

Cordalba State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Cordalba State School** from **16 to 17 July 2020**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Scott Curtis

Internal reviewer, EIB (review chair)

Emily Robinson

Peer reviewer



1.2 School context

Location:	Cemetery Road, Cordalba	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	60	
Indigenous enrolment percentage:	15 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927	
Year principal appointed:	2003	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), five teachers, three teacher aides, 18 parents and 40 students.

Community and business groups:

- Cordalba School Council, Cordalba State School Parents and Citizens' Association (P&C) and Dr Carol Christensen.

Partner schools and other educational providers:

- Principal Isis District State High School and director Bright Horizons Australia Childcare.

Government and departmental representatives:

- State Member for Burnett and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2016-2019
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Whole School PD plan 2020	School Wellbeing for Life framework
School improvement targets	School newsletters and website
Assessment and Target schedule	Responsible Behaviour Plan for Students
School Curriculum Framework	School Opinion Survey
School based curriculum, assessment and reporting plan	



2. Executive summary

2.1 Key findings

The principal and staff are united, committed to and explicit about improving learning outcomes for all students.

The school community values student success in all areas of school life. The school's motto of *'Tis not winning 'tis taking part that counts'* is a key feature of the school spirit. The school has a vision of ensuring all students have access to a supportive learning environment, where each student can achieve their personal best and build their emotional, social and physical wellbeing, to ensure they can choose the future they desire.

A collegial culture of mutual trust and professionalism is apparent amongst all staff members and the community.

The school team demonstrates an unwavering belief that every student within the school is capable of being a successful learner through providing a supportive learning community based on values and beliefs, and high expectations. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents that allow for a mutually respectful environment. Parents speak highly of the level of support for their child provided by the entire staff.

The school has a team of highly dedicated staff that take a collective responsibility for the learning and wellbeing needs of all students.

Staff speak positively of the collegial environment of the school and the ongoing informal sharing of ideas and resources. Staff are committed to the continuous improvement of their professional practice. Teacher aides are highly valued members of the teaching team and work closely with teachers.

Teaching staff demonstrate a range of evidence-based teaching strategies and recognise that highly effective teaching is the key to improving student learning.

The school has a documented pedagogical framework that identifies the Art and Science of Teaching¹ (ASoT) as the school pedagogical approach. The Building Blocks for Learning, a component of Reading Link, in the early years involves students engaging in daily explicit teaching episodes as they develop their skills in a sequential research-based literacy program. The principal acknowledges the pedagogical framework needs to continue to define signature school practices aligned to the school priority areas.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



The principal recognises the importance of coaching, modelling and feedback processes to provide teachers further opportunity to develop their teaching practice.

The principal undertakes observation and feedback with classroom teachers, and teaching staff undertake peer observation processes. Observation and feedback practices are focused on the delivery of the Reading Link program. Teachers report they are appreciative of the feedback they receive. Opportunities for observation and feedback regarding expected pedagogical practices and other school priority areas, including other learning areas, are emerging.

The school utilises Curriculum into the Classroom (C2C) as a key driver for the implementation of curriculum within the school.

Teaching staff articulate how they are exploring various ways in which to make the curriculum visible to students. Some students are able to articulate what learning they are undertaking this term and how they will be assessed. Students comment that they are not sure of their next steps in learning and what they need to do to improve their own learning.

The school enacts a belief that all students can learn when given time and provided with the appropriate support.

All staff endeavour to tailor teaching and resourcing to all students' needs and readiness. The school is committed to assessing, identifying and catering to the needs of all students. A case management approach is utilised to meet the needs of targeted students. Some teaching staff identify that their knowledge of learning opportunities to support high achieving students is yet to be embedded as part of their repertoire.

The implementation of the Reading Link program has been a focus area for improvement in the school over the past number of years.

The Reading Link program provides a focus on decoding and comprehension as a systematic and structured approach to the teaching of reading and spelling. Staff and parents comment favourably in regards to the impact this program has had on improving student outcomes.

Students, parents and community members speak highly positively regarding the school and its welcoming culture.

The school community articulates the positive sense of community as essential to the ethos of the school. Students speak with pride regarding their connection with the school. Parents are valued as partners in their child's learning and speak highly of the approachable nature of school staff. Many parents express the belief that the school responds well to the identified needs of their child and that they work well together to support students.



2.2 Key improvement strategies

Revisit the school pedagogical framework to determine the high-yield agreed pedagogical practices that will support the implementation of curriculum delivery and student learning.

Collaboratively develop a systematic process to enable all staff to participate in observation, feedback, coaching and mentoring arrangements.

Implement practices across the school to support the visible curriculum for students to become assessment-literate learners and know the next step for improvement.

Implement a whole-school approach to differentiation that meets the learning needs of all students, including highly capable students.