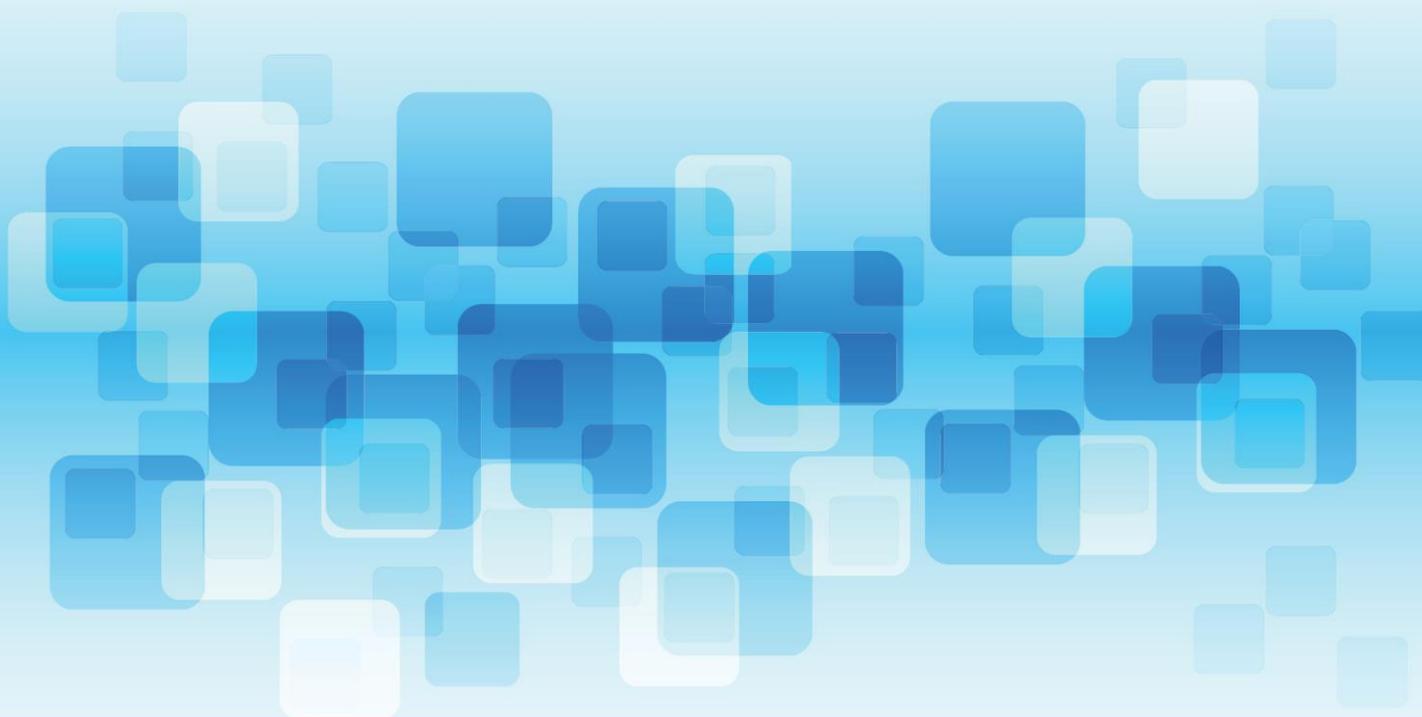




School Improvement Unit Report

Cordalba State School **Executive Summary**



1. Introduction

1.1 Background

This report is a product of a review carried out at Cordalba State School from 2 to 3 June 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:	Cemetery Road, Cordalba
Education region:	North Coast Region
The school opened in:	1894
Year levels:	Prep to Year 6
Current school enrolment:	68
Indigenous enrolments:	1.4 per cent
Students with disability enrolments:	7.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2003
Number of teachers:	3 (full-time equivalent)
Nearby schools:	Isis District State High School, Childers State School
Significant community partnerships:	Isis District State High School
Significant school programs:	OWL Project, Coding and Robotics Program, Early Years Literacy program, Instrumental Music (Small Schools Program)



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 regional contact
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Reading coach
 - Three classroom teachers
 - Guidance officer
 - Intervention teacher
 - 32 students
 - Five parents
 - Parents' & Citizens' Association (P&C) president
 - Local high school principal

1.4 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Craig Kerwin

Peer reviewer



2. Executive summary

2.1 Key findings

- The school is driven by a deep belief that every student can learn and make progress. There is a culture of high expectations across the school.

Relationships between staff members and students are respectful and caring and this is apparent in classrooms and the playground. There is a sense of commitment to learning for all students by all staff members. Teacher aides report that their role is respected as they work in unison with teaching staff to support and scaffold student learning.

- The school is held in high regard by the community.

Parents and community members comment positively on all aspects of life at the school. Parents particularly value the small school environment which they believe enables a more personalised journey for students through the school.

- The school staff members are implementing an Explicit Improvement Agenda which focuses on improving reading outcomes for students in Prep to Year 6.

The school's EIA is narrow and sharp with a range of agreed implementation strategies established that have been collaboratively developed with staff members. There is a consistent implementation of these strategies in all classrooms. Specific and detailed targets have been established to measure the success of this improvement agenda.

- School staff members are committed to success for all students and drive a strong agenda to assess and identify individual learning needs of students.

Differentiated teaching is viewed as a strategy to ensure that the needs of all learners are considered appropriately in the teaching and learning process. The school has invested in developing early literacy learning for students through the Building Blocks for Learning program. Daily Rapid Reading (DRR) is an established literacy support program for all students in Years 4 to 6.

- The school sets high expectations for teaching staff to engage in professional learning, specifically related to the EIA.

A comprehensive Professional Development Plan (PDP) has been established that provides opportunities for all staff members to engage in a range of learning activities including policy and procedures, instructional leadership, teaching and learning, professional sharing and the Australian Curriculum (AC).



- The school has developed a whole-school curriculum plan which aligns closely with the school's beliefs regarding pedagogical practices.

This plan is yet to provide detail on what is to be taught by teachers in each of the key learning areas of English, mathematics, science, history and geography. There needs to be a greater alignment between this curriculum plan, term overviews and classroom teaching programs.

- The Art and Science of Teaching (ASoT)¹ is stated as the basis for the school's pedagogical framework.

The school's framework details the broad range of approaches teachers can use to ensure students engage in learning, and the processes and programs the school has developed to support teaching and learning. Some elements of this framework are yet to be fully actioned across the school.

- A strong collegial culture is apparent amongst teaching staff.

Staff members provide professional and personal support for each other through formal and informal interactions and partnerships. Opportunities for teachers and school leaders to visit classrooms for observation and feedback to colleagues are as yet currently limited.

- Data is utilised in building a culture of self-evaluation and reflection across the school.

Some teachers are highly proficient in their use of data. All teachers use data to inform their teaching practice. It is apparent that further work could be undertaken extend data literacy skills.

¹ Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



2.2 Key improvement strategies

- Develop a whole-school curriculum plan which details what teachers are to teach and students should learn across all subject areas and the years of schooling.
- Review the school's pedagogical framework with a view to clearly articulating the agreed signature pedagogies for the school.
- Enhance the collegial culture of the school by providing opportunities for staff members to improve their teaching practice through regular observation and feedback from the leadership team and colleagues.
- Provide opportunities for staff members to develop their data literacy skills to inform the starting points in learning for individual students.