

# Cordalba State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Cordalba State School acknowledges the lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.

### About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	81
Indigenous enrolments	18.5%
Students with disability	20%
Index of Community Socio-Educational Advantage (ICSEA) value	966

### About the review

 2 reviewers from 18 to 20 June 2024	 53 participants	 15 school staff
 16 students	 12 parents and carers	 10 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Develop opportunities to build leaders' and teachers' understanding of the Australian Curriculum, to ensure their knowledge is current and supports effective implementation.

Implement regular internal and external, collaborative Before moderation juncture opportunities for building staff capability to align curriculum, pedagogy, assessment and reporting.

**Domain 8: Implementing effective pedagogical practices**  
Develop formal processes for purposeful collaboration and feedback between teachers and leaders to support professional sharing of effective and contemporary teaching practices.

**Domain 7: Differentiating teaching and learning**  
Develop clear roles, responsibilities and accountabilities for planning, delivering and recording reasonable adjustments to maximise staff understanding and engagement with the differentiated learning needs of identified students.

**Domain 2: Analysing and discussing data**  
Strengthen teachers' capability to analyse Levels of Achievement data to identify specific learning goals for individual students and to inform next steps in teaching.

### Key affirmations



#### A strong culture that promotes learning is apparent at the school.

Staff express an unwavering commitment to supporting students. They describe positive relationships with students and families as key to developing a positive culture. The principal speaks about the dedication of staff and their commitment to students. Staff comment that working at the school feels like being part of a family. Students speak highly of their teachers and staff, and articulate they are happy and feel a strong sense of belonging. Parents convey pride in the learning environment created and appreciation for the explicit trust and support provided by leaders and staff. The principal shares that an indicator of success is that 2023 School Opinion Survey data indicates staff morale is 100%.



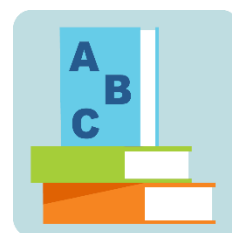
#### The school is the cornerstone of the community.

The principal articulates the school motto of 'Tis not winning, 'tis taking part that counts' is valued by the school community as a core foundation to support student wellbeing, and learning as individuals and as a whole school. Members of the community, including the local council, local businesses and cluster schools, convey the school is strongly supported and valued. Parents and community members speak positively of the school annually planning and coordinating the Anzac Day dawn service for the wider community. They describe this as the biggest community event in Cordalba. Students, staff and families convey how they are recognised for their active participation in local events and their significant contributions to the wider community.



#### School transitions set students up for success.

Students in Years 4 to 6 participate in Small School Leadership Days with local small schools and the state high school in preparation for the transition to Year 7. Students express they value these days as they meet students from other small schools before starting at the local high school. The school engages with the formal transition programs offered by the local state high school for students in Year 6. Connections with local Early Childhood Education and Care providers are established. Staff describe the positive learning and wellbeing outcomes for students entering Prep. As a stepping stone for transition, the school has invested in staffing a long-term playgroup, which occurs every Friday. Parents and community member express how this provides another opportunity for families and children to become familiar with the school, and build relationships with each other and school staff.



#### Improving students' learning related to reading is a priority.

Teachers articulate how they use the Gradual Release of Responsibility model when implementing the Reading LINK program. Teachers detail how this program is their whole-school approach to teaching reading skills. Students describe the daily explicit teaching episodes and how these develop their skills in decoding and comprehension. Data is collected in 5-week intervals with testing focused on decoding and comprehension skills. Some parents articulate the reason they send their child to this school is the quality implementation of the whole-school approach to reading and the student outcomes from the reading program.