School Improvement Unit
Report

Coorparoo State School

Executive Summary

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Coorparoo State School** from **25 to 27 October 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Anthony Palmer	Peer reviewer
David Curran	External reviewer

1.2 School context

Location:	Old Cleveland Road, Coorparoo
Education region:	Metropolitan Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	789
Indigenous enrolment percentage:	1.1 per cent
Students with disability enrolment percentage:	1.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1134
Year principal appointed:	2015 (Semester 2)
Full-time equivalent staff:	42
Significant partner schools:	Camp Hill State Infants and Primary School, Belmont State School, Whites Hill State College, Coorparoo Secondary College, Cavendish Road State High School
Significant community partnerships:	United Nations Association Australia - Global Citizen School
Significant school programs:	Curiosity and Powerful Learning

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), head of student services, Business Services Manager (BSM), literacy coach, numeracy coach, 31 classroom teachers, five specialist teachers, internal relief teacher, guidance officer, Speech Language Pathologist (SLP), 14 teacher aides, four cleaners, two administration officers, groundsman, 21 school captains and student councillors, 130 students, school council chair, Parents and Citizens Association (P&C) president and18 parents

Community and business groups:

- Outside School Hours Care (OSHC) representative

Government and departmental representatives:

- Local State Member, ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2012-2016
Headline Indicators (25.05.2016)	School Data Profile (15.08.2016)
OneSchool	School budget overview
School improvement targets	Professional Learning Plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	Curriculum planning documents

2. Executive summary

2.1 Key findings

Respectful, caring and positive relationships are apparent between staff members, parents and students.

Students are actively engaged in learning and classrooms are busy, focused and productive. Staff and community members speak highly of the school and consistently recognise the strong community-based support for the school. A whole-school culture of mutual trust and support along with a clear sense of personal accountability for delivering on high expectations are developed.

The school's leadership team has developed and is driving a clear and detailed local school improvement agenda, expressed through the newly developed Curiosity and Powerful Learning[1] (C&PL) agenda.

The '*School Improvement Pathway 2016-2018*' recognises the imperative to build on previous learnings and successes, and integrates these into the powerful learning model including the integration of SOAR (We are *Safe*, we are *Organised*, we are *Active* learners and we are *Responsible*) in terms of authentic relationships. There is a scoped implementation of the four whole-school theories of action over three years. Staff understanding of this model is variable.

There is a strong commitment to using data to inform decision making and pedagogy.

The data conversations involve the deputy principal, who is assigned this area of responsibility, the literacy and numeracy coaches and the class teacher who jointly analyse and discuss student progress. Teaching staff members report that they find this supportive data process useful in pinpointing misunderstandings and skill gaps, and that data literacy is developing.

The school's leadership team expects all teachers to be committed to the continuous improvement of their teaching and subsequent student learning.

All staff members articulate their belief that all students can learn successfully, while identifying some students may be at different rates or stages in learning. There is an understanding of the importance of identifying the appropriate level of learning for individuals and groups of students, and the need for timely support to guide them. Individual goal setting and feedback processes to assist students to monitor their own

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[1] Hopkins, D and Craig, W *'Curiosity and Powerful Learning'* McRel International
WWW.MCREL.ORG/CURIOSITY

learning and set aspirational goals are yet to be fully developed. Some staff members indicate a need to target professional learning on a reinvigorated approach to higher order thinking.

The school's leadership team has accepted personal responsibility for driving improvements in teaching.

The leadership team is driving the school's expectation that every student can learn and achieve. School leaders give a high priority to understanding and addressing the learning needs of all students. There is an emerging awareness of the relationship between C&PL, the improvement agenda in writing and number, Professional Development (PD) and coaching, to the desired improvements in student learning.

The school has recently developed a whole-school curriculum plan that summarises all intended units for each learning area.

Teaching staff members and school leaders demonstrate the systematic use of diagnostic and summative assessment. The school has engaged in a process for school leaders and teaching staff to 'guarantee and make viable' the English learning area, and to further enhance staff member knowledge and understanding of the Australian Curriculum (AC) content descriptors and achievement standards. The Head of Curriculum (HOC) acknowledges the work in progress to align and quality assure that the intended curriculum is the enacted curriculum, in every classroom.

The school applies its resources in a targeted manner to meet identified needs.

The school budget is developed through a consultative process involving the principal, Business Services Manager (BSM) and various stakeholders including the leadership team, the Parents and Citizens' Association (P&C) executive, year level representatives and the school council. This process is still evolving and being refined, and has added a deep layer of transparency across the development, action planning, consultation and monitoring of the budget process.

2.2 Key improvement strategies

Strengthen the clear alignment between the Explicit Improvement Agenda (EIA) and the consistent implementation of high-yield teaching strategies, PD, and a sustainable coaching and feedback program to deliver on the EIA.

Utilise consultative processes to increase staff member ownership of C&PL with milestones aligned to the professional learning plan, capacity building and a supervisory frame with purposeful feedback.

Continue the collaborative development of the curriculum plan ensuring vertical and horizontal alignment with the delivery of teaching and learning implemented and monitored for quality.

Develop evidence-based strategies to improve the classroom teachers' capability to provide stretch and challenge for high achieving students.

Build student ownership of, and responsibility for their learning through the further development of practices regarding student individual learning goal setting and targets.