Coolum State High 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 **Coolum State High School** from **17** to **19 September, 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

Alan Sampson	Internal reviewer, SIU (review chair)
Joy Craig	Peer reviewer
Cameron Hodges	Peer Reviewer
Yvana Jones	External reviewer

1.2 School context

Location:	Havana Road East, Coolum Beach
Education region:	North Coast Region
Year opened:	1985
Year levels:	Year 7 to Year 12
Enrolment:	1112
Indigenous enrolment percentage:	3.8 per cent
Students with disability enrolment percentage:	3.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1012
Year principal appointed:	2017
Full-time equivalent staff:	96
Significant partner schools:	Coolum State School, Peregian Springs State School, CNS Cluster – Coolum State High School, Noosa District State High School and Sunshine Beach State High School
Significant community partnerships:	Parents and Citizens' Association (P&C), school council, Rotary Club of Coolum Lions Club of Coolum Beach, Coolum Breakers AFL Football Club, Coolum Cricket Club, Coolum Touch Association, Noosa Basketball Association, Bendigo Bank, Sunshine Coast Airport Alliance, Gateway to Industry Schools program, Coolum State School P&C, Returned and Services League of Australia (RSL) sub-branch, Coolum Beach Surf Club, University of Sunshine Coast (USC), Mooloolaba Technical and Further Education (TAFE), Blue Dog Training, Diggerman
Significant school programs:	Reading to Learn (R2L), Aerospace Systems, Writing on Demand, Academy Programs – instrumental music, cheerleading, surfing, basketball, touch football; debating, Academic Learning Program for High Achievers (ALPHA), Science, Technology, Engineering and Mathematics (STEM) class, Australian Indigenous Mentoring Experiences (AIME) Indigenous Program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), five teacher aides, 76 students, 13 school captains, house leaders and student councillors, two technology support officers, guidance officer, 21 parents, P&C vice president, canteen convenor, six cleaners, two facilities officers, three administration officers, 68 teachers and home stay coordinator.

Community and business groups:

- Cheerleading external provider.

Partner schools and other educational providers:

- Peregian State School principal and Coolum State School principal.

Government and departmental representatives:

- State Member for Ninderry and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2018-2020
School Opinion Survey	School newsletters and website
OneSchool	School budget overview
Curriculum planning documents	Responsible Behaviour Plan for Students
School improvement targets	School differentiation documents
Headline Indicators (Term 1, 2018)	Professional development plans
School data plan	School Data Profile (Semester 1, 2018)
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update (Semester 1, 2018)
School pedagogical framework	

2. Executive summary

2.1 Key findings

The school leadership team is clearly committed to finding ways to improve student outcomes and communicate high expectations for student learning, attendance and behaviour.

The school community is proud of the school's reputation in the broader community and commends the high standards set for behaviour and uniform. Staff and community members acknowledge and applaud the visibility of and the clarity of direction from the leadership team in 2018.

A broad range of extracurricular and voluntary activities is on offer for students.

The commitment of teachers to the learning, engagement and wellbeing of students is acknowledged by students and parents who commend and appreciate the additional work invested by teachers in providing extension opportunities, designated programs and extracurricular activities.

Teachers and leaders indicate the Explicit Improvement Agenda (EIA) to be Guaranteed and Viable Curriculum (GVC), Reading to Learn (R2L), Essential Skills for Classroom Management (ESCM) and the new senior curriculum.

Targets and timelines are established at a whole of school level and most faculty plans have targets and strategies aligned to the school priorities. A clear and aligned process to monitor and review progress against targets is not yet consistent across line management from leadership to the classroom.

The school team has made considerable progress in implementing the improvement agenda of the school.

Staff members commend the clarity of direction and the relevance of the school priorities to enhancing student outcomes. A number of leaders and teachers advocate for enhanced consultation and collaboration in the future strategic and operational direction of the school. Some teachers indicate more strategies could yet be developed to enhance student voice in the directions and priorities of the school.

Staff members articulate strong collegial support and resource sharing.

Staff indicate that a strength of the school is the culture of peer collaboration and teamwork. A number of staff members identify that they are supportive of class observations. Staff acknowledge the benefits in gaining quality feedback regarding their teaching. A formal and consistent approach by instructional leaders to clarify expectations, model strategies, provide support, review progress and provide feedback to staff is yet to be apparent.
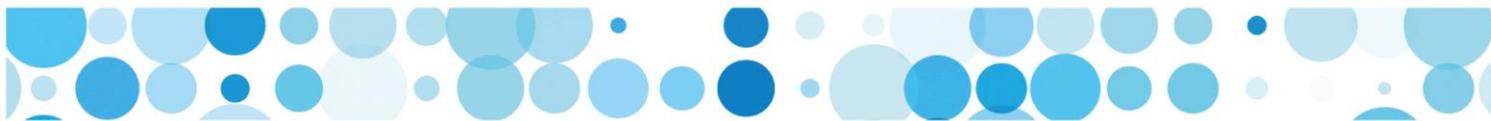
OneSchool dashboard is utilised to ascertain data regarding the learning needs of students at the beginning of the year.

Most teachers utilise this dashboard and some teaching staff members use differentiation placemats. A whole-school approach to the ongoing review of student performance and associated differentiation of teaching is yet to be apparent. Some teachers demonstrate exemplary understanding and application of differentiation strategies in their teaching.

Teachers appreciate the high visibility of school leaders in their classrooms.

School leaders conduct classroom walkthroughs on a regular basis. Informal feedback is provided to Heads of Department (HOD) from these walkthroughs. HODs conduct lesson observations each term. Teachers express an interest in learning from their peers by visiting other classrooms and by receiving formal feedback from leaders.

The school is establishing a culture of high expectations.

Recent rebranding and positive promotion of the school has focused attention on a calm, orderly and consistent learning environment. Students, parents and staff members commend recent improvements to the physical environment. Parents and community members speak highly of the school and the many opportunities provided including Academy Programs and tutorials.

2.2 Key improvement strategies

Refine the future collaborative strategic and operational planning processes of the school to enhance the staff, community and student voice in the school's directions.

Build a formal and consistent approach by instructional leaders to clarify expectations, model strategies, provide support, review progress and provide feedback to staff members in line with the EIA.

Develop a clear, consistent and aligned process to monitor and review progress against targets across line management from leadership to the classroom.

Develop a whole-school approach to the differentiation of teaching and curriculum planning based on the ongoing review and recording of student performance.

Build observation and feedback processes to provide opportunities for teachers to reflect on and strengthen their teaching practice in line with school pedagogy.