Coorparoo State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

At Coorparoo State School, we "SOAR". We are- Safe, Organised, Active Learners, Responsible. We are an Australian primary school of 3 distinct campuses with Kijini campus (prep-year 2), Wolff Park campus (years 3-4) and Prof Dorthy Hill, senior campus (years 5-7). The school is characterised by academic focus and social outcomes and cohesion delivered through quality curriculum, effective teaching and learning, valid assessment and meaningful reporting. The school is a networked learning community integrating information and communication technologies in curriculum delivery and has a distinctive school focus on teaching Mathmatics, Technology, Music, Sport and Art. We take pride in our long history (established 1876), traditions and reputation for high standards. With approximately 830 students, the school consistently achieves outstanding English and mathematics national test results. We are committed to sustaining a positive learning environment where all students are able to learn and reach their full potential and to participate all day, every day. Coorparoo State School actively fosters school and community partnerships.

School progress towards its goals in 2018

In 2018 our school priorities remain focused on continuous improvement in Literacy and numeracy. This work is supported through researched strategies through our commitment to Curiosity and Powerful Learning project. Curiosity & Powerful Learning has formed the basis of research-based continuous school improvement, to strengthen the alignment between the Explicit Improvement Agenda (EIA) and the implementation of high-yield strategies, PD, and a sustainable coaching and feedback program to deliver on the EIA.

Professional instruction and expert coaching in literacy and numeracy support teachers to deliver on the EIA has been significant strategy that has resulted in great success. Literacy & Numeracy Coaching to ensure continuous professional improvement. In 2018 we developed Cross campus Triads to enable professional feedback and improvement culture to be developed between our staff. This professional sharing increases opportunities for open sharing and improvement for all students learning. We have also used a Curriculum Café program to provide professional sharing of current and future curriculum issues and research to support teachers.

Our curriculum planning process is designed to ensure that interventions are targeted to the right students at the right time. This remains our core objective to ensure every child is succeeding. Teachers Plan collaboratively and moderate using the Australian Curriculum, ensuring consistent evaluation and monitoring for every student. Digital Literacies are embedded across the Australian Curriculum.

In 2018 we developed and implemented a Book Scrutiny Policy across P-6. Deputy Principals regularly review with students and provide feedback to teachers and students. Through this process our students see that their work matters and gain valuable insights from direct personal feedback.

2018 has seen a major commitment and implementation of the establishment of a STEAM centre of excellence. With community support and funding from P&C and our IPS funds, we undertook the refurbishment of the Art Block to ensure a range of Science, Art, Technology and Engineering learning can be implemented. The appoint a HOC- STEM to develop and lead the teaching of mathematics, robotics And coding, has ensured that teachers and students have the right support and direction as we move forward in this curriculum area.

The use of student's data drives our work and success. All teachers participate in Good to Great conversations implemented to ensure that data is being used to inform our teaching and learning practice. Connecting feedback to data to improve student learning through the Good to Great conversations has ensured we know the learner and can measure the impact of programs. One school data modules are used by all teachers to record student data for improvement. Whole School Assessment Matrix is reviewed to ensure that targets are aligned to improvement and student performance is tracked to inform our teaching.

Future outlook

2019 will have a continued school improvement focus on ensuring every child is gaining one year's growth for one year's learning. This will be achieved through:

- Focus on Literacy and Numeracy
- Using data to track and respond to student needs
- Professional learning community underpinned by the actions of Curiosity and Powerful Learning.
- Ensuring students with disabilities and learning difficulties are supported.
- Developing a STEM culture P-6

In 2019 a whole school focus will be selected to ensure improvement using the data analysis from our key priorities. The first focus will be on improving vocabulary.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	781	800	824
Girls	382	410	406
Boys	399	390	418
Indigenous	9	5	9
Enrolment continuity (Feb. – Nov.)	97%	95%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Coorparoo State School is proud of our multicultural community with students coming from European, Asian, Indian and Middle Eastern backgrounds. Our students come from families who speak 42 different languages in their homes. 27% of our students have English as a second language or dialect. Our school caters for a broad 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. All parents have high expectations for student performance and behaviour. Strong sporting traditions and commitment to the arts is supported by the community. Our school history is a source of community pride and is valued and respected. We have a strong commitment to our first peoples, and recognise and pay our respects to indigenous owners of the land.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	25	27	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, inter-school sport and German. The Australian Curriculum is implemented P-6. Our curriculum delivery is based on researched approaches and underpinned by Curiosity and Powerful Learning project. We use strategies that have a large effect size and measure success to ensure they are effective.

Co-curricular activities

Instrumental Music (keyboard, guitar and piano)
Sport (touch football, cricket, soccer, AFL, netball, swimming, triathlon, tennis, basketball)
And Co curricula (chess, drama, hip hop dance)

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.

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.

2018 has seen the further development of our laptop program. We now have 190 laptops in class trollies across the school being used five days a week on roster. Teachers and students now regularly use laptops integrated in their work and supported by the development of a technology scope and sequence for digital pedagogies.

Robotics and the introduction of Coding for students from year 2.

The development of our new STEAM centre through community support has now opened the curriculum to Green Screen, movie making and expanded our use of robotics.

Our hardware platform has been expanded to now include iPads in the early years, iPads for robotics, science, and film making. The appointment of a HOC STEM and a Digital Pedagogy Teacher has further developed this area.

In 2019 the development of additional creation spaces will further expand this program.

Social climate

Overview

Coorparoo State School has a changing social dynamic as a result of the significant apartment and unit development in the area. While the majority of the families are professionals or business people, who traditionally are home owners in the area, we are now also seeing many families living in small apartments and renting.

A significant feature of our school is our parent representatives and the sense of community they work hard to build. Every class has parent representatives who organise family events, communicate with parents in open two way channels.

A strong and active school council and P&C work very hard to support the school. Parent helpers are a regular feature of our school on a daily basis. Our students are generally well behaved and mix easily with respect for each other. Students who have difficulties are supported to make appropriate choices and SOAR.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	93%	97%
• this is a good school (S2035)	100%	93%	96%
• their child likes being at this school* (S2001)	97%	99%	100%
• their child feels safe at this school* (S2002)	100%	97%	99%
• their child's learning needs are being met at this school* (S2003)	89%	93%	99%
• their child is making good progress at this school* (S2004)	91%	94%	97%
• teachers at this school expect their child to do his or her best* (S2005)	94%	99%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	97%
• teachers at this school motivate their child to learn* (S2007)	89%	93%	97%
• teachers at this school treat students fairly* (S2008)	94%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	100%
• this school works with them to support their child's learning* (S2010)	82%	87%	99%
• this school takes parents' opinions seriously* (S2011)	97%	85%	90%
• student behaviour is well managed at this school* (S2012)	91%	87%	89%
• this school looks for ways to improve* (S2013)	97%	93%	97%
• this school is well maintained* (S2014)	100%	99%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	96%	100%
• they like being at their school* (S2036)	99%	98%	99%
• they feel safe at their school* (S2037)	97%	96%	98%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	99%
• teachers treat students fairly at their school* (S2041)	95%	94%	97%
• they can talk to their teachers about their concerns* (S2042)	93%	95%	92%
• their school takes students' opinions seriously* (S2043)	97%	95%	90%
• student behaviour is well managed at their school* (S2044)	95%	92%	92%
• their school looks for ways to improve* (S2045)	100%	99%	98%
• their school is well maintained* (S2046)	100%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	99%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	100%
• they receive useful feedback about their work at their school (S2071)	88%	92%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	100%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	98%	97%	100%
• student behaviour is well managed at their school (S2074)	92%	92%	91%
• staff are well supported at their school (S2075)	84%	92%	94%
• their school takes staff opinions seriously (S2076)	81%	89%	91%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	89%	97%

* Nationally agreed student and parent/caregiver items.

\# '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. This group meets each term and the school provides child care to support parents to attend and guest speakers to discuss topics to assist parents such as reading workshops.

An active School Council has been established with parent representatives playing a major role in the strategic planning And direction of the school. The School was selected to be an Independent Public School in 2016. This Council continues to play a strategic advice role to the principal. In 2018 the school Council and P&C Executive were involved in the development of the Master Plan for the school. This 30 year blue print will form the basis of our school future and influence the service delivery of education at Coorparoo.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Coorparoo State School is conscious about its role in maintaining a unique approach to providing a supportive and connected school culture with a focus currently on:
· Developing individual learner profiles in regards to social and emotional learning via our existing Positive Behaviours for Learning (PBL) structure and schoolwide focus upon SOAR.
· Maintaining an explicit set of protocols for responding to appropriate and inappropriate behaviours.
· Sustaining authentic relationships between students and teachers, with a focus on wellbeing for all staff and students, utilising buddy / peer support systems.
· Maintaining existing programs aligned to being an eSmart school with stringent protocols for safe and ethical online behaviours.
· Implementing respectful relationships education programs across all year levels.
· Deepening social and emotional learning pedagogy.
· Aligning school and organisational processes and policies.
2018 we launched "Building Coorparoo Character" (BCC) a school based approach that builds upon the work of SOAR and provides structured lessons and support for our students. This program has been highly successful with students enthusiastically participating in the lessons and program. Our 2018 BBC focus was on being "Kind"

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	6	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Our Pool has undergone a major upgrade which will support reductions in the long term including; Salt water conversion and solar heating system.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	256,280	246,392	305,971
Water (kL)	5,190	8,170	4,059

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
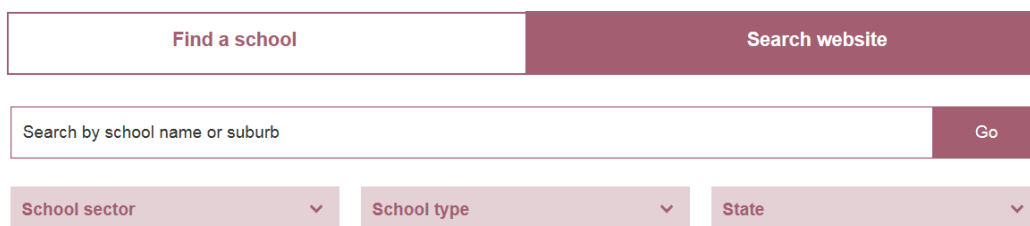
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	61	22	<5
Full-time equivalents	52	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	7
Bachelor degree	36
Diploma	18
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $30,968.30.

The major professional development initiatives are as follows:

- Curiosity and Powerful Learning workshops with key University speakers
- Departmental training and support regional programs
- Apple and Microsoft Education workshops
- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	92%	93%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	95%	95%	94%
Year 2	95%	95%	95%
Year 3	95%	95%	96%
Year 4	96%	95%	95%
Year 5	96%	96%	96%
Year 6	96%	96%	96%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	3	7	28	63
2017	4	7	25	64
2018	3	7	26	64

Proportion of Students
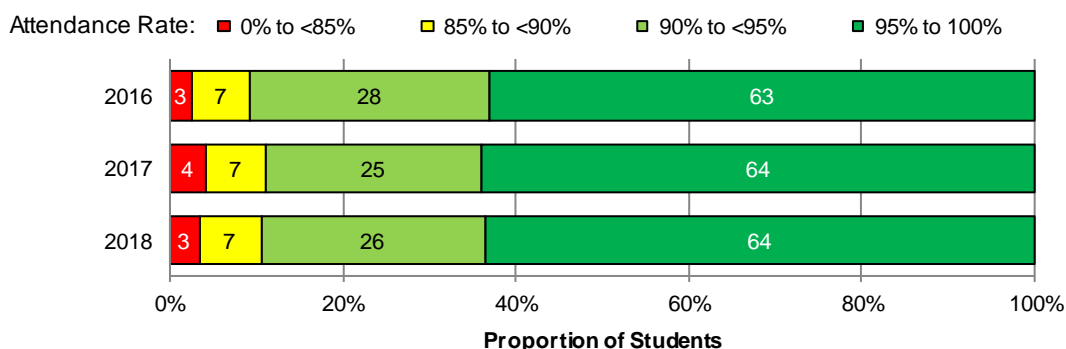
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Processes are in place with teachers and administration to ensure non-attendance is managed. Teachers ensure all absences are explained. If unable to confirm an absence, the teacher refers this to their Deputy Principal. Deputy Principal's follow up directly with parents.

The use of a school sms service has been well supported by parents and is used to track and respond to absence issues.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.