C and A-B and shares the data in staff meetings. Data analysis processes for the triangulation of LOA and diagnostic data to review the effectiveness of literacy development on student curriculum outcomes are yet to be developed.

The principal articulates quality implementation of the Australian Curriculum (AC) as vital to student improvement.

A whole-school Curriculum Assessment and Reporting Plan (CARP) was developed by the principal in collaboration with teachers. The year level curriculum overviews outline the plan for unit implementation within a two-year cycle. This cycle of units utilises the Curriculum into the Classroom (C2C) P-6 model and straight year level units as a resource. Year level and band plans map when elements of the achievement standard will be assessed across learning areas. The principal expresses an intention to collaboratively review the plan with staff to ensure effective coverage of content and achievement standards across the years of schooling within the multi-age setting.

Teachers recognise quality teaching is critical to improving student outcomes through effective pedagogical approaches.

The principal is committed to the development of effective teaching and learning practices across the school. The school's pedagogical framework was developed collaboratively with the principal and teachers to outline the expected teaching and learning practices across the school. Teachers collaboratively discuss their pedagogical approaches and strategies during staff meetings and share new ideas for implementation. The principal expresses a desire to develop teacher capability in implementing a range of pedagogical approaches with a clear understanding of the deliberate choice of strategies in alignment with curriculum, context and student needs.

Teachers implement a range of differentiated teaching and learning practices to support the individual needs of all students.

During unit planning processes, teachers identify the students who may require additional support or extension. Teachers utilise a range of strategies when implementing the units to support and extend these students. Levelled reading groups are utilised to differentiate for the literacy needs of the students. Some teachers indicate the strategies for differentiation occur naturally as a part of the teaching and learning process. Expectations regarding the planning and documentation of whole-class differentiation strategies aligned to curriculum units are yet to be developed.

Teachers are dedicated to planning and implementing a high quality curriculum for students.

Classroom teachers work collaboratively during the planning days with the principal to develop units within a chosen curriculum learning area. The whole-school CARP details the school's plan for the implementation of four-phase moderation, including 'before, after, after, end' moderation. Teachers indicate moderation occurs informally and formally at school, and formally within the cluster. The principal articulates the embedding of all four-phases of moderation within, and external to the school, as an ongoing priority. Quality Assurance (QA) processes for development and alignment of curriculum planning and classroom implementation are yet to be developed.

A positive culture and strong relationships with families promote a sense of community within the school.

A positive and welcoming tone throughout the school is apparent and a sense of connection to the community is acknowledged by staff and parents as a highlight of the school. The school views parents and families as integral members of the school community. The school has a committed staff, and parents speak positively regarding the approachable nature of staff members and their timely response to any questions or concerns that may arise. Students and staff display an obvious sense of belonging with parents welcomed and invited to participate in school activities and learning. Members of the school community speak highly of the school and its positive reputation in the community.

Supporting the wellbeing of students is viewed as essential to student improvement and success.

Staff members express a strong commitment to the endeavours of the school, providing a focus on enhancing student learning and wellbeing opportunities. The 'Strive to Achieve' program was collaboratively developed utilising the Growth Mindset and Pause programs as a resource and is the key social, emotional and wellbeing program of the school. The school explicitly teaches the core values of *'Kindness, Responsibility, Persistence, Resilience and Community'*. This occurs each week through Strive lessons across all cohorts. Parents speak highly of the school's focus on student wellbeing and the development of social and emotional skills.

2.2 Key improvement strategies

Develop processes for the triangulation of the range of diagnostic and formative assessments with LOA data, to inform future strategies for improving student outcomes.

Review the plan for the provision of curriculum units to ensure all students access their curriculum entitlement within the implementation cycle, with aligned year level and band plans across all learning areas.

Strengthen staff capability in implementing the school's repertoire of agreed pedagogical approaches to cater to context, curriculum content and student needs.

Collaboratively develop expectations for the planning and documentation of whole-class differentiation strategies aligned to curriculum units and individual student needs.

Develop QA processes for the planning and enactment of the AC, including a four-phase moderation process within, and external to the school.