

Coorparoo State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







Acknowledgement of Country

Coorparoo State School acknowledges all of the Traditional Custodians of Country throughout Australia and pays respect to the Elders of the land on which we teach and learn. We extend that respect to all Aboriginal and Torres Strait Islander Elders past and present.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	809
Indigenous enrolments	2.1%
Students with disability	11.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1131

About the review

 4 reviewers from 3 to 4 September 2024	 59 school staff	 54 students
 7 community members and stakeholders	 23 parents	 63 conversations and forums

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 1 – Driving an explicit improvement agenda

Collaboratively refine and communicate the Explicit Improvement Agenda, including roles, responsibilities, accountabilities and aspirational, measurable targets to ensure shared ownership for enacting school priorities.

Domain 7 – Differentiating teaching and learning practices

Sharpen the shared understanding of inclusive, evidence-informed practices to enable refinement of a shared language and implementation of effective practices that support all students to achieve academic and social learning progress.

Domain 6 – Leading systematic curriculum delivery

Collaboratively develop a whole-school approach to teaching reading within the Australian Curriculum (AC) to ensure consistent understanding and enactment of effective teaching practices.

Domain 8 – Implementing effective pedagogical practices

Systematically enact collegial engagement strategies to develop staff capability and confidence in applying effective pedagogical practices that meet the needs of all students.

Key affirmations



Strong collegiality and mutual appreciation across the school supports everyone to give their best.

Staff members greatly appreciate the collegiality between teams and within year levels and work groups, and the willingness of staff to share knowledge and resources. Staff describe students as one of the best things about the school, and they have a strong commitment to ensuring each student is supported and nurtured through their 'whole child' approach. Students speak of the support and care provided by their teachers. They express they enjoy coming to school and feel a sense of belonging.



Systematic, time-resourced opportunities for curriculum planning processes led by the Head of Department – Curriculum (HOD-C) are highly valued.

Teachers appreciate the allocated time to engage in discussions about the 3 levels of planning. All class teachers participate in this collaborative planning cycle, supported by the HOD-C, to develop year level plans and unit plans, and adapt assessment tasks aligned to the AC. Teachers value these opportunities to contribute to the teaching and learning cycle.



Staff appreciate strong, trusting relationships with the leadership team, and the strategic leadership and support they provide.

Staff convey respect for leadership team members and value the clear direction and leadership they provide. Staff have high levels of trust in the leadership team and feel 'listened to', citing examples where their voice has influenced the school's direction and decisions. They value the leadership team's approachability and willingness to provide support.



Members of the broader school community describe a sense of belonging, connection and mutual appreciation.

School community members describe a sense of belonging felt within the school community, and highlight the efforts of the school to embrace the diverse cultural backgrounds of families. Parents and teachers convey a shared regard for students' success. Parents see staff as being 'strongly invested' in their child's education. They also express that they feel their voice is valued. The recent school musical production is a visible example of the high degree of collaboration between staff and parents.



School systems support students' engagement and personal development.

High expectations, coupled with a supportive and disciplined learning environment enables teachers to teach, and students to learn. Highly visible displays of the positive behaviour expectations represented by 'Safe, Organised, Active learners, Responsible' (SOAR) and the 'Kind, Curious, Resilient' values identified in the Coorparoo Character, support student engagement and positive behaviour. Staff describe explicitly teaching the SOAR expectations across all year levels using a shared language, and they articulate that positive acknowledgement encourages target behaviours. Parents believe that the school culture and values are an important foundation for their child's future success.



Shared understanding of the Powerful Learning Framework allows staff to engage in professional discussions and decision-making.

The school's Powerful Learning Framework provides clarity of deliberate practices that support implementation of the curriculum, and respond to the inclusive needs of learners. The framework is underpinned by a commitment to a personalised learning approach for all students and a culture of inclusion and high expectations. It also reflects the school's vision for high-quality teaching and learning. The leadership team recognises the professional expertise of teaching staff to make informed and responsive pedagogical decisions. Teaching staff appreciate the professional trust that is extended by the leadership team, and the autonomy to make informed pedagogical decisions responsive to the curriculum, learning and learners.