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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

The School Annual Report for 2011 provides a summary of key responses undertaken by the school in its delivery of the school's 2011 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2011.

Mr Keith Warwick was appointed to the position of Principal of Coorparoo State School from the commencement of 2011.

School progress towards its goals in 2011

Coorparoo State School continued its record of strong academic performance. Student Achievement in English and Mathematics as measured by Naplan 2011 was "measurably above" state and national means in all strands of Literacy and Numeracy at all year levels. Excellence in school performance was further confirmed by Education Queensland's Teaching and Learning Audit which awarded one "outstanding" and five "highs".

Reading, Science, Mathematics, QCAR (Assessment), Pedagogy and Phases of Learning, and Staff Morale were focus areas for 2011. Progress has occurred within all areas with staff adopting a sharper, collective focus upon factors which impact significantly upon improved student learning outcomes. The improvement agenda at Coorparoo State School showed increased alignment as 2011 progressed.

Future outlook

Coorparoo State School completed the Quadrennial School Review process in 2012. This process provided clear direction for the resulting School Plan 2012-2015. The school plan in turn informs the Annual Implementation Plans and budgets. Key focus areas identified in the School Plan are: Implementation of the Coorparoo State School Learning Framework, Implementation of the Coorparoo State School Internal Monitoring Framework and Implementation of the Developing Performance Framework.

School Profile

Coeducational or single sex: **Coeducational**Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
706	363	343	96%

Characteristics of the student body:

Our student population ended 2011 with a total of 706 students. Currently 754 students attend the school. Our school implements an enrolment management plan which has been developed and approved by Education Queensland. In essence, the enrolment management plan provides enrolment priority for students who reside within the school's defined catchment. Details of the enrolment management plan can be obtained from the school. The enrolment management plan was reviewed during 2011.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24.5
Year 4 – Year 10	25.6
Year 11 – Year 12	n/a
All Classes	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Academic focus (English, Mathematics, Science and SOSE)

Integration of Information and Communication Technologies in curriculum delivery; and

Music (choral & instrumental), Art (Artist in Residence), inter-school sport and German

In 2011, we continued preparation for implementation of the Australian Curriculum in English, Mathematics and Science.

Extra curricula activities

Instrumental Music (keyboard and piano)

Sport (cricket, soccer, AFL, netball, swimming and tennis) and

Co curricula (chess and drama)

The suite of extra-curricula opportunities will be reviewed and expanded in 2012.

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 2011 Coorparoo State School participated in series of projects in partnership with the Brisbane School of Distance Education. The core focus for these student projects was digital pedagogies. This partnership continues in 2012.

Social climate

Parents and Caregivers rated Coorparoo State School favourably in the following areas: "student safety at school" 94.1 %, "fair treatment of their child at school" 88.2%, "behaviour and discipline at the school" 91.2% and "their child's happiness to attend Coorparoo State School" 91.1%.

Year 5 and 7 students rated Coorparoo State School in the following areas: "safety at school" 94.6%, "fair treatment at school" 91 % (70% in 2010), "behaviour and discipline at the school" 75% and "their child's happiness to attend Coorparoo State School" 93.7% (83.4% in 2010).

Coorparoo State School applied successfully to join the School Wide Positive Behaviour Program at the end of 2011.

Parent, student and teacher satisfaction with the school

Students, parents and teachers satisfaction with the school range from “measurably above” to consistent with state and like school means.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	95%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	81%

DW – Data withheld

Involving parents in their child's education

Parent involvement in 2011 included:

Parents and Citizens' Association (and subcommittees)-

Swimming

Music

School Community Liaison Officer (Supporting)-

Class parent representatives

Volunteer parent class support

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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. While procedures have been developed and implemented to reduce consumption, further sustained work is required.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	224,873	11,760
2010	190,594	8,101
% change 10 - 11	18%	45%

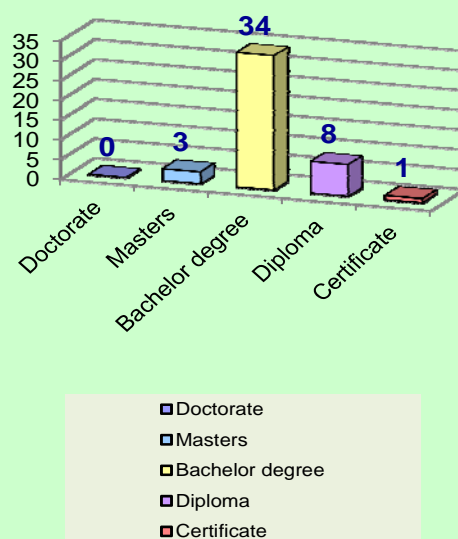
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	21	<5
Full-time equivalents	40	14	<5

Highest level of attainment

Number of classroom teachers and school leaders at the school

Doctorate	0
Masters	3
Bachelor degree	34
Diploma	8
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$32 000.

The major professional development initiatives are as follows:

- Investigating the National Curriculum in English, Mathematics and Science,
- Authentic Assessment,
- Moderation Processes,
- Naplan
- Hattie- "Visible Learning"
- Using ICTs to enhance learning
- Science is Primary conference
- Improving Literacy outcomes
- Preventing problem behaviour

The proportion of the teaching staff involved in professional development activities during 2011 was 96 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

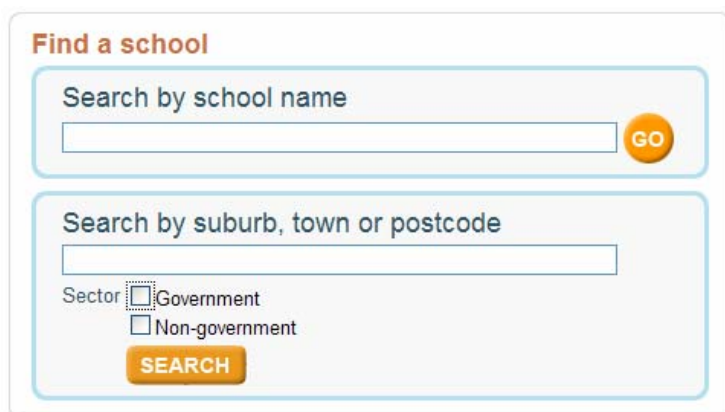
Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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**.



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

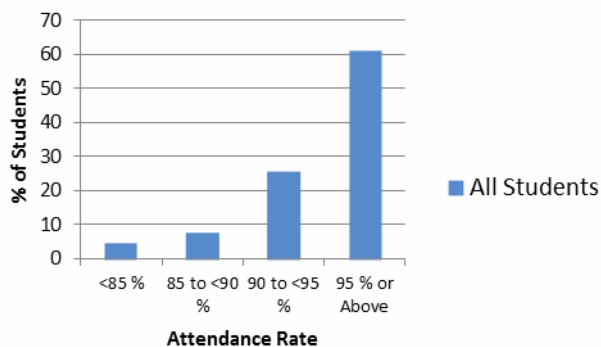
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	95%	96%	95%	95%	95%	95%	N/A	N/A	N/A	N/A	N/A

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked at the commencement of instruction each day and immediately following the lunch break. Unexplained absence is:

Identified early

Promptly followed up; and

Clear messages are sent to parents and students that attendance is vital.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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**.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Less than 10 Indigenous students were enrolled at Coorparoo State School during 2011. All except for two students were in the upper quartile for attendance. These two students fell into the middle quartile. This result met or exceeded double the result for systemic targets.

A-E data was very positive for English, Mathematics and Science.

No gap was apparent in student retention rates when comparing indigenous and non-indigenous students.