



Coorparoo State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

At Coorparoo State School, we "SOAR". We are- Safe, Organised, Active Learners, Responsible. We are an Australian primary school of 3 distinct campuses with Kijini campus (prep-year 2), Wolff Park campus (years 3-4) and senior campus (years 5-7). The school is characterised by academic focus and social outcomes and cohesion delivered through quality curriculum, effective teaching and learning, valid assessment and meaningful reporting. The school is a networked learning community integrating information and communication technologies in curriculum delivery and has a distinctive school focus on teaching German, music, sport and art. We take pride in our long history (established 1876), traditions and reputation for high standards. With approximately 800 students, the school consistently achieves outstanding English and mathematics national test results. We are committed to sustaining a positive learning environment where all students are able to learn and reach their full potential and to participate all day, every day. Coorparoo State School actively fosters school and community partnerships.

Principal's Foreword

Introduction

Coorparoo State School had another very successful year in 2017, where high quality education coupled with a culture focussed on learning provided opportunities for all our students to SOAR "on the wings of wisdom". As a school, we are very proud of the reputation our school has for excellence in academic, sporting and cultural pursuits. The behaviour of our students is outstanding, with high expectations and traditional good manners, discipline and tolerance evidenced by all students across our school.

Student achievement and improvement continued to be the focus of staff and school efforts. Through our commitment to Powerful Learning as an underpinning pedagogical framework, our school improvement strategies, have continued to be focused, based on research and supported through ongoing professional development and evaluation. Reflection and feedback for staff and students, driven by quality data has been central to our continued success this year.

In the second half of 2015 the school committed to a three to five year process of school improvement becoming a "Powerful Learning" School, working with Professor David Hopkins and Wayne Craig to undertake research based school improvement. As one of only ten QLD school in the project funded by the Sydney Myer Foundation, we have committed to this action research project to take our school from a good school to a great school. The project uses research based Theories of Action to bring about improvement. We chose to make our 2017 theory of action "Harnessing the narrative and pace" This has also been supported by our work in embedding "connecting feedback to data". This theory of action is proven to have a major impact of school improvement. We have focused on this action through working in teams to plan for student learning, assessment, moderation and reporting. Through the development of a professional learning teams approach, our teaching practice has been significantly de-privatised. Working from a high quality data approach and linking this work to how teachers use feedback to improve the learning of students has made a significant difference and has elevated "student voice". Coaching and feedback cycles have supported how to give feedback and use this to direct teaching and learning for improvement. Our staff completed a range of professional development and actions across the school. As we move towards additional theories of action, this work will also continue.

One aspect of our school culture that we are very proud of is our multiculturalism, with approximately 27% of our students have English as a Second Language or Dialect. These students benefit from extensive school funded programs including "Read It Again" "Prep Oracy" and additional support from EALD Teachers and Aides. These programs have proven to make a significant difference with many of these students achieving 'A' level results within three years of commencing at Coorparoo State School.

Our multicultural and inclusive ethos in the school is supported by our school community. We celebrate and acknowledge a range of events through the year including Sorry Day, NAIDOC, Ede, Ramadan, Divali Festival as well as Easter and Christmas.

Our P&C employ a School Liaison Officer (SLO) who works very hard at engaging parents and community members in our school life. In addition to regular communication with class parent representatives, the SLO holds a fortnightly parent group called Coorparoo Connect. This open group has been specifically created to engage the range of cultural groups of parents and welcome them into school life. Meeting in the Helping Hands rooms, parents bring younger children, share a cuppa or even food. This group is regularly attended by the principal and administration team building relationships with parents who may otherwise feel uncomfortable to connect with the school.

Our 2017 highlight was Grandparents Day with over 500 grandparents visiting the school, some from as far as Tasmania to visit classrooms and celebrate with their grandchildren's education.



School Progress towards its goals in 2017

The school improvement agenda for 2017 focused on the ongoing review and implementation of Coorparoo State School Pedagogical Framework with a focus on Reading, Writing, mathematics and problem solving.

The implementation of Math and Writing coaching cycles to support the development of best practice and continuous improvement has been highly successful.

Weekly meetings with teachers and the administration team and coaches has ensured deep analysis of data and planned responses to individual student's needs. The shift in deepening this process using feedback and connecting this to the data, has elevated this work.

A Flying Squad was established to improve reading across P-3. This program made significant improvements for students reading. All students received targeted small group intervention for one term with the flying squad. This work has been measured to ensure success for all.

ICAS Science, Math and English provided opportunities for students to extend their application and knowledge.

The continuation of the Coorparoo State School SOAR program has seen our students demonstrate excellence in behaviour, academic, social skills and participation.

An outstanding Music program has been greatly supported by our school community. Classroom music, choirs, percussions groups and instrumental music programs have been a feature. Students who participate in the instrumental music program had the opportunity to attend the QLD Symphony Orchestra education program this year. This has been a great success and has encouraged students to continue to excel in the music education.

Successful and well supported Music Nights were held, providing the student with the opportunity to perform for a large audience. The students in the instrumental programs also participated in the Music Fest, Fanfare, and at local schools fetes.

Significant work has been undertaken as part of the Curiosity & Powerful Learning project working with Griffith University, The Mitchell Institute, and Melbourne University and partner schools. This work underpins our school improvement strategies and provides a research based approach to systematic school improvement. Six monthly reviews of the program and our progress have shown extensive development for our school.

Our Future Outlook

The continued development of a flat management structure harnessing the skills and knowledge of year level team leaders each term, has contributed to the clear focus as a professional learning community on our school improvement. These forums have been a focus of our strategic leadership and planning. Review of our 2017 progress and support structures provided feedback for changes to support school improvement in 2018.

These included:

Creation of Head of Curriculum, STEM position to support the further develop of Math with a focus on using technology for application of problem solving skills.

Creation of Head of Curriculum, Literacy position to support the development of literacy across the school with a focus on improvement of reading in the senior school, continued development of writing across the school, and leading deeper understanding of literacy demands and the Australian Curriculum.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	790	392	398	12	96%
2016	781	382	399	9	97%
2017	800	410	390	5	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Coorparoo State School is proud of our multicultural community with students coming from European, Asian, Indian and Middle Eastern backgrounds. 27% of our students have English as a second language or dialect. Our school caters for a range of socio-economic circumstances, a strong inclusive culture exists with our P&C maintaining a hardship fund to assist families in need. Many of our families make their livings from qualified professions, business owners or academic fields. Parents have high expectations for student performance and behaviour.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	24	24
Year 4 – Year 6	25	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings Academic focus/school priorities remain English, Mathematics and Science. Integration of Information and Communication Technologies in curriculum delivery; and Music (choral & instrumental), Art (Artist in Residence), inter-school sport and German In 2015, we continued preparation for and implementation of the Australian Curriculum, with curriculum offerings in English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education P-7 and Languages Other than English 5-7.



Co-curricular Activities

Instrumental Music (keyboard, guitar and piano)
Sport (touch football, cricket, soccer, AFL, netball, European Handball, swimming, triathlon, tennis)
And Co curricula (chess and drama).

How Information and Communication Technologies are used to Assist Learning

Coorparoo State School is committed to facilitating the development of accomplished, autonomous learners who purposefully engage in the creative use of ICT to: Communicate effectively, Work cooperatively, Critically appraise, manage and use information and Develop higher order thinking skills Teachers facilitate such engagement by providing students with explicit instruction on how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage through which teachers and students can communicate and collaborate. We achieve this by ensuring teachers' interpretation of curriculum is viewed with respect to the digital age within which we operate. Curriculum units are designed to make ICT an integral component of the teaching and learning process.

In 2017 Coorparoo State School continued participation in a series of projects in partnership with the Brisbane School of Distance Education. The core focus for these student projects was digital pedagogies.

Coorparoo State School is responding to the safe, ethical and legal use of ICTs the development of a SOAR based ICT use program has been a feature.

2017 has seen the further development of our laptop program. We now have 180 laptops in class trollies across the school being used five days a week on roster. Teachers and students now regularly use laptops integrated in their work and supported by the development of a technology scope and sequence for digital pedagogies.

Robotics and the introduction of Coding for students from year 3, received a boost with another \$10,000 of new equipment purchased to expand the program. This will be an area for development in 2018 with the development of a STEM Centre as a community project.

Social Climate

Overview

Coorparoo State School has a changing social dynamic as a result of the significant apartment and unit development in the area. While the majority of the families are professionals or business people, who traditionally are home owners in the area, we are now also seeing many families living in small apartments and renting.

A significant feature of our school is our parent representatives and the sense of community they work hard to build. Every class has parent representatives who organise family events, communicate with parents in open two way channels.

A strong and active school council and P&C work very hard to support the school. Parent helpers are a regular feature of our school on a daily basis.

Our students are generally well behaved and mix easily with respect for each other. Students who have difficulties are supported to make appropriate choices and SOAR.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	93%
this is a good school (S2035)	96%	100%	93%
their child likes being at this school* (S2001)	99%	97%	99%
their child feels safe at this school* (S2002)	96%	100%	97%
their child's learning needs are being met at this school* (S2003)	94%	89%	93%
their child is making good progress at this school* (S2004)	94%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%	93%
teachers at this school motivate their child to learn* (S2007)	97%	89%	93%
teachers at this school treat students fairly* (S2008)	97%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	94%



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	93%	82%	87%
this school takes parents' opinions seriously* (S2011)	91%	97%	85%
student behaviour is well managed at this school* (S2012)	94%	91%	87%
this school looks for ways to improve* (S2013)	97%	97%	93%
this school is well maintained* (S2014)	99%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	99%	96%
they like being at their school* (S2036)	97%	99%	98%
they feel safe at their school* (S2037)	98%	97%	96%
their teachers motivate them to learn* (S2038)	98%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	99%
teachers treat students fairly at their school* (S2041)	85%	95%	94%
they can talk to their teachers about their concerns* (S2042)	94%	93%	95%
their school takes students' opinions seriously* (S2043)	86%	97%	95%
student behaviour is well managed at their school* (S2044)	86%	95%	92%
their school looks for ways to improve* (S2045)	97%	100%	99%
their school is well maintained* (S2046)	94%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	92%	95%
they feel that their school is a safe place in which to work (S2070)	98%	96%	97%
they receive useful feedback about their work at their school (S2071)	83%	88%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	91%	92%	92%
staff are well supported at their school (S2075)	84%	84%	92%
their school takes staff opinions seriously (S2076)	77%	81%	89%
their school looks for ways to improve (S2077)	93%	98%	97%
their school is well maintained (S2078)	95%	98%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	89%	94%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Community engagement is a major feature of our school culture. We have a very active and highly organised Parents and Citizens' Association (and subcommittees).

Parent Representatives for each class are organized by the P&C funded School Liaison Officer (SLO). The SLO is highly valued by the school and the community managing a range of community event through the year including;

- In class events and learning opportunities
- Swimming and other sporting events and activities
- Music
- Class parent representatives
- Volunteer parent class support
- Tuckshop & Uniform Shop
- "Coorparoo Connect" group engaging with our EALD community.

An active School Council has been established with parent representatives playing a major role in the strategic planning and direction of the school. The School was selected to be an Independent Public School in 2016.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Coorparoo State School is conscious about its role in maintaining a unique approach to providing a supportive and connected school culture with a focus currently on:

- Developing individual learner profiles in regards to social and emotional learning via our existing Positive Behaviours for Learning (PBL) structure and schoolwide focus upon SOAR.
- Maintaining an explicit set of protocols for responding to appropriate and inappropriate behaviours.
- Sustaining authentic relationships between students and teachers, with a focus on wellbeing for all staff and students, utilising buddy / peer support systems.
- Maintaining existing programs aligned to being an eSmart school with stringent protocols for safe and ethical online behaviours.
- Implementing respectful relationships education programs across all year levels.
- Deepening social and emotional learning pedagogy.
- Aligning school and organisational processes and policies.

Commenced the development and planning for "Building Coorparoo Character" a school based approach that will build upon the work of SOAR and provide structured lessons and support for our students.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	7	2	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Coorparoo State School requires ongoing data collection and review in this area. Population growth and air conditioning as part of a noise abatement program, have impacted upon demand and consumption.

A SEMP (School Environmental Management Plan) team that was created in 2013 to include school based staff and parent and community representatives to develop and implemented procedures to reduce consumption is being re-engaged to continue the necessary work in this field. A student led "Green Team" continues to be the voice of the student body in terms of promoting sustainable and environmentally appropriate actions. The group has established a paper recycling program as well as nude food (no food wrapper) days.

The Green Team has been successful in gaining financial support through Brisbane City Council and Energex grants to further develop our garden projects and provide vegetables to our school tuckshop.

Our Pool has undergone a major upgrade which will support reductions in the long term including; Salt water conversion and solar heating system.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	241,475	3,272
2015-2016	256,280	5,190
2016-2017	246,392	8,170

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	26	<5
Full-time Equivalent	47	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	28
Diploma	18
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$33,285.46.

The major professional development initiatives are as follows:

Our ongoing work as a member of the Curiosity and Powerful Learning, alliance has been central to our professional development, including school visits, in house workshops and professional development with visiting lecturers.

All teachers and teacher aides, have worked together in our continued work towards the Australian Curriculum led by our Heads of Curriculum.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

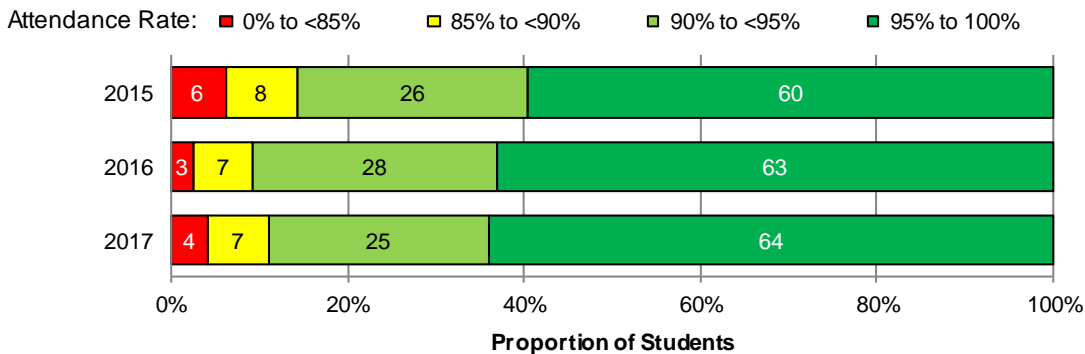
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	95%	94%	95%	95%	96%	94%						
2016	95%	95%	95%	95%	96%	96%	96%						
2017	95%	95%	95%	95%	95%	96%	96%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The School has implemented the SMS for Schools system to ensure parents are informed daily of any absence. Roll marking is twice daily using One School electronic marking. At 9:15am the SMS for Schools system, send a SMS to parents of any absent students, it also allows parents to respond immediately with reasons. Student absences are recorded and reasons noted. If students are away with no given reason or for more than five days the administration directly contacts parents.

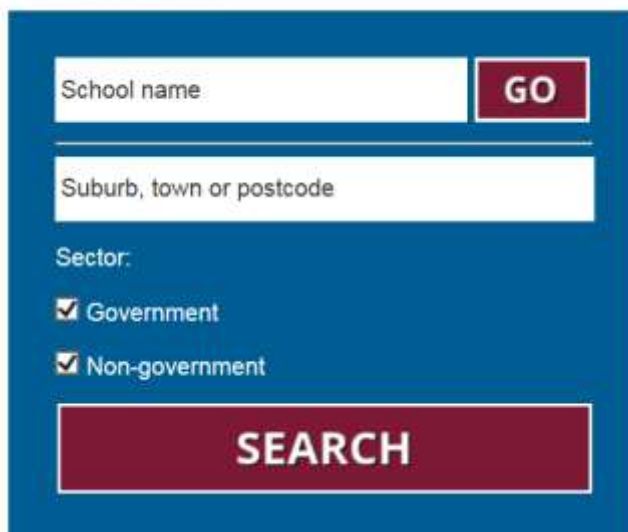
Student part day absence is recorded and parents are required to sign students in and out through the office.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Suburb, town or postcode

Sector:

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Our school community is proud of the progress we have continued to make and the system level change that we have embedded through our work.

Our school has faced steady growth from 2016 and it is expected that 2017 will see this continue with the development of the local community in particular the number of building approvals in the area.

As this is our first year as an Independent Public School, we are pleased that we are progressing and building strong governance and strategic planning for our future.