

Upper Coomera State College

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Upper Coomera State College** from **10 to 13 February 2020**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Lee Goossens	Internal reviewer
Gayle Coleman	Peer reviewer
Laurie Shepherd	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Reserve Road, Upper Coomera	
Education region:	South East Region	
Year levels:	Prep to Year 12	
Enrolment:	2009	
Indigenous enrolment percentage:	6.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963	
Year executive principal appointed:	2019	
Significant partner schools:	Highland Reserve State School, Coomera State School, Coomera Springs State School, Helensvale State High School, Pacific Pines State High School, Pimpama Secondary College, St Stephen's College (P-12), Assisi Catholic College (P-12), Coomera Anglican College (P-12), Foxwell State Secondary College	
Significant community partnerships:	Gold Coast Academy of Sport (GCAS), Aurora Training Institute, Busy At Work, Westfield Helensvale	
Significant school programs:	STEM (Science, Technology, Engineering and Mathematics) Academy, Sports Academy, Creative Arts Academy	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

Executive principal, two heads of school, six deputy principals, two heads of inclusion, Business Manager (BM), pedagogy coach, Positive Behaviour for Learning (PBL) coach, 12 Heads of Department (HOD), three guidance officers, four Support Teachers Literacy and Numeracy (STLaN), seven secondary deans, 61 teachers, inclusion team, P-12 Writing team, P-12 reading team, P-12 PBL team, Active Travel team, six Professional Learning Teams (PLT), Local Consultative Committee (LCC) team, School Based Police Officer (SBPO), two corporate services staff, four primary office staff, four secondary office staff, eight teacher aides, ten college support officers, six primary student leaders, six secondary student leaders, 25 primary students, 28 secondary students, Parents and Citizens' Association (P&C) president, 21 parents and two tuckshop conveners.

Community and business groups:

- Gold Coast Sport Academy, Aurora Training Institute, Busy at Work, Westfield Helensvale, representative of secondary schools cluster and principal of Highland Reserve State School.

Government and departmental representatives:

- Division 1 Councillor and Deputy Mayor City of Gold Coast, State Member for Theodore and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2018 - 2021
Investing for Success 2019	School Data Profile (Semester 1 2019)
OneSchool	Reading framework
Professional Learning Priorities 2019	Curriculum planning documents
School improvement targets	High Performance Culture 2019
School pedagogical framework	Headline Indicators (October 2019 release)
School Opinion Survey	Writing framework
School budget overview 2019–2020 being developed	Responsible Behaviour Plan for Students 2019
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019
School newsletters and website	



2. Executive summary

2.1 Key findings

A calm and measured learning environment exists at the college.

Staff members, parents and students express satisfaction with the college and the level of educational instruction students are receiving. The tone and culture of the college are articulated as key priority areas for development and advancement. Parents and staff members express improvement in the tone and culture of the college in recent times.

The college is investing in significant human and physical resources to enhance student learning.

The college applies its human and financial resources in an innovative and targeted manner to meet student learning needs. There is an appreciation from staff, students and parents regarding the high quality of college facilities. A sense of pride in the college is apparent and this is reflected in the way the buildings, classrooms, grounds and gardens are presented.

The college leadership team is focused on, and is committed to, improving learning outcomes for all students.

A current vision for the college is outlined in the 'High Performance Culture 2019' document and is stated as '*Innovative, Committed, Inspired*' as the base of activities. Staff members indicate a desire to work closely with the college leaders to reinvigorate a clear P-12 college vision and to enact the vision over an extended period.

College leaders communicate the belief that every student is capable of successful learning.

Community leaders, parents, students and staff comment that the work undertaken regarding high expectations in relation to uniform and behaviour is contributing to the college's positive reputation in the community. The work of the college's Response to Intervention (RTI) and Positive Behaviour for Learning (PBL) teams demonstrates a commitment to improving student achievement and engagement. Building on the success of improving the tone and culture of the college is viewed as a base for a focus on improved student learning.

The college's leadership team and teaching staff members express a commitment to implementing the Australian Curriculum (AC).

The leadership team is cognisant of the need to collaboratively develop a whole-college curriculum framework that aligns with the Department of Education's (DoE) curriculum assessment and reporting framework. A whole of college curriculum plan that details expectations for teaching, learning and assessment is yet to be fully developed.



Staff members are committed to the belief that every student can engage with schooling and learn successfully.

The leadership team reports that in 2019 initial planning was commenced by the two heads of inclusion in developing a college inclusion framework. The framework development enables a mechanism for a formalised strategic review process that can build an agreed college vision for a model of inclusive practices for the full range of students with diverse learning needs.

The executive principal and the leadership team place a high priority on attracting, retaining and developing an expert teaching team as a prerequisite to delivering high quality learning outcomes.

College leaders conduct regular walkthroughs to observe Explicit Instruction (EI) lesson structure in practice. They provide feedback to teachers regarding their practice using the classroom walkthrough feedback postcard. Teachers indicate they are supportive of the feedback on their practice. Procedures are yet to be developed to support teachers to observe the practice of others through formalised coaching processes or other classroom-based learning.

The college executive supports all staff members in becoming systematic with data analysis processes.

College leaders and staff members share a common belief that the discussion and analysis of suitable student data is essential in supporting student learning improvements. The widespread use of data is apparent across the college.

The executive principal and leadership team recognise that improving quality teaching is key to improved student learning outcomes.

The college has reviewed the school's pedagogical framework to strengthen staff member understanding and consistent implementation of agreed high-yield strategies. The leadership team is committed to continuous improvement in college priorities including EI and the teaching of reading and writing.

The school has well-established partnerships with local businesses, community support agencies, sporting organisations, schools and universities.

Community partners speak positively of their interactions with the college leadership team and staff. They report strong, productive relationships with the college with an openness and willingness of the college to work in partnership with business. They report that a growing positive image and reputation of the college are developing amongst community members.



2.2 Key improvement strategies

Enhance support for the future direction of the college by intentionally collaborating with the college community to review and enact a vision in terms of P-12 advantage.

Intentionally align high expectations of student engagement, wellbeing and achievement with a commitment to constructive language regarding a belief in student success and identity.

Collaboratively develop a quality assured whole of college curriculum plan aligned to the AC.

Collaboratively develop a college inclusion framework aligned to departmental best practice that builds a clear vision, identifies consistent and transparent systems and processes, and prioritises actions and accountabilities.

Develop a culture of continuous improvement that includes classroom-based learning, mentoring and coaching arrangements.