

Coorparoo State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The School Annual Report for 2013 provides a summary of key responses undertaken by the school in its delivery of the school's 2013 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2013.

School progress towards its goals in 2013

Coorparoo State School continued its record of strong academic performance. Student Achievement in English and Mathematics as measured by NAPLAN 2013 was above national means in all 15 strands of Literacy and Numeracy. Similarly, each year level indicator for all of the 15 results for student performance in the upper two performance bands were statistically above the nation. Performance in the upper two bands for Reading, Grammar and Punctuation was substantially above the nation in Years 3, 5 and 7.

At Coorparoo State School, the improvement journey is never complete. Many planning priorities from 2013 have continued into 2014. These are subsequently captured in the 2014 Annual Implementation Plan (AIP).

2012 AIP Element	Progress
School Community and Partnerships - Strategic focus with P&C, implementation of communication strategy to enhance connectedness, continued implementation of SWPBS program (S/P)	N/S = not started. L/P = Limited Progress. S/P = Significant Progress
School Curriculum - Reading, Numeracy, Closing the Gap, Retention and Attainment of students, Whole school curriculum implementation, Response to Teaching and Learning and Discipline Audits, Planning for improvement – all of which reside within a developing CSS Pedagogical Framework (All S/P)	N/S = not started. L/P = Limited Progress. S/P = Significant Progress
Teaching Practice - High Quality Teaching Practices, Collaborative Practices, Student centred planning, Consistent Pedagogical Practice, Expanding repertoire of digital and non	N/S = not started. L/P = Limited Progress. S/P = Significant Progress



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digital pedagogies, Evidence –based decision making in response to T&L audit recommendations (All S/P)	
Principal Leadership and school capability- instructional leadership, developing workforce performance, coaching model (All S/P)	N/S = not started. L/P = Limited Progress. S/P = Significant Progress

Future outlook

Having completed the Quadrennial School Review process in 2012, Coorparoo State School continues to follow a clear direction as detailed in the resulting School Plan 2012-2015. The school plan in turn informs the Annual Implementation Plans and budgets.

Grounded in research, the development of the CSS Pedagogical Framework continues to frame itself around:

- The school wide positive behavior mantra “SOAR” – “be safe, be organised, be an active learner, be responsible”, which continues to weave through every element of life at Coorparoo State School.
- Symphony of Teaching and Learning
- Gradual release of responsibility, The Fleming effective teaching model, Explicit Instruction via High Impact Teaching, Direct Instruction (7 Steps Hattie) and Differentiated Instruction (Tomlinson).

Key focus areas identified in the School Plan are: Implementation of the Coorparoo State School Pedagogical Framework, Implementation of the Coorparoo State School Internal Monitoring Framework and Implementation of the Developing Performance Framework.

School priorities within the Annual Implementation Plan 2013 are:

- Implementation of the Australian Curriculum
- Implement of whole school pedagogical practices
- Use of data to inform teaching practice
- Development of instructional leadership with a focus on workforce performance
- Development of productive partnerships with students, staff, parents, and the community
- Improving school performance
- Planning for the transition of Year 7 to high school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school (at the time this report was compiled – June 2014): 826

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	706	363	343	96%
2012	746	381	365	96%
2013	779	392	387	97%

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

Characteristics of the student body:

Our student population ended 2013 with a total of **797** students. Currently 826 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. Our student population has become increasingly diverse as our local community changes. Currently **190** students receive regular English as an Additional Language / Dialect (EAL/D) support.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	22	21
Year 4 – Year 7 Primary	26	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	2	0
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include:

- Academic focus (English, Mathematics, Science and SOSE)
- Integration of Information and Communication Technologies in curriculum delivery;
- Music (choral & instrumental), Art (Artist in Residence), inter-school sport and German;
- In 2013, we continued preparation for and implementation of the Australian Curriculum in History.

Extra-curricula activities:

- Instrumental Music (keyboard, guitar and piano);
- Sport (touch football, cricket, soccer, AFL, netball, European Handball, swimming, triathlon, tennis);
- 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;
- 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 2013 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. This partnership continues in 2014. Coorparoo State School is responding to the safe, ethical and legal use of ICTs by pursuing an eSmart school rating through the Federal Government's Alannah and Madeleine Foundation eSmart program.

Social climate

Parents and Caregivers rated Coorparoo State School favourably in the following areas: "this is a good school" – 96.6%; "my child receives a good education at this school" – 96.6%; "I am satisfied with how student behaviour is managed at this school" – 93.1%; "My child's English skills are being developed" – 92.9%; "My child's Mathematics skills are being developed" – 96.3%; Teachers provide my child with useful feedback about his/her work" – 96.2% and "This school provides me with useful feedback about my child's progress" – 96.6%.

Year 5 and 7 students rated Coorparoo State School in the following areas: "this is a good school" – 96.3%; "I would recommend this school to other people" – 96.5%; "I get a good education at this school" – 99.1%; "My teachers care about me" – 95.7%.

Coorparoo State School continued its work within the School Wide Positive Behaviour Program during 2013. This has been encapsulated within our mantra of "SOAR" – be safe, organised, an active learner, be responsible and was recognised as having many outstanding elements in the 2013 Discipline Audit.

Parent, student and staff satisfaction with the school

Staff, student and parent satisfaction levels remain high at Coorparoo State School. The vast majority of indicators fall above state and like school averages.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
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Our school at a glance

their child is getting a good education at school (S2016)	96%	97%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	92%	97%
their child is making good progress at this school* (S2004)	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	96%
teachers at this school motivate their child to learn* (S2007)	96%	97%
teachers at this school treat students fairly* (S2008)	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%
this school works with them to support their child's learning* (S2010)	88%	96%
this school takes parents' opinions seriously* (S2011)	92%	93%
student behaviour is well managed at this school* (S2012)	96%	93%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	96%	97%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	99%
they like being at their school* (S2036)	100%	99%
they feel safe at their school* (S2037)	97%	97%
their teachers motivate them to learn* (S2038)	100%	99%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%
teachers treat students fairly at their school* (S2041)	88%	94%
they can talk to their teachers about their concerns* (S2042)	92%	91%
their school takes students' opinions seriously* (S2043)	95%	95%
student behaviour is well managed at their school* (S2044)	90%	91%
their school looks for ways to improve* (S2045)	98%	97%
their school is well maintained* (S2046)	97%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	97%

Performance measure

Percentage of school staff who agree that:	2013
--------------------------------------------	------

Our school at a glance

they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	95%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	85%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parent involvement in 2013 included:

Parents and Citizens' Association:

Swimming- P&C Subcommittee

Music- P&C Subcommittee

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. A SEMP (School Environmental Management Plan) team was created in 2013 to include school based staff and parent and community representatives to develop and implement procedures to reduce consumption. Sustained work in this area is required.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	224,873	11,760
2011-2012	186,813	3,098
2012-2013	260,150	4,416

The consumption data is sourced from the validated Utilities Expenditure Return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

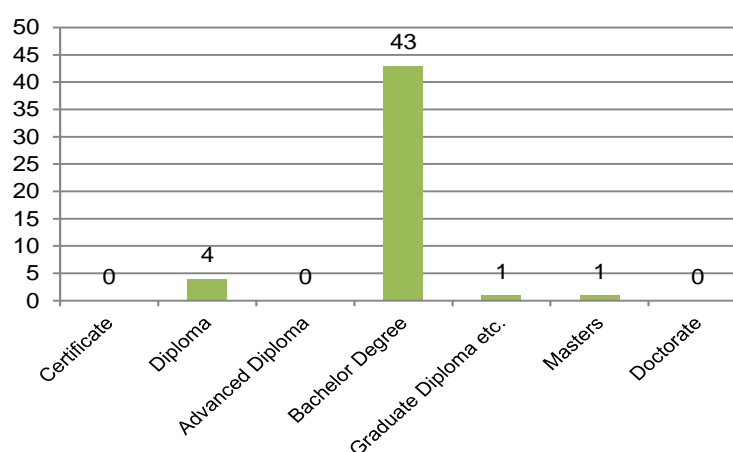
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	49	21	<5
Full-time equivalents	43	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	1
Masters	1
Doctorate	0
Total	49



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8585.47.

The major professional development initiatives are as follows:

- Principal coaching
- Engagement of Yvana Jones to challenge the evolution of our pedagogy
- School-wide positive behaviour
- Reading

The proportion of the teaching staff involved in professional development activities during 2013 was 98 %.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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.

Our staff profile

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 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

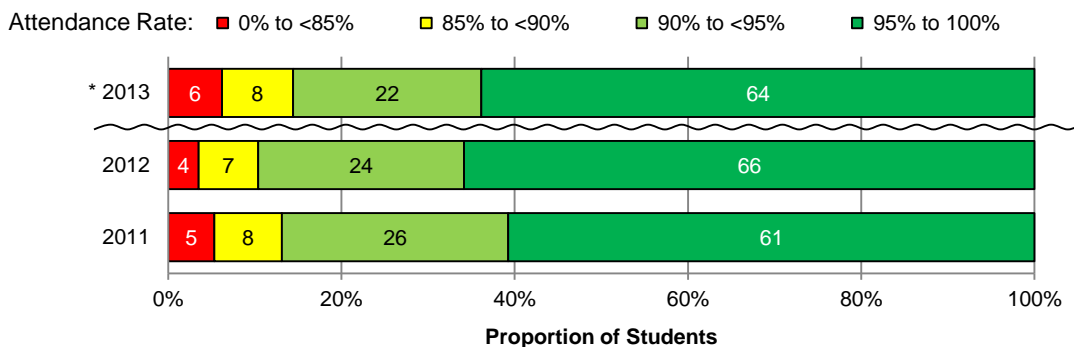
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	96%	95%	95%	95%	95%	N/A	N/A	N/A	N/A	N/A
2012	96%	95%	95%	95%	96%	96%	96%	N/A	N/A	N/A	N/A	N/A
2013	94%	95%	95%	93%	96%	95%	95%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Performance of our students

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/>.

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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

Eleven Indigenous students were enrolled at Coorparoo State School during 2013. Such small numbers make commenting on quartile performance difficult while attempting to maintain student privacy.