

Coorparoo State School

Queensland State School Reporting

2014 School Annual Report



Postal address	327 Old Cleveland Road Coorparoo 4151
Phone	(07) 3421 0333
Fax	(07) 3421 0300
Email	the.principal@coorpaross.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	John Kennedy, Acting Principal, Coorparoo State School

Principal's foreword

Introduction

The School Annual Report for 2014 provides a summary of key responses undertaken by the school in its delivery of the school's 2014 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2014.

School progress towards its goals in 2014

Coorparoo State School continued its record of strong academic performance. Student Achievement in English and Mathematics as measured by NAPLAN 2014 was above national means in 14 of 15 strands of Literacy and Numeracy. Similarly, year level indicators for all of the results for student performance in the upper two performance bands in years 3 and 7 were statistically above the nation. Performance in the upper two bands for Reading, Spelling and Grammar and Punctuation was substantially above the nation in Year 5.

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 digital pedagogies, Evidence –based decision making in response to T&L audit recommendations (All S/P)	N/S = not started. L/P = Limited Progress. S/P = Significant Progress
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
- Explicit Instruction via High Impact Teaching and the Gradual Release of Responsibility Model.
- Other research based practices, that support the development of robust teaching and learning experiences include, The Fleming effective teaching model, 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. This body of work is framed through School priorities within the Annual Implementation Plan 2014 are-

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	746	381	365	96%
2013	779	392	387	97%
2014	832	415	417	97%

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

Characteristics of the student body:

Our student population ended 2014 with a total of 832 students. Accounting for the transition of year 7 students into junior secondary our current enrolment sits at 801 students who 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. Approximately 22% of our current enrolment identify as students who have English as an additional language /dialect.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	20
Year 4 – Year 7 Primary	24	23	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	0	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Curriculum offerings

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 2014, 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.

Extra curricula 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 2014 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 2015. 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 and students again rated Coorparoo State School favourably with higher than 90% agreement across all measures with the exception of:

- Student responses: they can talk to their teachers about their concerns* (S2042) – 86%
- Parent responses: this school takes parents' opinions seriously* (S2011) – 89%

Coorparoo State School continued its work within the School Wide Positive Behaviour Program during 2014. This has been encapsulated within our mantra of "SOAR"- be safe, be organised, be an active learner, be responsible. SOAR received a Regional Showcase Award for Excellence in Schools (2014), in recognition of the significant contribution to improving student outcomes.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	97%	97%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	100%	97%	94%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	91%
their child is making good progress at this school* (S2004)	92%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	96%	97%
teachers at this school motivate their child to learn* (S2007)	96%	97%	98%
teachers at this school treat students fairly* (S2008)	88%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	97%
this school works with them to support their child's learning* (S2010)	88%	96%	95%
this school takes parents' opinions seriously* (S2011)	92%	93%	89%
student behaviour is well managed at this school* (S2012)	96%	93%	99%
this school looks for ways to improve* (S2013)	100%	96%	94%
this school is well maintained* (S2014)	96%	97%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school* (S2036)	100%	99%	98%
they feel safe at their school* (S2037)	97%	97%	98%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	97%
teachers treat students fairly at their school* (S2041)	88%	94%	91%
they can talk to their teachers about their concerns* (S2042)	92%	91%	86%
their school takes students' opinions seriously* (S2043)	95%	95%	90%
student behaviour is well managed at their school* (S2044)	90%	91%	93%
their school looks for ways to improve* (S2045)	98%	97%	98%
their school is well maintained* (S2046)	97%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	92%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		88%	87%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		95%	95%
staff are well supported at their school (S2075)		90%	87%
their school takes staff opinions seriously (S2076)		88%	85%
their school looks for ways to improve (S2077)		98%	95%
their school is well maintained (S2078)		95%	89%
their school gives them opportunities to do interesting things (S2079)		85%	90%

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

'Agree' represents the 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.

Involving parents in their child's education

Parent involvement in 2014 included:

Parents and Citizens' Association (and subcommittees)-

Parent Information sessions (covering aspects of literacy and numeracy and also social and emotional development)

In class events and learning opportunities

Swimming and other sporting events and activities

Music

School Community Liaison Officer

Class parent representatives

Volunteer parent class support

Potential Membership of Inaugural CSS School Council

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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	186,813	3,098
2012-2013	260,150	4,416
2013-2014	267,513	4,038

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.

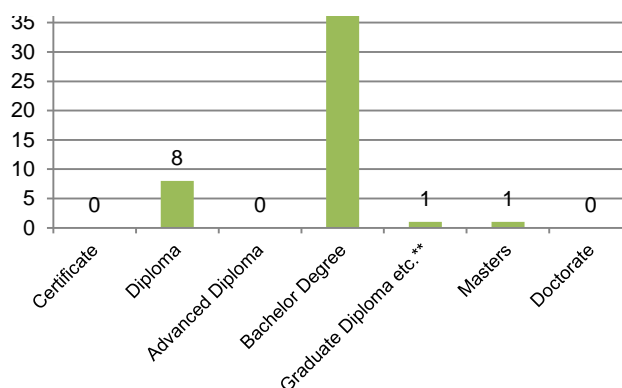
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	24	<5
Full-time equivalents	47	15	<5

Qualification of all teachers

Diploma	8
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	55



*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 2014 were \$23,521.04

The major professional development initiatives are as follows:

- Leadership Challenge Workshop
- PETAA One Day Brisbane Conference—HOC
- Professional Development Day, School's Officer
- BSM State Conference
- Student Support training
- Metropolitan Region Aspiring Leaders Program x 2
- Griffith PDN Twilight Workshop x 4
- Beginning Teachers
- Seven Steps PD
- PAT Seminar ONLINE CONFERENCE
- Professional Leadership reading - A Leaders Legacy, Big City school reforms and The Leadership challenge
- Principal's and School Leaders forum
- LPI workshop
- MLTAQ INC
- 2014 PDN – Griffith University
- OneSchool Training-Finance/Curriculum
- PD for cleaners

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
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, 93% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%

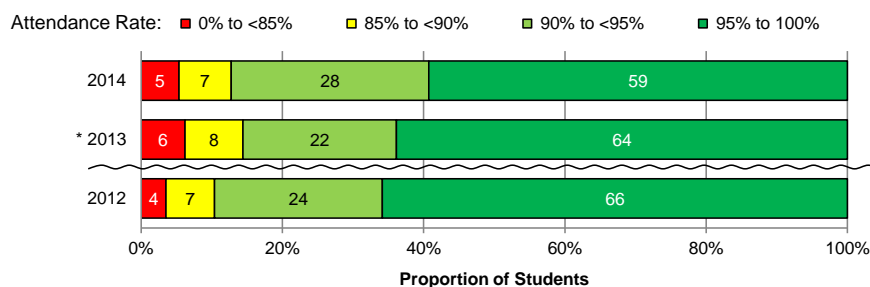
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	96%	95%	95%	95%	96%	96%	96%
2013	94%	95%	95%	93%	96%	95%	95%
2014	93%	95%	94%	95%	95%	95%	95%

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 after 2012 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 DETE 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.

Utilising on-line roll marking via OneSchool, Coorparoo State School makes daily attendance a priority. Student absences that are unexplained and/or exceed three days are followed up with families directly.

Exemptions for periods of absence from school for more than 10 days consecutively are required and the school promotes regularly to the school community the "everyday counts" initiatives.

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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Achievement – Closing the Gap

14 Indigenous students were enrolled at Coorparoo State School during 2014. Such small numbers make commenting on quartile performance difficult while attempting to maintain student privacy.