

Coolum State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Coolum State High School** from **29 August** to **1 September 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Heather Murry	Review chair
Michael Hansen	Peer reviewer
Melanie Harth-Swain	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Havana Road East, Coolum Beach
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	1433
Indigenous enrolment percentage:	3.3 per cent
Students with disability percentage:	15.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	2017



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

- Principal, four deputy principals, 14 Heads of Department (HOD), Head of Special Education Services (HOSSES), two guidance officers, five Heads of Year (HOY), literacy coach, numeracy coach, 55 teachers, Business Manager (BM), five teacher aides, two administration officers, two schools officers, two cleaners, 87 students and 22 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and member, Lions Club Australia representative, St Vincent de Paul Society representative, Diggerman training business partner, Blue Dog Vocational Education and Training (VET) parent and Ausfunk Cheer and Dance academy partner.

Partner schools and other educational providers:

- Coolum State School principal, Peregrine Springs State School deputy principal and Eumundi State School principal.

Government and departmental representatives:

- Federal Member for Fairfax, State Member for Ninderry and Lead Principal.



2. Executive summary

2.1 Key findings

Leaders and teachers are united and committed to every student succeeding in a culture of unconditional *'care, respect and excellence'*.

Staff and students speak highly of the culture of care within the school community. Staff convey feeling valued and supported within their faculties and staffrooms. Students articulate how much their teachers care about their academic success and about them as learners. Teachers and students express a desire to continue to build on these positive relationships outside of classroom learning.

The principal is committed to establishing the school as the premier benchmark of education on the Sunshine Coast.

The principal places a high priority on the systematic collection and analysis of data to measure school performance. The achievement of academic senior outcomes is actively celebrated. In 2021, 100 per cent of students achieved a Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA), 22 eligible students achieved an Australian Tertiary Admission Rank (ATAR) above 90, and 100 per cent of eligible students received a Queensland Tertiary Admissions Centre (QTAC) offer. Leaders and teachers identify that the Reading to Learn (R2L) Professional Development (PD) and implementation has contributed to this improvement.

The Executive Management Team (EMT) is committed to the pursuit of leadership excellence.

There has been significant growth of enrolments over recent years due to the changing local demography, including major residential developments, and an improved positive school profile in the wider community. As the school continues to grow, the EMT acknowledges the need to enhance the instructional leadership capability of all leaders to support organisational change, ensure consistent practices across the school, and quality assure the improvement agenda.

Staff members are committed to ensuring all students succeed.

Roles and responsibilities of the EMT in implementing school improvements are documented and published. Accountabilities through the development of success criteria are developed. Teachers express a desire for shared ownership of the improvement agenda through regular staff collaboration and consultation and clear communication for student success. A line management system operates within the school. Some leaders indicate a desire for a formalised and systematic approach with a particular focus on enacting the improvement agenda.



Staff identify high levels of collaboration and collegiality within faculties, and indicate that relationships with colleagues are both professional and caring.

The school has a dedicated and committed workforce. Staff reflect passionately on their work and their commitment to student success. Teachers speak positively of the support, informal mentoring and collegiality of most Heads of Department (HOD) and their curriculum teams. Teachers articulate a belief that further development of the instructional and relational leadership of leaders, focused on intentional collaboration and feedback, would enhance the delivery of quality individualised professional learning of teachers across the school.

The school has an explicit focus on promoting academic learning as a key component for student success.

High expectations in teaching and learning are shared widely amongst students, staff, parents and the wider community. Leaders indicate that the development and Quality Assurance (QA) of a whole-school curriculum, assessment and reporting plan is the next step in the school's curriculum journey. Staff indicate that a consistent approach to curriculum planning expectations is emerging. A strong focus exists on student success in assessment items.

Staff recognise that students are at different stages in their learning and will progress at different rates.

Teachers differentiate their lessons to cater for the varying ability levels in their classes. Teachers comment that they receive support from their HODs and colleagues to differentiate, and would welcome further professional learning regarding differentiation strategies. It is believed that whole-school approach to differentiation will strengthen student success. Staff welcome the opportunity, through intentional collaboration, for future whole-school strategic and operational planning. They indicate a desire to have a voice in school decision making processes, and for clarity with increased communication from the leadership team.

Leaders express a moral imperative to utilise effective, evidenced-based pedagogical practices to empower students to learn and achieve at the highest possible level.

A whole-school approach to pedagogy is documented. The pedagogical repertoire includes signature and specialised strategies to ensure consistency and optimise outcomes across all classrooms. The principal articulates that the pursuit for evidence-based pedagogies is driven by the inquiry cycle, in conjunction with the School Improvement Hierarchy (SIH). The implementation of a guaranteed and viable curriculum (GVC) appropriate to the age and stage of the learner aligns with the key belief that all students benefit academically when provided with a high-quality education.

The principal and leaders recognise the importance of developing and maintaining quality partnerships with organisations, locally and within the region.

The principal makes deliberate and strategic decisions to use partnerships with families, local businesses, community organisations, local primary and secondary schools and tertiary



providers to improve student outcomes. Through these partnerships, the school has been able to access intellectual, physical and other resources not available within the school for the purpose of improving student outcomes.



2.2 Key improvement strategies

Prioritise building the instructional leadership capability and expectations of all school leaders to support organisational change and school improvement.

Collaboratively develop and communicate explicit roles and accountabilities for all leaders and teachers in implementing the school's improvement agenda.

Engage with staff and students to collaboratively build the strategic and operational planning processes for the school's future directions.

Collaboratively develop a whole-school curriculum, assessment and reporting plan aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF) and establish QA processes to ensure the intended curriculum is enacted in the classroom.

Review and refine whole-school differentiation processes to ensure all students are provided with opportunities to succeed.