

Coorparoo Secondary College Queensland State School Reporting 2015 School Annual Report



COORPAROO SECONDARY COLLEGE
Creating Tomorrow Together

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Principal's foreword

Introduction

This Annual report documents the schools achievements on a range of outcome measures for the 2015 school year. The report is one significant way in which our school meets its accountability obligations for development undertaken during the 2015 school year. This report also celebrates the strong connection that Coorparoo Secondary College shares with parents and the community. Coorparoo Secondary College has a strong reputation where students are provided with opportunities to achieve their personal best across the areas of academic, sporting, cultural and citizenship development. The School has experienced a steady enrolment demand with students enrolling from across the Metropolitan region. The information published in this report was part of the data used by the College to develop the annual implementation plan for 2015 and ensure the college was working towards targets set in the Strategic Plan. The school offers a comprehensive learning environment led by passionate and engaging teachers working together to deliver outstanding achievements. There is a clear vision with strong values which are embedded in all aspects of the school culture founded on high expectations in learning, behaviour and presentation. Coorparoo Secondary College seeks to provide a supportive environment where students, staff and parents respect the roles that each contributes to the holistic development of all students. Students are well motivated with a positive attitude towards their education. Coorparoo Secondary College is regarded as a traditional school; the highest standards of personal presentation, behaviour, and academic performance are expected. There is a definite focus on high quality teaching and instructional practices with a strong emphasis on reading, writing, the integration of ICT into both the curriculum and learning activities and student success. The School's vision of '*Creating Tomorrow Together*' exemplifies the school as a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student. As a college community we recognise "what matters" and have developed a mantra for the College as a whole – Every student, every classroom, every day. This is underpinned by our 3 Schoolwide expectations:

- I am safe.
- I am responsible.
- I am respectful.

By challenging and supporting our students to develop their unique potential, we empower them to confidently and capably pursue opportunities. We aim to equip them with the insight and skills to navigate through the future in their personal and professional lives.

2015 has seen the implementation of a very strong improvement agenda across our College. We are determined that every student will have successful outcomes and future pathways open as a result of their secondary education. The results tabled in this report are testament to the success of this agenda.

School progress towards its goals in 2015

2015 has seen

- The continuation of the three focus areas from the Strategic Plan.

These are: Curriculum, Teaching and Learning,
School Improvement Agenda and
Leadership and Capability (Staff and Student)

These were used to inform: The Strategic Plan 2013-2016 and 2015 Annual Implementation Plan (AIP). All of these documents are available on CSC's Website.

- Consolidation of the transition of Year 7 into high school.
- Embedding the Whole School Curriculum Plan. This plan clearly spells out the "Givens" in each of the following dimensions to give consistency and high standards of expectations for all students and staff:
 - Curriculum Intent
 - Feedback
 - Assessment
 - Sequencing Teaching and Learning and
 - Making Judgements.
- Partnerships have continued throughout 2015:
 - Brisbane School of Distance Education (BSDE) located on the Coorparoo campus, enabling a close relationship creating a new and innovative curriculum delivery mode. Blended delivery giving students opportunities to enhance their learning.
 - Institute of Culinary Excellence (ICE) provides a quality partnership to showcase to the Coorparoo community excellence in the field of hospitality. ICE delivers quality training to apprentices from quality restaurants within Brisbane.
 - Partnership with Vocal Manoeuvres continued to offer automatic acceptance into the Queensland Vocal School of Excellence for Music students.
 - The Consolidation of the Eastern Alliance of schools. Local secondary and primary schools working together on a common goal of improving student outcomes.

Community is at the heart of our core values of respecting ourselves, others and the community, Acting Ethically and Responsibly, Valuing effort. Our strong connection to community allows our students to excel.

Our holistic approach to education lays a solid foundation for future productive members of society. This foundation begins in Year 7 where we encourage adventure, foster curiosity and nurture personal growth. At Coorparoo Secondary College we are always educating and learning with a focussed Improvement Agenda centred around

- Implementation of the Pedagogical Framework based on the Fleming model
- A culture and confidence by staff and students where every student, everyday can learn and achieve - leading to continuous improvement and continue the positive reputation of the school to deliver the best student outcomes.
- By working from the classroom out, central to this continuous improvement culture is an understanding that the key to improving student performance is to improve classroom teaching.
- Further develop teachers' skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school-wide targets.
- To build upon the learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom through the consistent implementation of policy, procedures and high expectations around student management.

Future outlook

Priority Areas for Development

- Research, review and reflect on current model (Fleming) to ensure best practice for the pedagogical framework to drive a culture and confidence by staff and students where every student, everyday can learn and achieve - leading to continuous improvement. To continue the positive reputation of the school to deliver the best student outcomes.
- **Whole School Reading Program** – Framed upon the 'Tactical Teaching of Reading'. Every member of our school team is a teacher of literacy and should have, or be made available through PD, the knowledge and skills to teach literacy in their KLA of expertise. 10 minutes daily time designated to **STAR** where everyone 'Spends Time and Reads'.
- Ensuring there is a shared understanding of differentiation and that it is a feature of every teacher's classroom practice.
- Further develop teachers' skills in the routine use of data so that there is a self-reflective teaching culture where Instruction and Intervention is planned for and clearly articulated.

- Pivotal to improved student learning outcomes is that students receive **timely feedback** informing them of the next step in the learning and provision of **timely and effective intervention** for students identified as not meeting the standards.
- Celebrate and share with the community the achievements of students – academic, sporting, social and personal - to develop a clear and consistent image that embraces the vision and values of the College.
- Create a reading culture at the school with strong instructional leadership that recognises that “reading and writing must be taught in concert...instruction in writing must be ongoing at the same time that reading is being taught
- Ensure the implementation of rigorous literacy and numeracy intervention strategies across all faculties and/or key learning areas, which is clearly evident in planning and classroom practice.
- *Focus on Student Achievement* – visible learning with lesson focus, expectations and intent; quality feedback; pedagogy. Delivering PD opportunities to build capacity in staff targeted on improved sharing of data and strategies to allow teachers to ‘know’ their students better and to therefore allow for better differentiation to inform classroom instruction. This includes collection and analysis of data at an individual student level to ensure that analysis of data can meet a multiplicity of requirements.



Coorparoo Secondary College *improving the achievements of every student*
 2016 Target (....) – 2015 data



Our Scoreboard 2016		
<p>PARENT & STUDENT SATISFACTION</p> <ul style="list-style-type: none"> • 98% parents satisfied that their child is getting a good education at this school (96%) • 95% parents satisfied with the school (92%) • 96% students satisfied they are getting a good education at this school (94%) <p>(2015 School Opinion Survey)</p>	<p>CLOSING THE GAP – ATSI SUCCESS</p> <ul style="list-style-type: none"> • 80% of ATSI students achieving a “C” or better Sem 1 (73.3%) Sem 2 (73.4%) • 15% of ATSI students achieving an “A” Sem 1 (5%) Sem 2 (9.4%) • 2% of ATSI students awarded an “N” rating Sem 1 (9.5%) Sem 2 (18.2%) • 88% ATSI student attendance (81.6%) • 95% Behaviour “C” or better. Sem 1 (89.9%) Sem 2 (92.5%) • 95% Effort “C” or better. Sem 1 (79.4%) Sem 2 (90.2%) 	<p>STUDENT & STAFF SUCCESS</p> <ul style="list-style-type: none"> • 85% of students achieving a “C” or better Sem 1 (78.8%) Sem 2 (81.1%) • 18% of students achieving an “A” Sem (11.4%) Sem 2 (13.5%) • 2% of students awarded an “N” rating Sem 1 (8.8%) Sem 2 (7.5%) • 95% student attendance (88%) • 95% Behaviour “C” or better. Sem 1 (94.6%) Sem 2 (93.9%) • 95% Effort “C” or better. Sem 1 (87.8%) Sem 2 (88.8%)
<p>STAFF SATISFACTION</p> <ul style="list-style-type: none"> • 90% staff satisfaction with morale (78) • 95% staff satisfied with PD opportunities (90.7%) <p>(2015 School Opinion Survey)</p>	<p>NAPLAN SUCCESS</p> <ul style="list-style-type: none"> • Improvements in % above NMS: <ul style="list-style-type: none"> - 7– 97%, 9- 98% Reading (7– 93.9%, 9- 96%) - 7- 85%, 9- 80% Writing (7- 82%, 9- 74%) - 7- 97%, 9- 97% Spelling (7- 94.1%, 9- 94%) - 7- 97%, 9- 95% Gram & Punctuation (7- 94.1%, 9- 92%) - 7- 100%, 9- 99% Numeracy (7- 100%, 9- 96%) • >18% in upper 2 bands in all domains NAPLAN (Yr7 - 4 domains 15% +, Numeracy 12%, Yr9 - 4 domains 15% +, Writing 6%) • > 5+ point improvement in distance from Australian Mean Scale Score 	<p>YR 12 OUTCOMES</p> <ul style="list-style-type: none"> • 100% awarded a QCE (100%) • 100% awarded OP 1-15 (83.3%) • 100% of Year 12 students completing/completed a SAT or awarded — QCE, IBD, VET qual. (100%)
<p>Creating Tomorrow Together</p>		

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	409	206	203	30	86%
2014	342	160	182	30	81%
2015	392	182	210	34	85%

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:

The school demographic is facing the challenges of social and economic changes. The school P&C has worked with the school to meet the needs of families by financially supporting school projects and continually improving the physical learning environment of the school. Currently CSC has 64 EAL/D students. 65% of these EAL/D students do not speak English at home. There are 35 indigenous students enrolled and 28 students on visa from 22 different countries.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	19	22
Year 11 – Year 12	16	14	17

*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	52	38	28

Long Suspensions - 6 to 20 days	24	3	6
Exclusions	6	3	5
Cancellations of Enrolment	0	0	2

* 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

- Accelerated Music and Performance (Yrs8-10)
- Music extension (Yr 12)
- Music performance (Yr 11)
- Brisbane School of Distance Education partnership - here at CSC our timetable is aligned to BSDE, therefore senior students have the opportunity to study any subject in the senior years.
- Adult Education – External senior subjects (English, Maths A, Maths B, Physics, Biology, Chemistry, Modern History, Legal Studies)
- Junior School Languages – students in 7-9 have the option of taking Japanese as a language or any other language (timetable permitting) through BSDE.

Extra curricula activities

The College is involved in a number of extra curricular activities:

ENGLISH:

- Brisbane Writers' Festival – selected students attend this festival

MATHEMATICS:

- Mathematics Team Challenge
- Australian Mathematics Competition

SCIENCE:

- Science Competition
- Science Tutoring

THE ARTS

MUSIC:

- Creative Generation – Education Queensland's Showcase concert for students in The Arts
- Cabaret – An informal performance setting for students as CSC to develop performance skills
- Musicfest – Percussion Ensemble performed at this event and competed against other percussion ensembles from other high schools
- Music Gala – A night for all extra-curricular ensembles to showcase to parents and friends what they have learnt from the year
- Fanfare – The Chorale received Gold, the Treble Choir received Silver
- Manly Chamber of Commerce – Halloween Street Party

DANCE:

- Dance troupes, Brisbane Dance Eisteddfod, Creative Generation
- Tread – Dance Concert for extra-curricular dance troupes

ART:

- Creative Generation Art Award – students display artwork for judging. 2 students received special commendation by the judges.

HEALTH, PHYSICAL EDUCATION AND SPORT:

- District, Regional and State Sporting competitions
- Basketball – Friday night club competition at Southern District Basketball, Champion Qld Schools Competition – winners in one division
- Hockey NAB Cup – Statewide Knockout Competition
- Touch – All Schools Touch Statewide Competition
- Gymnasium/Strengthening and Conditioning Centre

How Information and Communication Technologies are used to improve learning

At Coorparoo Secondary College we pride ourselves on working with each student, his/her parents and community to deliver a world class secondary education. We believe this will empower our students to confidently and competently seek future opportunities and positively manage the challenges they are bound to face in both their future personal and professional lives. The College will maintain a strong and vibrant curriculum providing students with skills that enable them to operate responsibly, becoming lifelong learners in this digital era.

Coorparoo Secondary College aims to create an environment where students are engaged in the use of ICTs integral to their learning. The College aims to create supportive learning environments where students access technology to become IT enabled.

Over recent times, the College has increased computer access within classrooms for Years 7 to 12. The College continues to support the renewal and replacement of existing technology with the addition of new infrastructure to facilitate effective teaching and learning in classrooms using ICTs. The College continues to support equal access to resources through timetabling and booking systems. 2015 saw the introduction of a 1:1 laptop program for students in years 7 and 8.

Social Climate

Coorparoo Secondary College believes staff and students have the right to feel safe and respected at school. The policies, procedures and programs have been developed to create a safe climate of mutual respect. Coorparoo Secondary College's Responsible Behaviour Plan outlines behaviour expectations of students and the possible consequences of poor decisions. The plan also covers the serious concerns relating to bullying and cyber bullying. This information is relayed to individuals at enrolment, on assemblies and through year level gatherings. This is underpinned by our 3 Schoolwide expectations:

- I am safe.
- I am responsible.
- I am respectful.

To support the needs of individuals, the College has a very enthusiastic support team consisting of the Guidance Counsellor, Heads of School, School Health Youth Nurse, Community Education Councillor, Youth Worker, Chaplain, Teacher Aides and Deputy Principals. All are very passionate about their roles and they work tirelessly for the benefit of all students. Through the Chaplaincy and supported by the Heads of School and Student Leaders, Breakfast Club is run three times a week to provide students with a basic breakfast to start the day. Team members provide guidance and direction for students at the College.

CSC's Health and Wellbeing program for Years 7 – 12 provides information for teenagers that are relevant to their social and health issues.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	94%	96%
this is a good school (S2035)	100%	89%	92%
their child likes being at this school (S2001)	100%	78%	100%
their child feels safe at this school (S2002)	100%	94%	92%
their child's learning needs are being met at this school (S2003)	96%	82%	100%
their child is making good progress at this school (S2004)	92%	82%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	94%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	94%	92%
teachers at this school motivate their child to learn (S2007)	96%	88%	96%
teachers at this school treat students fairly (S2008)	92%	88%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	96%
this school works with them to support their child's learning (S2010)	100%	88%	96%
this school takes parents' opinions seriously (S2011)	100%	88%	91%
student behaviour is well managed at this school (S2012)	100%	88%	83%
this school looks for ways to improve (S2013)	100%	88%	96%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	89%	95%
they like being at their school (S2036)	87%	86%	92%
they feel safe at their school (S2037)	86%	90%	93%
their teachers motivate them to learn (S2038)	86%	87%	94%
their teachers expect them to do their best (S2039)	94%	92%	99%
their teachers provide them with useful feedback about their school work (S2040)	89%	85%	96%
teachers treat students fairly at their school (S2041)	79%	76%	89%
they can talk to their teachers about their concerns (S2042)	75%	70%	80%
their school takes students' opinions seriously (S2043)	78%	78%	77%
student behaviour is well managed at their school (S2044)	63%	73%	65%
their school looks for ways to improve (S2045)	90%	87%	89%
their school is well maintained (S2046)	86%	85%	89%
their school gives them opportunities to do interesting things (S2047)	84%	81%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	96%	93%
they feel that their school is a safe place in which to work (S2070)	97%	94%	98%
they receive useful feedback about their work at their school (S2071)	84%	90%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	69%	76%
students are encouraged to do their best at their school (S2072)	95%	90%	98%
students are treated fairly at their school (S2073)	98%	90%	100%
student behaviour is well managed at their school (S2074)	84%	73%	86%
staff are well supported at their school (S2075)	81%	76%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	93%	76%	85%
their school looks for ways to improve (S2077)	100%	87%	98%
their school is well maintained (S2078)	100%	96%	93%
their school gives them opportunities to do interesting things (S2079)	91%	90%	95%

'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

The College maintains and prioritises regular and effective communication and involvement with our parents and carers. We engage parents and carers in conversations and meetings relating to the academic and social progress of their children on a daily basis. Parent's involvement is encouraged and welcomed at the College through a range of activities.

Parents are invited to attend two student monitoring meetings each year. This is a three way meeting involving student, parent and a member of the College administration team. The focus of these meeting is to monitor progress in the areas of achievement, behaviour, effort and attendance. The student also sets clear goals for these areas for the following semester.

Parents and Citizens Association and The Arts Support Group provide venues for interaction between parent/carers of the College and they work resolutely to support students and staff at the College.

Year 7 "Meet the Teacher" evening is held at the start of the year to allow parents to meet with their student's teachers.

Year 7 Orientation Program is conducted for all parents/carers of prospective and enrolled students to tour the college and ensure they are well informed about the College's policies and procedures.

Tours of the College provide opportunities for prospective parents and students to view the College first hand.

Three report cards are issued annually: end of term 1, end of semester 1 and end of semester 2. These reports provide a level of achievement on achievement, effort and behaviour as well as where each student has performed with their cohort for each subject. Parent teacher interviews are conducted in term 1 and 3 to enable parents/carters, students and teachers to discuss progress and identify strategies for improvement.

A college diary is issued to every student and is used daily for recording homework, assignments, college activities and correspondence between school and home.

Information and course selection evenings, including Senior Education & Training Plan and Queensland Certificate of Education are conducted each year. Senior Education and Training Plan meetings are conducted to ensure parents are well informed and involved in the learning process.

Newsletters are issued electronically to parents and students monthly and these are uploaded to the college's website.

The college website contains information such as enrolments, news, events and curriculum information. Important forms can be downloaded via the website.

The annual College Presentation Evening and Sport Awards Presentation Evenings provide a celebration of student success.

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 Secondary College has previously undergone a major building project so the data provided for 2012-2013 would not be a true account of the electricity/water used on this site during this time and now that there are 2

schools on the one site sharing the same utilities it will be impossible to determine the exact usage for Coorparoo Secondary College.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	309,098	5,061
2013-2014	172,463	12,038
2014-2015	1,241,200	9,424

*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.

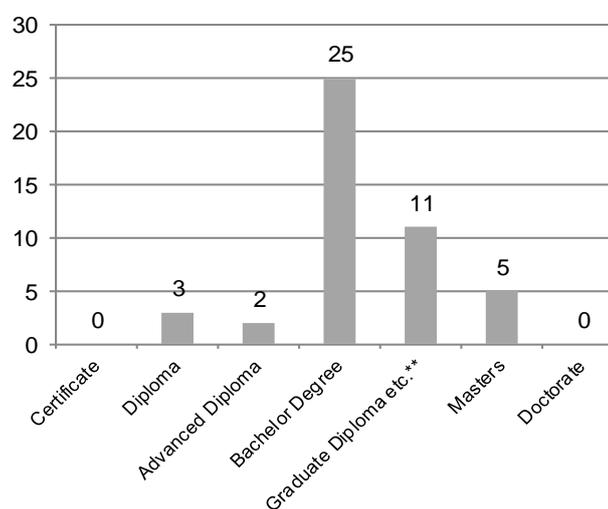
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	46	24	<5
Full-time equivalents	39	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	2
Bachelor Degree	25
Graduate Diploma etc.**	11
Masters	5
Doctorate	0
Total	46



*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 \$40,738.79

The major professional development initiatives are as follows:

In 2015 the staff at Coorparoo Secondary College have completed a range of Professional Development Activities. The major professional development initiatives are as follows:

Junior Secondary training and reinforcing the implementation of Fleming Research, review and reflect on the current model (Fleming) to ensure best practice for the pedagogical framework to drive a culture and confidence by staff and students where every student, everyday can learn and achieve - leading to continuous improvement

One School Developments

Data Analysis for the Junior and Senior Secondary School

Literacy and Numeracy Developments – Count on Numeracy, Logon Literacy

Queensland Studies Authority Moderation and Curriculum specific Days

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

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).	83%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	80%	82%

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 Secondary schools was 90%.

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

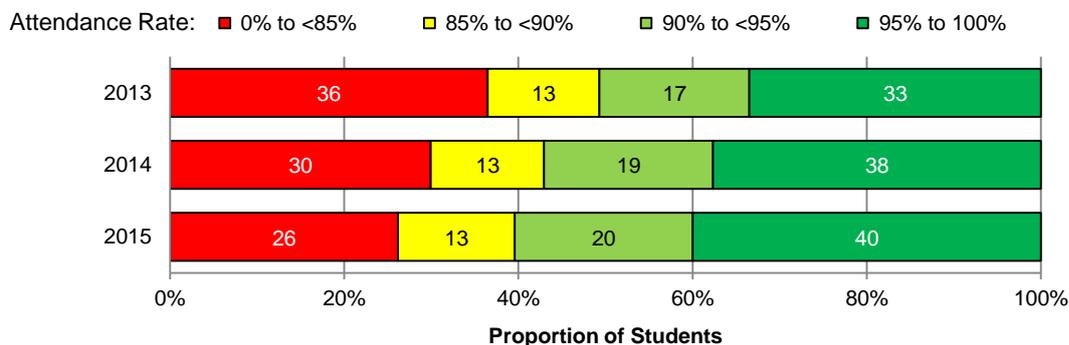
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	80%	83%	82%	84%
2014									90%	87%	86%	86%	84%
2015								93%	89%	91%	85%	88%	86%

*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 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.

Form rolls are marked at the College at the commencement of the school day, before period 1. College rolls are returned to the office and phone calls or text messages are sent home to the parents/carers of students marked with an unauthorised absence to try to receive a satisfactory reason immediately. Where contact is unsuccessful, form teachers will endeavour to contact parents/carers for an explanation. ID Attend is available to staff to review who is absent for the day and any anomalies are returned at the end of each day for further follow up. Heads of School follow up for further information around student attendance.

Letters are sent home to parents/carers tracking patterns of unauthorised attendance. Letters of Compulsory attendance are forwarded to parents as directed by the DET policy guidelines.

Students who truant a whole day or part of a day are referred to the relevant Deputy Principal or Head of School who arranges for them to complete an after school detention(s) equal to the time missed.

ID Attend is used to mark students' attendance throughout the day. Students who arrive late to the College without a reasonable explanation receive a lunch detention. Once a student has received three lunch detentions for arriving late, they then receive an after school detention. Parents/carers are notified by SMS informing them of after school detentions.

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' text box.

Find a school

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	198%	121%	150%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	125%	67%	50%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	62	50	61
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	21	7	18
Percentage of Indigenous students receiving an Overall Position (OP)	100%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	10	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	56	41	51
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	25	45
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	52	50	61
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	57%	100%	83%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	94%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	5	5	8	1
2014	2	4	1	0	0
2015	2	6	7	3	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	48	31	8
2014	40	16	12
2015	12	41	11

As at 16 February 2016. The above values exclude VISA students.

Year 10 students during 2015 had the opportunity to complete Certificate I courses during their studies. All Year 10s were enrolled in Certificate I in Information, Digital Media and Technology (ICA10111).

Certificate I in Information, Digital Media and Technology provides students with a basis for understanding basic IT skills to enhance their ability to communication and integrate in a today's technology savvy world.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Coorparoo Secondary College monitors all students across all year levels. Early school leavers are interviewed by the Senior Schooling Deputy Principal or Guidance Officer. Pathways into Adult Education, employment or further training are assessed and reviewed. The school actively refers early school leavers to support services aligned to the student's requirements. These services include Get Set for Work, Youth Support Officer, Behaviour Support Services, Chaplaincy, School Nurse, Community Education Councillor, and Smith Family. Students are referred to external supports on a needs basis.

