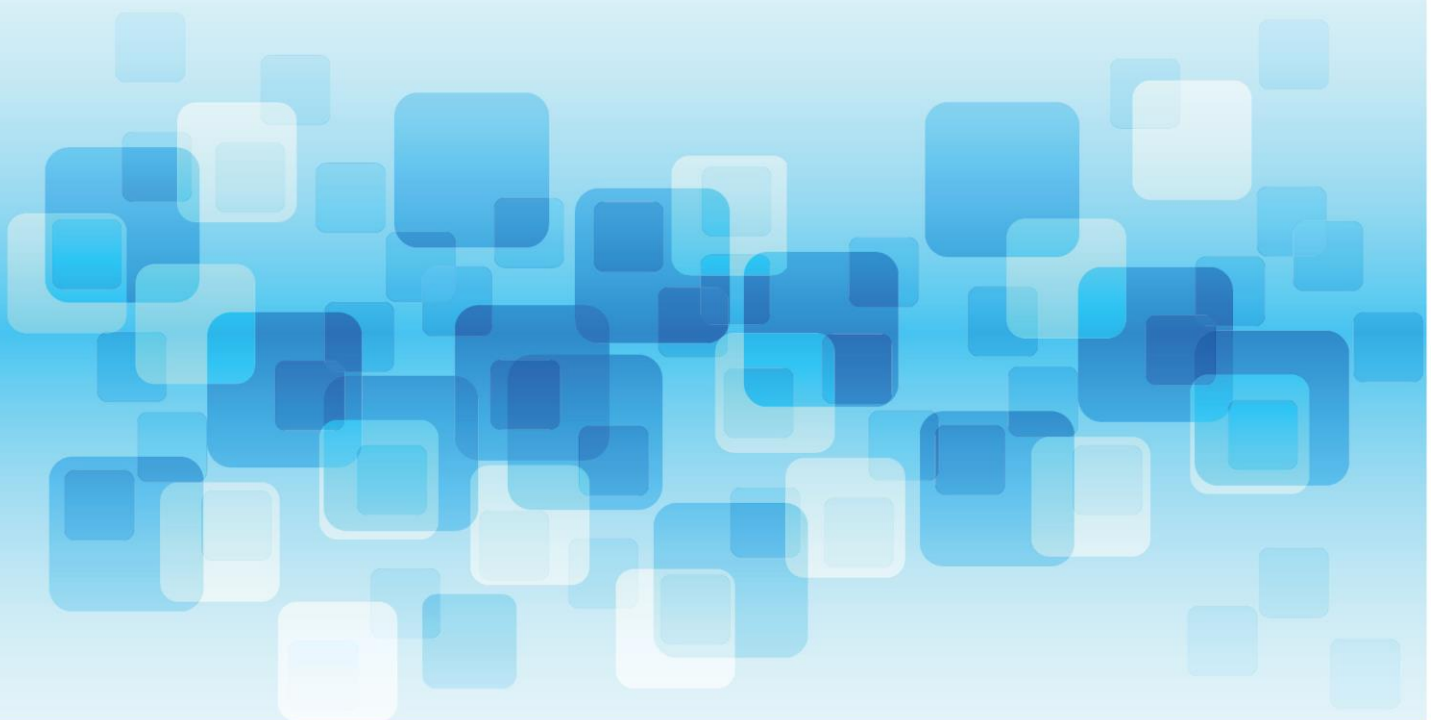




School Improvement Unit Report

Cooyar State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Cooyar State School from 3 to 4 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Gracey Street, Cooyar
Education region:	Darling Downs South West Region
The school opened in:	1905
Year levels:	Prep to Year 6
Current school enrolment:	43
Indigenous enrolments:	2.3 per cent
Students with disability enrolments:	4.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	2015
Number of teachers:	2.62 (full-time equivalent)
Nearby schools:	Yarraman State School, Tanduringie State School
Significant community partnerships:	Cooyar Police Station, Maclagan, Kindergarten, Barambah Environmental Education Centre, Progress Society
Unique school programs:	SCORE reading framework, RoleMath



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Three teachers and one practicum teacher
 - Four teacher aides
 - Parents and Citizens' Association president and secretary
 - Administration officer
 - Five parents
 - Eight students
 - Playgroup organiser
 - Local community representative
 - Kindergarten teacher

1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Jo Sinclair-Jones	Peer reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school is driven by the belief that all students are capable of successful learning.

A clear focus of the school is the learning and wellbeing of students. Positive and caring relationships are visible in the whole school community. A strong, collegial culture of mutual trust and support exists amongst the staff.

- The school expects teachers to be highly committed to the continuous improvement of their teaching.

The principal is an instructional leader who models expected practices and learns alongside staff members in all professional development.

- The principal and staff members are united and committed to the Explicit Improvement Agenda (EIA), as expressed in the Annual Implementation Plan 2016.

The EIA focuses on writing improvement underpinned by spelling, reading, and numeracy. Staff members, parents, students and members of the wider community know the EIA. Links to the monitoring of targets, collection and use of data to drive the EIA are yet to be established.

- The school has developed a data schedule for the systematic collection of a range of student outcome data.

Staff members use the collected data as a commencement point for grouping students. Teachers' data literacy skills are varied. A professional development program to build teacher capability and provide opportunities for teaching staff to meet and discuss data is yet to be developed.

- The school has a Whole-School Assessment and Reporting Framework. Curriculum into the Classroom multi-age units are used as a resource to implement the Australian Curriculum (AC).

The plan is yet to be fully developed to show the alignment of whole-school curriculum planning and processes. Staff members are in the early stages of building capability to use OneSchool curriculum planning tools.

- The professional learning plan focusses on the upskilling of teachers in reading, writing and numeracy.

Quality curriculum planning is yet to be a focus of teacher professional learning.



- The principal is providing teaching staff and teacher aides with observation and written feedback.

Teachers appreciate and are open to constructive feedback. The opportunity for teaching staff to visit other classrooms is yet to be fully developed. A coaching and mentoring framework for the school is yet to be developed.



2.2 Key improvement strategies

- Develop clear student achievement targets and timelines for the EIA that can be monitored and tracked to celebrate student achievement across all year levels.
- Develop data literacy skills for staff members, including the use of OneSchool through a schedule of professional development.
- Engage with the regional curriculum advisor to review the Cooyar Whole-School Curriculum Framework to ensure alignment to the AC.
- Develop curriculum quality assurance processes to ensure teacher planning aligns to the expected practices of the Whole-School Curriculum Plan.
- Provide opportunities for teachers to meet regularly to discuss and analyse student, cohort and school data to inform teaching practice and planning.
- Develop a Cooyar coaching and mentoring framework that gives members of staff the opportunity to learn and share from school and cluster colleagues.