Cooran 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

Cooran State School (Kuran) acknowledges the shared 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	138
Indigenous enrolments	6.5%
Students with disability	17.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1006

About the review

3 reviewers from 3 to 5 September 2024	152 participants	20 school staff
94 students	30 parents and carers	8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Systematically enact opportunities for staff and parents to collaborate in strategic planning to drive a shared vision and sense of ownership of the strategic direction.

Domain 6: Leading systematic curriculum implementation
Broaden collaborative planning practices to embed the teaching of reading across all areas of the curriculum.

Domain 8: Implementing effective pedagogical practices
Create opportunities for staff discussions and collaboration regarding pedagogy to build a shared understanding and common language about effective pedagogy.

Domain 5: Building an expert teaching team
Prioritise professional learning opportunities for staff, aligned to current improvement priorities and individual staff need, to drive continuous professional growth and improvement in teaching practices.

Domain 9: Building school-community partnerships
Establish intentional partnerships with other schools and education providers to enhance student transitions and staff networking opportunities.

Key affirmations

Leaders, staff and parents celebrate that student learning and wellbeing sit at the centre of the school's ethos.
Leaders and school staff express a strong commitment to supporting all students to experience success in their learning. Staff describe the learning environment as one that is caring for everyone associated with the school. They indicate staff are committed to caring for students, other staff, and themselves. Parents speak of a school-wide sense of community. Students describe their teachers as 'kind and friendly' and comment 'they make learning fun'.

Leaders speak of a culture of data-informed practice.
Leaders describe processes to analyse school and systemic data to inform the improvement agenda. Teachers express they value the analysis of cohort and individual data, led by the Head of Department – Curriculum, that is enacted through the Collaborative Assessment of Student Work (CASW) process. They explain how a range of data is used by teachers at CASW meetings. Teachers value tracking the individual progress of marker students, commenting this informs next steps and interventions. Staff celebrate how this practice is generating a lift in English outcomes across the school.

Staff, parents and students speak proudly of the wide range of extracurricular opportunities provided.
Staff and members of the school community discuss a wide range of extracurricular learning opportunities that are offered to challenge and extend students. They outline these initiatives include robotics, Glee Club, a school musical, debating and academic competitions. Staff, parents, and students speak proudly of how students have experienced success through these activities. Students and parents comment that a focus on life skills is promoted through a range of activities, including cooking and gardening. Parents and staff recognise these activities provide opportunities to foster student inquiry and creativity.

Learning walls are an embedded classroom practice in English.
Teachers describe learning walls as strategies to support student achievement and enhance their understanding of curriculum content. Students indicate they use learning walls in English to help identify ways to improve their learning. Leaders and teachers describe a resulting lift in student outcomes and how students source support for learning through using the learning walls.