



Coorparoo Secondary College

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

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.

The College has developed partnerships with industry, community, clubs, parents, support teams, universities, TAFE, primary schools, and EEC's to develop Professional Learning Communities. Coorparoo Secondary College diligently and enthusiastically works with each student, parents and the community to deliver a dynamic, world-class secondary education. Such an offering, we recognise, is vital in empowering our students to confidently and competently seek and identify opportunities. They are also better positioned to positively manage the challenges they are bound to face in both their personal and professional lives in the future through insight and the application of skills acquired.

Principal's Foreword

Introduction

This Annual report documents the school's 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 2016 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 2016 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.

School Progress towards its goals in 2016

2016 has continued 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.

2016 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 2017-2020 and 2016 Annual Implementation Plan (AIP) where the CSC Improvement Priorities centred on Reading, Learning Skills and Student Success

All of these documents are available on CSC's Website.

- Continuing to refine and consolidate the transition of Year 7 into high school.
- Planning for the implementation of the Australian Curriculum initiatives through the Whole School Curriculum Plan. This plan will explicitly frame 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 2016:
 - 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 CSC Pedagogical Practices based on the Dimensions of Teaching and Learning – Explicit Instruction 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.



Coorparoo Secondary College

improving the achievements of every student



2017 Targets 2016 Data (....) – 2015 data

Our Scoreboard 2017		
<p style="text-align: center;">PARENT & STUDENT SATISFACTION</p> <ul style="list-style-type: none"> • 98% parents satisfied that their child is getting a good education at this school 100 (96) • 95% parents satisfied with the school 100 (92) • 100% the school works with me to support my Child's learning 85 (95.7) • 99% students satisfied they are getting a good education at this school 98.3 (94.6) • 95% students satisfied with the school 92.9 (89.1) • 100% my teachers clearly explain what is required in my school work 91.2.(87.6) (2016 School Opinion Survey) 	<p style="text-align: center;">CLOSING THE GAP – ATSI SUCCESS</p> <ul style="list-style-type: none"> • 80% of ATSI students achieving a "C" or better 75.15 (73) • 12% of ATSI students achieving an "A" 7.3, (7) • 2% of ATSI students awarded an "N" rating 12 (14) • 95% ATSI student attendance 82.3 (81.6%) • 96% Behaviour "C" or better. 90.25 (90) • 95% Effort "C" or better. 84.85 (85) 	<p style="text-align: center;">STUDENT & STAFF SUCCESS</p> <ul style="list-style-type: none"> • 85% of students achieving a "C" or better 80.4 (79) • 17% of students achieving an "A" 11.8 (12) • 2% of students awarded an "N" rating 6 (8) • 95% student attendance 88.26 (88) • 96% Behaviour "C" or better. 94.36 (94) • 95% Effort "C" or better. 88.9 (88)
<p style="text-align: center;">STAFF SATISFACTION</p> <ul style="list-style-type: none"> • 95.2%, staff satisfaction with morale 94.2 (78) • 93%, staff satisfied with access to quality PD opportunities 90.4 (90.7) • 100%This school encourages coaching and mentoring 98 (91.7) • 100% I can access necessary ICTs to do my job at this school 88.9 (88.9) • 99% Overall, I feel that working at this school is rewarding. 96.3 (82.9) (2016 School Opinion Survey) 	<p style="text-align: center;">NAPLAN SUCCESS</p> <ul style="list-style-type: none"> • Improvements in % above NMS: <ul style="list-style-type: none"> - Reading 7-94%, 92.3 (7-93.9 / 9-95%), 92.5 96 - Writing 7-90%, 89.5, (7-82 / 9-85%) 75, 74 - Spelling 7-85%, 81.6, (7-94.1 / 9-96%) 95, 94 - Gram/Punctuation 7- 84%, 81.6 (7-94 / 9-96%) 90 92 - Numeracy 7-95%, 94.9, (7- 100 / 100%) 97.3 96 • >7-(25% Reading, 12% Writing, 15% Numeracy) in upper 2 bands in NAPLAN 9 - (30% Reading 26.5, 20% Writing 18, 15% Numeracy 12) • > 5+ point improvement in distance from Australian Mean Scale Score 	<p style="text-align: center;">YR 12 OUTCOMES</p> <ul style="list-style-type: none"> • 99% awarded a QCE 98 (100) • 80% awarded OP 1-15 55 (83.3) • 100% of Year 12 students completing/completed a SAT or awarded — QCE, IBD, VET qual. 100 (100)
Creating Tomorrow Together		



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	342	160	182	30	81%
2015*	392	182	210	34	85%
2016	389	202	187	34	82%

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 2016, 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

Overview

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 34 indigenous students enrolled and 28 students on visa from 22 different countries.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	19	22	19
Year 11 – Year 12	14	17	16

*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.

Curriculum Delivery

Our approach to curriculum delivery

The junior school curriculum supports learning experiences for Years 7, 8 and 9 students through the delivery of a foundation study program. The Year 7/8/9 foundation curriculum is informed by the Key Learning Area



Curriculum agenda. An integrated approach to literacy, numeracy and ICT is adopted. Students study a common core of subjects: Humanities (English and Study of Society and Environment) Mathematics, Science, Health and Physical Education, Japanese, Art, Drama, Dance, Manual Arts, Music, Digital Technology and Home Economics.

The senior phase of learning offers a broad and rich curriculum experience for the diverse needs of our students. All Year 10 students' study core subjects and three elective subjects in each semester (a total of six different elective subjects). The Year 11 and 12 curriculum comprises Queensland Studies Authority and Non-Authority subjects along with registered Vocational subjects. The curriculum allows students to pursue multiple pathways including a rigorous academic program or a skills based vocational program. Students also have access to School Based Apprenticeships/Traineeships, Virtual School and School of Distance Education studies.

- 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

Co-curricular 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
- STEM Ambassadors
- Robotics Challenge

THE ARTS

MUSIC:

- Creative Generation – Education Queensland's Showcase concert for students in The Arts
- Cabaret – An informal performance setting for students at 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
- Touch – All Schools Touch Statewide Competition
- Gymnasium/Strengthening and Conditioning Centre
- Netball
- Futsal and Football
- Volleyball

How Information and Communication Technologies are used to Assist 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. 2016 saw the continuation of the of a 1:1 laptop program for students in years 7. CSC was also successful in obtaining a grant to support the EQ initiative of 'Entrepreneurs of Tomorrow' Program

Objectives of CSC's 'Entrepreneurs of Tomorrow' Program ...

- Develop a virtual learning environment (Learning Hub) that allows for project-based collaborative activities to be made available to our students initially, then include like-minded students from our feeder primary schools and students from BSDE, our shared campus partner
- Enhance existing IT skills, necessary expertise, leadership skills and self-confidence for a small group of teachers
- Develop a network of experts to support the delivery of a curriculum that promotes entrepreneurship to students from Years 4-10
- Provide IT devices not currently available on campus that complements student learning with the focus on the creation of digital solutions to real world applications

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	96%	100%
this is a good school (S2035)	89%	92%	100%
their child likes being at this school* (S2001)	78%	100%	95%
their child feels safe at this school* (S2002)	94%	92%	95%
their child's learning needs are being met at this school* (S2003)	82%	100%	90%
their child is making good progress at this school* (S2004)	82%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	94%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	90%
teachers at this school motivate their child to learn* (S2007)	88%	96%	85%
teachers at this school treat students fairly* (S2008)	88%	96%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	88%	96%	85%
this school takes parents' opinions seriously* (S2011)	88%	91%	100%
student behaviour is well managed at this school* (S2012)	88%	83%	95%
this school looks for ways to improve* (S2013)	88%	96%	94%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	95%	98%
they like being at their school* (S2036)	86%	92%	94%
they feel safe at their school* (S2037)	90%	93%	97%
their teachers motivate them to learn* (S2038)	87%	94%	94%
their teachers expect them to do their best* (S2039)	92%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	96%	89%
teachers treat students fairly at their school* (S2041)	76%	89%	90%
they can talk to their teachers about their concerns* (S2042)	70%	80%	76%
their school takes students' opinions seriously* (S2043)	78%	77%	82%
student behaviour is well managed at their school* (S2044)	73%	65%	78%
their school looks for ways to improve* (S2045)	87%	89%	94%
their school is well maintained* (S2046)	85%	89%	93%
their school gives them opportunities to do interesting things* (S2047)	81%	86%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	93%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	94%	98%	98%
they receive useful feedback about their work at their school (S2071)	90%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	76%	67%
students are encouraged to do their best at their school (S2072)	90%	98%	98%
students are treated fairly at their school (S2073)	90%	100%	98%
student behaviour is well managed at their school (S2074)	73%	86%	98%
staff are well supported at their school (S2075)	76%	88%	94%
their school takes staff opinions seriously (S2076)	76%	85%	96%
their school looks for ways to improve (S2077)	87%	98%	98%
their school is well maintained (S2078)	96%	93%	98%
their school gives them opportunities to do interesting things (S2079)	90%	95%	94%

* 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

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.

Respectful relationships programs

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.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	38	28	70
Long Suspensions – 6 to 20 days	3	6	7
Exclusions	3	5	2
Cancellations of Enrolment	0	2	3

* 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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	172,463	12,038
2014-2015	1,241,200	9,424
2015-2016		10,944

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.

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 <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 states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	25	<5
Full-time Equivalent	40	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	12
Bachelor degree	26

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	4
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$17,241.39

The major professional development initiatives are as follows:

In 2016 the staff at Coorparoo Secondary College have completed a range of Professional Development Activities. The major professional development initiatives are as follows:

- Whole School Reading – Tactical teaching Reading
- Explicit Instruction – CSC Pedagogical Practices – reviewing and further development 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
- Continue implementation of targeted intervention for students in Reading/Numeracy - Whole school numeracy and programs such as Multi Lit
- Queensland Studies Authority Moderation and Curriculum specific Days

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	82%	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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

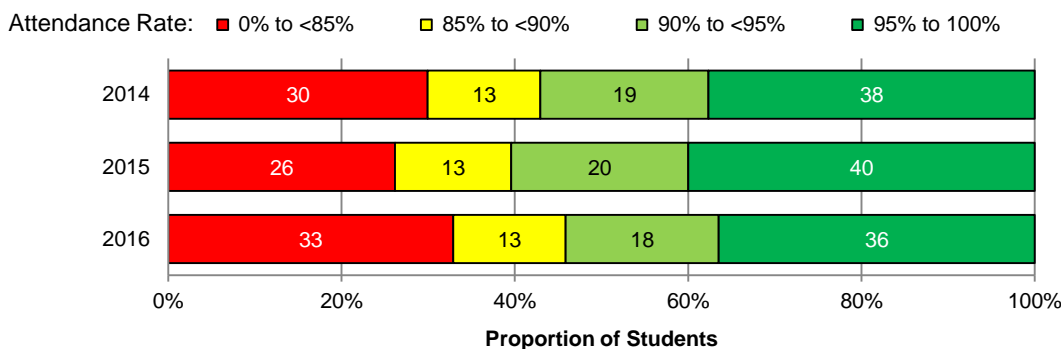
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	86%	86%	84%
2015								93%	89%	91%	85%	88%	86%
2016								92%	92%	85%	85%	89%	82%

*Attendance rates effectively count 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.

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs.

Coorparoo Secondary College expects students to attend school on every day for the educational program in which they enrolled; on time, ready to learn and take part in school activities.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Coorparoo Secondary College

- is committed to promoting the key messages of Every Day Counts
- believes all children should be enrolled at school and attend school all day, every school day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices
- believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- to accurately record student attendance in the first ten minutes of every lesson;
- to communicate absences from school to carers on a daily basis by 10am;
- to educate and support students and carers about attendance.

Student responsibilities:

- to attend school every day for the educational program in which they enrolled; on time, ready to learn and take part in school activities;
- to have knowledge of their attendance rate;
- to ensure they communicate with the school to catch up on work missed due to absence.

Parent/Carer responsibilities:

- to ensure students attend school every day for the educational program in which they are enrolled;
- to communicate reasons for absence to the school on the day of absence;
- to communicate with the school about extended absences.

Strategies

At Coorparoo Secondary College we promote good attendance by:

- Celebrating positive attendance at parades and in the College newsletter.
- Raising awareness within the College community
- Educating new members to our College community about attendance expectations through the enrolment interview.

Responses to absences

At Coorparoo Secondary College we are committed to achieving the following targets in improving attendance:

95% for all students

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Coorparoo Secondary College will take the following actions:

- Phone carers directly when attendance remains unexplained

Where no contact is made after 3 days, the student will be referred to the relevant deputy to provide intervention and support through the School Support Team.

At Coorparoo Secondary College the consequences or impacts of unexplained or unauthorised absences might include the following:

- After school detentions to make up for missed class time
- Enforcement of compulsory attendance letters
- Cancellation of enrolment (in senior school).

Reporting and monitoring attendance

At Coorparoo Secondary College reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Phone
- Text Message
- Email.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	50	61	62
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	7	18	20
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	11	14

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	41	51	54
Number of students awarded an Australian Qualification Framework Certificate II or above.	25	45	28
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50	61	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.	100%	83%	65%
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.	97%	94%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	4	1	0	0
2015	2	6	7	3	0
2016	1	3	9	7	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	40	16	12
2015	12	41	12
2016	39	17	13

As at 3rd February 2017. The above values exclude VISA students.

Year 10 students during 2016 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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	121%	150%	157%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	50%	160%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations



Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.coorparoosecondarycollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver's information

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

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

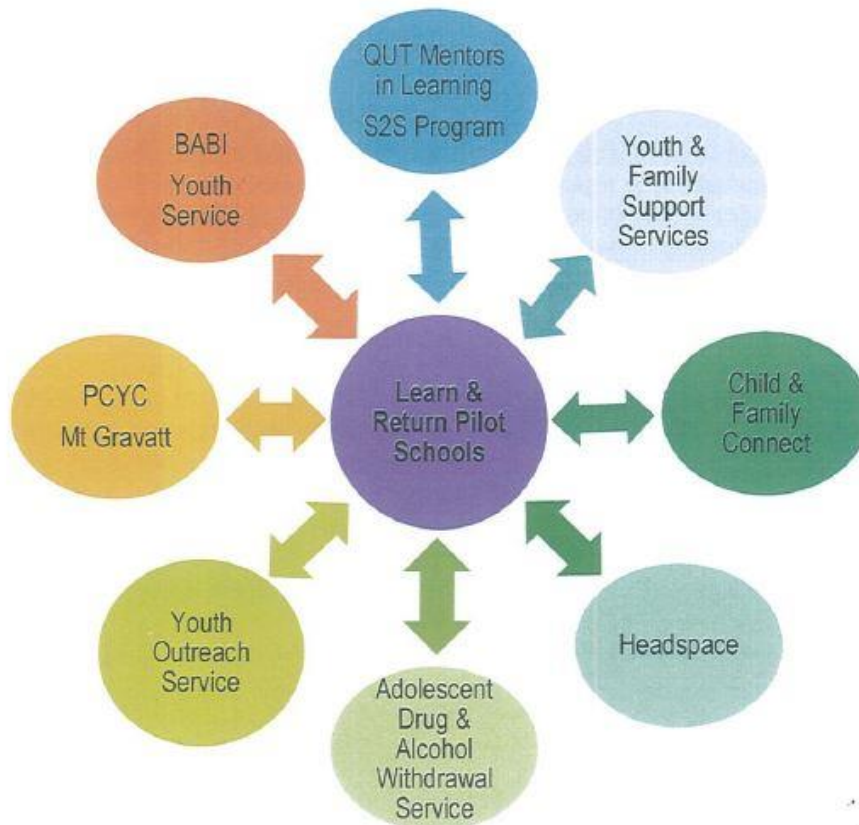
Coorparoo Secondary College monitors all students across all year levels. Early school leavers are interviewed by the Senior Schooling Deputy Principal or Guidance Officer. Pathways into Adult Education, employment or further training are assessed and reviewed. The school actively refers early school 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. CSC is also a member of the Metropolitan region's pilot 'The Learn and Return Alliance'

METROPOLITAN REGION PILOT

The Learn & Return Alliance

Balmoral State High School
Brisbane State High School
Coorparoo Secondary College
Wynnum State High School

Bayside State College
Cavendish Road State High School
Whites Hill State College
Yeronga State High School



Our belief statement: Learn and Return means a return with positive changes.

Proposed Aims:

1. Support schools in their processes to improve positive student engagement
2. Reduce the number of exclusions and suspensions
3. Strengthen student wellbeing.
4. Provide school leaders with positive educational options in their decision making

Conclusion

In recent years the future of Coorparoo Secondary College was under review and instability in terms of the College Principalship. With the future of the school resolved and the appointment of a permanent Principal and Deputy Principal, there is now a sense of confidence within the school community. The college's improvement agenda, centred around our mission of: Retention and Growth, Quality Teaching and Learning and Student Success, is currently focusing the whole-school's attention on core learning priorities of reading, learning skills and student success. There is a core belief that, *'Inspiring learning to improve the education achievements of every student in an engaging and challenging environment is everyone's responsibility'*

At Coorparoo secondary College we have a focus on teaching, learning and outcomes. There is also a distinct focus on building enrolments by ensuring that the focus and thinking is on "what could be" more so than on "what is" - Visualising a future. At CSC:-

Our Moral Purpose



At Coorparoo Secondary College we nurture and assist students to grow as individuals and strive for excellence that encompasses academic, cultural and sporting achievements. Quality teaching is our priority and a dedicated team of committed and experienced teaching and non-teaching staff work conscientiously to assist our students to maximise their learning. Equally important is our commitment to working with parents, students and our community to ensure each student leaves CSC with a clear understanding of the concept of responsibility.



Our vision

Creating Tomorrow Together



Our mission

- Retention and Growth
- Quality Teaching and Learning – providing opportunities for all to succeed.
- Student Success – to positively manage the challenges students face in their personal and professional lives in the future