



Coorparoo State School

Strategic Plan 2021 - 2024

School Profile

Coorparoo State School has a long and highly respected tradition of educational excellence. Established in 1876, we continue to grow today into a vibrant and thriving inner city community. The next phase of our history is written with the school selected to become an Independent Public School in 2017.

Valuing our past is integral to our school culture. We are an inclusive school which celebrates many diverse cultures, past traditions, and is firmly focused on the future. Our school has three distinct campuses with Kijini Campus (Early Years), Wolff Park Campus (Middle Years) and Professor Hill Campus (Senior Years). Balancing our school growth with limited space, and maintaining our traditions, are major issues for our future. Our School Council, through extensive consultation, has developed strategic infrastructure plans to guide us into the future.

The school is characterised by academic focus and positive social outcomes delivered through quality curriculum, effective teaching and learning, valid assessment and meaningful reporting. With approximately 840 students, the school consistently achieves outstanding English and mathematics national test results. Coorparoo State School actively fosters school and community partnerships. Currently 25% of our students have English as a second language or Dialect.

Vision

We are united in a common goal to maximise the potential of all children at Coorparoo State School and encourage them to be kind, curious and resilient.

To do this we need to

- know every learner, know the intent and vary the pathway

We can do this through

- creating a positive, respectful, questioning and engaged learning culture

Which is embedded in

- a focus upon engaging, explicit and aligned teaching and learning

Ensuring consistency by

- our theories of action and the essential components of classroom practice - Curriculum Frameworks, Pedagogic Knowledge, Assessment for Learning and Student Voice.

Through a system of leadership

- driven from the inside out, where the focus is on student learning, enhancing teacher skills, sharing best practice, building capacity for continuous improvement, integrating professional learning communities and generating sustainable networks.

Values





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At Coorparoo State School, we "SOAR". We are : Safe, Organised, Active Learners, Responsible. 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.

Improvement Priorities

Challenging, engaging and intentional instruction

| Success indicators | | | | |
|--|------|------|------|------|
| 1. WHEN we support all teachers to improve their practice THEN we create the conditions for powerful learning which allow all our students to achieve at high levels | | | | |
| 2. Teachers becoming increasingly autonomous in professional judgement within an educational system of accountability and clear criteria | | | | |
| 3. Teachers have a shared language for learning and achievement using theories of action. Through C&PL we strengthen our shared commitment on our school improvement pathway | | | | |
| 4. Teachers' repertoire of T&L strategies is increased | | | | |
| 5. Optimism and celebration of achievement is apparent across the school | | | | |
| 6. Curiosity is evident in daily life at school for students and teachers | | | | |
| Strategies | 2021 | 2022 | 2023 | 2024 |
| Curiosity & Powerful Learning as 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 | ✓ | ✓ | ✓ | ✓ |
| All teachers participate in Literacy & Numeracy Coaching to ensure continuous professional improvement | ✓ | ✓ | ✓ | ✓ |
| All teachers engage in "Triads" to enable professional feedback and improvement culture to flourish | ✓ | ✓ | ✓ | ✓ |
| Curriculum Café provides professional sharing and currency in educational trends | ✓ | ✓ | ✓ | ✓ |
| Professional Development for all staff aligned to their APR | ✓ | ✓ | ✓ | ✓ |
| Head of Curriculum - Australian Curriculum and STEM provide expert teaching support | ✓ | ✓ | ✓ | ✓ |
| EIA to provide a sharp and narrow focus that further builds the culture of critical and creative thinking and promotes high expectations for student learning outcomes. | ✓ | ✓ | ✓ | ✓ |





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Improvement Priorities

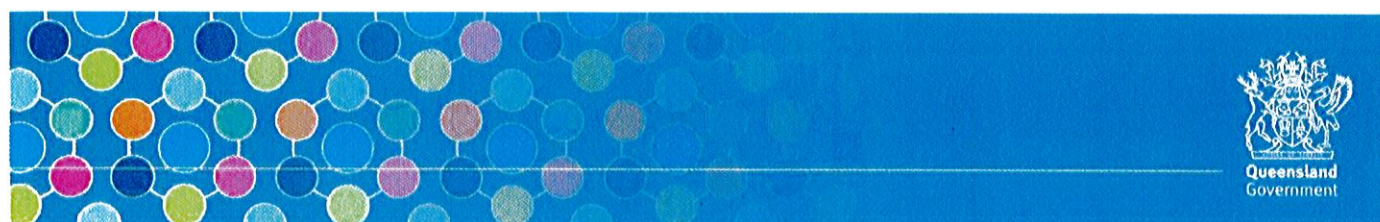
Curriculum Pathways to Success

Success indicators

1. WHEN we increase teacher knowledge about high quality instruction and generate a shared view of effective practice THEN we will improve teacher capacity to translate that knowledge into effective practice for every student in every classroom
2. Curriculum is designed to ensure that interventions are targeted to the right students at the right time
3. Teachers planning collaboratively and moderating using the Australian Curriculum
4. Ensuring consistent evaluation and monitoring for every student

Strategies

| | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|
| Collaborative Planning Days to ensure vertical and horizontal alignment with delivery of teaching and learning implemented and monitored for quality | ✓ | ✓ | ✓ | ✓ |
| External Moderation with other schools to ensure alignment and consistency of A-E | ✓ | ✓ | ✓ | ✓ |
| Book Scrutiny audits conducted by Deputy Principals once per semester | ✓ | ✓ | ✓ | ✓ |
| Expert Curriculum Leadership through Literacy and Numeracy Coaching and Head of Curriculum leading the implementation of the Australian Curriculum | ✓ | ✓ | ✓ | ✓ |
| Ensure that the professional learning plan expands and aligns the EIA together with and roles and responsibilities for all school leaders to ensure actions, personnel, timelines and targets are directly linked to the improvement agenda | ✓ | ✓ | ✓ | ✓ |
| Digital Literacies are embedded across the curriculum | ✓ | ✓ | ✓ | ✓ |
| Students have clear learning goals for their improvement | ✓ | ✓ | ✓ | ✓ |
| Critical and Creative thinking is evident in planning, teaching and learning. | ✓ | ✓ | ✓ | ✓ |





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Improvement Priorities

Whole Child learning Supports

Success indicators

1. WHEN we increase teacher knowledge about high quality instruction and generate a shared view of effective practice THEN we will improve teacher capacity to translate that knowledge into effective practice for every student in every classroom
2. Student voice is evident through students' involvement in their learning and the organisation of the school
3. Parent Engagement

| Strategies | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|
| Whole Child Learning Supports Team meet regularly to ensure all students are learning at their capacity | ✓ | ✓ | ✓ | ✓ |
| SWD Program Development- With increasing demand the program needs to be staffed and resourced effectively to support students | ✓ | ✓ | ✓ | ✓ |
| EALD Intervention and Support | ✓ | ✓ | ✓ | ✓ |
| Differentiation for students as part of every teachers planning and support programs | ✓ | ✓ | ✓ | ✓ |
| Student Council- Provides student voice | ✓ | ✓ | ✓ | ✓ |
| Student Leadership program providing opportunity and development for student leadership | ✓ | ✓ | ✓ | ✓ |
| Parent Engagement | ✓ | ✓ | ✓ | ✓ |
| Student Wellbeing Strategy | ✓ | ✓ | ✓ | ✓ |





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Improvement Priorities

Data Driven High Reliability Systems

Success indicators

1. WHEN teachers and schools, in their search for improvement, reflect deeply on school and student performance and act on evidence about learning
THEN the student learning experience deepens and outcomes improve.
2. WHEN data is used to monitor, provide feedback about, and enhance student performance
THEN students' progress accelerates more quickly
3. Assessment for Learning ensures differentiation of teaching practice and personalised learning
4. System and personal accountability for performance
5. One year's improvement for one year's learning 1:1
6. Focus on student self-directed learning and peer assessment
7. High expectations for all, defining achievement and supporting improvement

Strategies

| | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|
| Student data tracking- Data Matrix is used to ensure all students progress is tracked | ✓ | ✓ | ✓ | ✓ |
| 1:1 Strategy- Students growth monitored by Deputies each semester. Students not making progress referred to Whole Child Learning supports Team | ✓ | ✓ | ✓ | ✓ |
| Daily reflection using D.E.A.R, and Book Scrutiny reviews, will build ownership of and responsibility for learning and develop students' individual learning goals. | ✓ | ✓ | ✓ | ✓ |





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Improvement Priorities

High Performance School Culture

Success indicators


1. WHEN we increase organisational capacity so that high performance teaching and learning is supported THEN student learning will improve.
2. WHEN we take collective responsibility for the learning and progress of all students THEN schools will collaborate with each other to share effective practice

Strategies

| | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|
| Teacher Triads- Provide professional learning and reflection culture. | ✓ | ✓ | ✓ | ✓ |
| Student data tracking | ✓ | ✓ | ✓ | ✓ |
| School Council | ✓ | ✓ | ✓ | ✓ |
| P&C | ✓ | ✓ | ✓ | ✓ |
| Strategic Infrastructure Plan | ✓ | ✓ | ✓ | ✓ |
| External Partnerships | ✓ | ✓ | ✓ | ✓ |
| Eastern Alliance | ✓ | ✓ | ✓ | ✓ |
| IPS Alliance | ✓ | ✓ | ✓ | ✓ |

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal


P and C / School Council

Assistant Regional Director

