

# Coorparoo State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Coorparoo State School had another very successful year in 2015, where high quality education coupled with a culture focussed on learning provided opportunities for all our students to SOAR "on the wings of wisdom". As a school, we are very proud of the reputation our school has for excellence in academic, sporting and cultural pursuits. The behaviour of our students is outstanding, with high expectations and traditional good manners, discipline and tolerance evidenced by all students across our school.

Student achievement and improvement continued to be the focus of staff and school efforts. With the full implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography in 2015, our teaching staff have shown commitment to planning and preparing thoroughly in order to actively engage students in all curriculum areas. Significant action was taken to develop staff skills and proficiency in a consistent pedagogical approaches. Building on the significant work undertaken with the introduction of High Impact Teaching and introducing professional coaching for teachers, the school appointed a Literacy and Numeracy coach position.

In the second half of 2015 the school committed to a three to five year process of school improvement becoming a "Powerful Learning" School, working with Professor David Hopkins and Wayne Craig to undertake research based school improvement. As one of only ten QLD schools in the project funded by the Sydney Myer Foundation, we have committed to this action research project to take our school from a good school to a great school. The project uses research based Theories of Action to bring about improvement. We chose to make our 2015 "High Expectations and Authentic Relationships". This first theory of action is proven to have a major impact of school improvement. We have focused on this action through staff and community engagement in our school SOAR program and ensuring our staff completed a range of professional development and actions across the school. As we move towards additional theories of action, this work will also continue.

One aspect of our school culture that we are very proud of is our multiculturalism, with approximately 25% of our students have English as a Second Language or Dialect. These students benefit from extensive school funded programs including "Read It Again" "Prep Oracy" and additional support from EALD Teachers and Aides. These programs have proven to make a significant difference with many of these students achieving A level results within three years of commencing at Coorparoo State School.

Our multicultural and inclusive ethos in the school is supported by our school community. We celebrate and acknowledge a range of events through the year including Sorry Day, NAIDOC, Ede, Ramadan, Divali Festival as well as Easter and Christmas.

Our P&C employ a School Liaison Officer (SLO) who works very hard at engaging parents and community members in our school life. In addition to regular communication with class parent representatives, the SLO holds a fortnightly parent group called Coorparoo Connect. This open group has been specifically created to engage the range of cultural groups of parents and welcome them into school life. Meeting in the Helping Hands rooms, parents bring younger children, share a cuppa or even food. This group is regularly attended by the principal and administration team building relationships with parents who may otherwise feel uncomfortable to connect with the school.

### School progress towards its goals in 2015

The school improvement agenda for 2015 focused on the ongoing review and implementation of Coorparoo State School Pedagogical Framework with a focus on Reading, Writing, mathematics and problem solving. The school conducted a trial of philosophy in three classes to extend student higher order thinking skills.

The development of consistent diagnostic assessment was a key program in the second semester. An assessment handbook was developed and implemented to be used with the school Assessment matrix to ensure consistent and regular feedback on student progress.

A Flying Squad was established to improve reading across P-3. This program made significant improvements for students reading. All students received targeted small group intervention for one term with the flying squad.

ICAS Science, Math and English provided opportunities for students to extend their application and knowledge.

The continuation of the Coorparoo State School SOAR program has seen our students demonstrate excellence in behavior, academic, social skills and participation.

The Artist in residence program has been a key feature of the school with students participating in extension fine arts programs in term three.

An outstanding Music program has been greatly supported by our school community. Classroom music, choirs, percussions groups and instrumental music programs have been a feature. Significant planning for future expansion and enhancement of the program for 2016 has been undertaken.

### Future outlook

Coorparoo State School has a clear and well defined vision for the future. Using the current strategic plan our strong focus is narrow and sharp and centred on improving writing and number skills across the school.

The adoption of the Powerful Learning Theory of action for High Expectations and Authentic Relationships will build upon the work we have established in 2015.

The move towards a more developed professional coaching model will see our future focus on improvement through raising our professional standards and expertise.

The current curriculum planning processes will be refined to ensure a clear and consistent delivery of the Australian Curriculum.

2016 will see a continuation of the creative arts programs and the development of the music programs.

The implementation and development of STEM will be a critical goal for 2016.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	779	392	387	11	97%
2014	832	415	417	14	97%
2015	790	392	398	12	96%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Coorparoo State School is proud of our multicultural community with students coming from European, Asian, Indian and Middle Eastern backgrounds. 25% of our students have English as a second language or dialect. Our school caters for a range of socio-economic circumstances, a strong inclusive culture exists with our P&C maintaining a hardship fund to assist families in need. Many of our families make their livings from qualified professions, business owners or academic fields. Parents have high expectations for student performance and behavior.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	21
Year 4 – Year 7 Primary	23	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	5	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

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 2015, 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 improve 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 2015 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.

Coorparoo State School is responding to the safe, ethical and legal use of ICTs the development of a SOAR based ICT use program has been a feature.

## 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) – 94%
- Parent responses: this school takes parents' opinions seriously\* (S2011) – 91%

Coorparoo State School continued its work within the School Wide Positive Behaviour Program during 2015. This has been encapsulated within our mantra of "SOAR" - be safe, be organised, be an active learner, be responsible. SOAR received a Regional Show case 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 <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	97%	97%
this is a good school (S2035)	97%	96%	96%
their child likes being at this school (S2001)	97%	94%	99%
their child feels safe at this school (S2002)	97%	98%	96%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	97%	91%	94%
their child is making good progress at this school (S2004)	93%	91%	94%
teachers at this school expect their child to do his or her best (S2005)	96%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	97%	97%
teachers at this school motivate their child to learn (S2007)	97%	98%	97%
teachers at this school treat students fairly (S2008)	89%	97%	97%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	96%
this school works with them to support their child's learning (S2010)	96%	95%	93%
this school takes parents' opinions seriously (S2011)	93%	89%	91%
student behaviour is well managed at this school (S2012)	93%	99%	94%
this school looks for ways to improve (S2013)	96%	94%	97%
this school is well maintained (S2014)	97%	97%	99%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	99%	100%
they like being at their school (S2036)	99%	98%	97%
they feel safe at their school (S2037)	97%	98%	98%
their teachers motivate them to learn (S2038)	99%	98%	98%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	94%
teachers treat students fairly at their school (S2041)	94%	91%	85%
they can talk to their teachers about their concerns (S2042)	91%	86%	94%
their school takes students' opinions seriously (S2043)	95%	90%	86%
student behaviour is well managed at their school (S2044)	91%	93%	86%
their school looks for ways to improve (S2045)	97%	98%	97%
their school is well maintained (S2046)	97%	96%	94%
their school gives them opportunities to do interesting things (S2047)	97%	94%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	92%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	88%	87%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	95%	95%	91%
staff are well supported at their school (S2075)	90%	87%	84%
their school takes staff opinions seriously (S2076)	88%	85%	77%
their school looks for ways to improve (S2077)	98%	95%	93%
their school is well maintained (S2078)	95%	89%	95%
their school gives them opportunities to do interesting things (S2079)	85%	90%	89%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
 DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Community engagement is a major feature of our school culture. We have a very active and highly organised Parents and Citizens' Association (and subcommittees).

Parent Representatives for each class are organized by the P&C funded School Liaison Officer (SLO). The SLO is highly valued by the school and the community managing a range of community event through the year including;

- In class events and learning opportunities
- Swimming and other sporting events and activities
- Music
- Class parent representatives
- Volunteer parent class support
- Tuckshop & Uniform Shop
- "Coorparoo Connect" group engaging with our EALD community.

An active School Council has been established with parent representatives playing a major role in the strategic planning and direction of the school.

## Reducing the school's environmental footprint

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.

The Green Team has been successful in gaining financial support through Brisbane City Council and Energex grants to further develop our garden projects and provide vegetables to our school tuckshop.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	260,150	4,416
2013-2014	267,513	4,038
2014-2015	241,475	3,272

\*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.

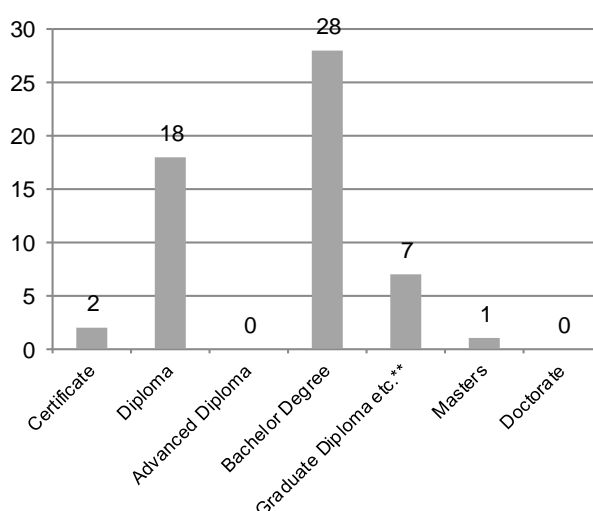
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	25	<5
Full-time equivalents	47	16	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	18
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	7
Masters	1
Doctorate	0
<b>Total</b>	<b>56</b>



\*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 2015 were \$25,000

The major professional development initiatives are as follows:

- School based professional development
- Powerful Learning with Professor David Hopkins & Wayne Craig

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 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

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Sector:

☒ Government

☒ Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

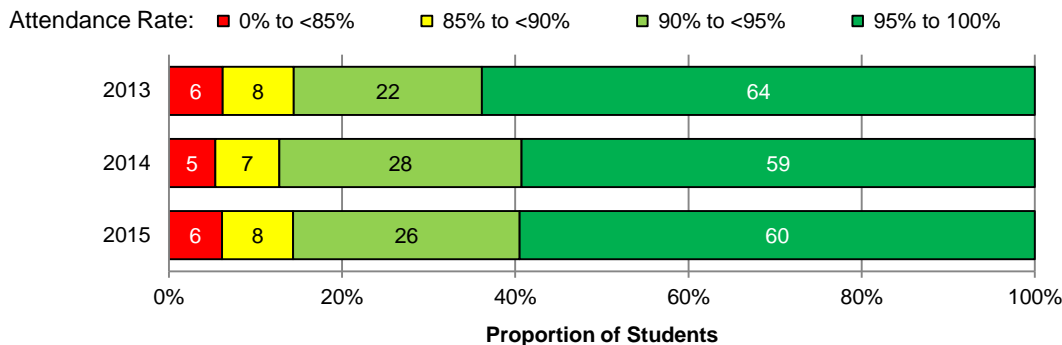
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	95%	95%	93%	96%	95%	95%					
2014	96%	93%	95%	94%	95%	95%	95%	95%					
2015	93%	95%	94%	95%	95%	96%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Roll marking is twice daily using One School electronic marking. Student absences are recorded and reasons noted. If students are away with no given reason or for more than five days the administration directly contacts parents.

Student part day absence is recorded and parents are required to sign students in and out through the office.

### 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' textbox.

#### Find a school

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Sector:
   
☒ Government
   
☒ Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.