

# Cooroy 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 **Cooroy State School** from **16 to 18 of 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Anthony Palmer	Internal reviewer
John Enright	External reviewer



## 1.2 School context

<b>Location:</b>	Elm Street, Cooroy	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	490	
<b>Indigenous enrolment percentage:</b>	8 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	14.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1014	
<b>Year principal appointed:</b>	2013	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSSES), Head of Curriculum (HOC), Business Manager (BM), guidance officer, Support Teacher Literacy and Numeracy (STLaN), chaplain, 21 teachers, 13 teacher aides, three administration officers, three cleaners, Information Technology (IT) technician, facilities and grounds officer, 120 students and 28 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer, Bendigo Bank public relations and media consultant, Smarty Pants Early Learning Centre director and teacher, Tadpoles Early Learning Centre Cooroy director, Sage Music Academy representative, chairman of Noosa Region Chaplaincy Committee and chaplaincy field development officer.

Partner schools and other educational providers:

- Jones Hill State School principal, Noosa District State High Junior Secondary – Pomona Campus principal and Pomona State School principal.

Government and departmental representatives:

- Mayor of Noosa Council, State Member for Nicklin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Assessment and Target Schedule	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Leadership Roles and Responsibilities	Curriculum planning documents
School pedagogical framework 2021	Target Snapshot
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Headline Indicators (September 2020 release)
School newsletters, website and Facebook Page	



## 2. Executive summary

### 2.1 Key findings

**The wealth of experience and knowledge of staff members is viewed as an important asset of the school and a building block for priority agendas.**

Staff members express a commitment to supporting student learning and wellbeing, and possess a range of experience, confidence and expertise across teaching areas. They articulate their willingness to participate in professional learning to further develop their knowledge and skills. School leaders acknowledge the experience of staff members at the school.

**Students describe the school as ‘cheerful and happy’ and a safe place to learn from mistakes.**

Students articulate staff members help them improve their learning and frequently make learning fun. They appreciate the opportunities the school provides and the efforts of staff members. Students are encouraged to display samples of work and celebrate achievements. All classrooms are presented as inviting learning spaces.

**Staff members articulate the strong commitment they have to the school and their desire to improve learning and wellbeing outcomes for all students.**

Members of the leadership team continue to work to develop a clear school vision of what they wish to see across the school and in every classroom to improve student and staff wellbeing and learning outcomes in English. Planning documents including the Explicit Improvement Agenda (EIA) and Annual Implementation Plan (AIP) are yet to clearly articulate the strategies, actions and timelines for implementation that will lead to the desired improvements outlined in the school Target Snapshot overview. Strategies to measure school progress towards established targets are continuing to develop.

**Members of the leadership team express a commitment to the school and staff members.**

Staff discuss the importance of developing relationships and trust amongst members of teams, and across all members of staff. Staff members highlight the need for collaboration, trust and consistency of communication and actions across the school, to positively impact on clarity of school direction. Members of the leadership team acknowledge the importance of these constructs. They are proactively implementing a range of approaches including an increased focus on teams and collaboration across the school, engaging a coach to work with school leaders, and the development of a set of core operating values. School leaders detail a focus on building teams to develop the culture of collaboration across staff members.





**The school has developed a curriculum plan that draws on the Curriculum into the Classroom (C2C) resources to implement the Australian Curriculum (AC).**

The emerging Fab 4 Marker Students (F4MS) process is enabling teachers to collaborate with year level colleagues, the Head of Curriculum (HOC), year level supervisor and support staff to deconstruct English units, developing an understanding of what students must know and do to achieve or exceed a 'C' standard. C2C unit plans, lesson sequences, assessment tasks and marking guides provide a starting point for alignment conversations.

Conversations focus on the evidence teachers are observing or not observing in student work samples to support them to identify the next teaching focus and provide feedback to students. Leaders articulate the intention of shifting the focus of discussions from C2C units to a further emphasis on the AC as the F4MS consolidates.

**School leaders and staff members recognise and discuss the range of pedagogical practices within the school.**

Some staff members identify the benefit in developing a shared language for, and understanding of, pedagogy to provide consistency for students and staff across the school. Some teachers describe utilising pedagogical approaches from previous schools they worked in. Some staff members express they are yet to be sure of the school's desired pedagogical approaches. School leaders articulate the importance of identifying and communicating key signature practices and approaches, and building teacher understanding and application of high impact teaching strategies.

**The recent focus on English is supported by efforts to align resourcing to achieve improvement in student learning outcomes.**

School leaders detail the scheduling of 40-minute year level meetings, held weekly in school time, to facilitate a case management approach. Leaders identify the building of teacher capability through instructional leadership as an important driver for effective implementation of the EIA. School leaders identify the opportunity to build on recently developed systematic approaches to resourcing to include the scheduling of instructional leadership time for all leaders to support the implementation and enactment of the improvement agenda across the school.

**Staff, parents and students describe the school as supportive and mindful of the needs of individuals and groups of students.**

Staff members highlight the changes that have occurred in recent years resulting in a more inclusive approach to education. Some staff members articulate a desire to undertake a whole-school conversation focusing on what differentiation and inclusion mean and look like at the school to achieve a school vision for inclusion. The leadership team is committed to working with teachers and support staff to clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs, and meet system and legislative requirements.



**Students, staff members, parents and community members speak proudly of the presentation of the school grounds, and the positive impact on learning and wellbeing.**

The school facilities and grounds are welcoming and maintained to a very high standard. School buildings, gardens and open spaces seamlessly flow and interact with each other, providing an inviting, green and organic school environment. Large trees, plantings and topiary hedges add greenery and promote a sense of calm. Bespoke art installations add interest, vibrancy and colour. The Business Manager (BM), facilities and grounds officer and cleaners take pride in their work to maintain the school environment, speaking highly of their efforts as a team and the support provided to each other.

**Many parents indicate that past generations of their family attended the school.**

Parents speak positively of the relationships fostered between teachers and their child and speak proudly of the school and the opportunities provided to support the learning and wellbeing of students. The school seeks ways in which to engage members of the school's community in a range of activities. The school's Parents and Citizens' Association (P&C) is a small enthusiastic group that oversees a number of businesses and contributes a significant amount of funding to the school each year which is expended on a range of school enhancements.





## 2.2 Key improvement strategies

Document, communicate and implement precise strategies, actions and timelines for the delivery of improvement in the EIA of English and wellbeing, and develop strategies to measure school progress toward established targets.

Strengthen the whole-school culture of collaboration and mutual trust to positively impact on student learning outcomes and staff and student wellbeing.

Continually monitor and review school curriculum planning processes and discussions to ensure they forefront the AC and build the knowledge and capability of all staff members.

Collaboratively research, identify and communicate the school's signature pedagogical approaches and support teachers to build their understanding and application of the determined approaches.

Build on recent systematic approaches to resourcing to schedule instructional leadership time for all leaders to support the delivery of the EIA across the school.

Collaboratively develop a shared understanding of the school's inclusive education practices that genuinely support a whole-school approach for students with disability and other students with diverse needs.