



School Improvement Unit Report

Coorparoo Secondary College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Coorparoo Secondary College from 26 February to 1 March 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Cnr Stanley Street East and Cavendish Road, Coorparoo
Education region:	Metropolitan Region
The school opened in:	1963
Year levels:	Year 7 to Year 12 and CCSE (Centre for Continuing Secondary Education)
Current school enrolment:	433 – Years 7 to 12 and CCSE
Indigenous enrolments:	9 per cent (Years 7 to 12 and CCSE)
Students with disability enrolments:	4.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2016
Number of teachers:	Full-time 33 Part-time 12
Nearby schools:	Coorparoo State School, Norman Park State School, East Brisbane State School, Greenslopes State School, Buranda State School, Camp Hill State Infants and Primary School, Cavendish Road State High School, Balmoral State High School, Brisbane State High School, Whites Hill State College, Anglican Church Grammar School, Loreto College Coorparoo, Lourdes Hill College (Hawthorne), Somerville House (South Brisbane), St Laurence's College (South Brisbane), Villanova College (Coorparoo)
Significant community partnerships:	Brisbane School of Distance Education (BSDE), Institute of Culinary Excellence, AXIOM – VET Programs, Redmako, Headspace, Police-Citizens Youth Club (PCYC), Child and Youth Mental Health Services, Zig Zag, Coorparoo Junior Australian Football Club
Unique school programs:	Centre for Continuing Secondary Education



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Six Heads of Department (HODs)
 - 20 teachers and three support staff members
 - Business Services Manager (BSM), four administration officers, and a facilities officer
 - Canteen convenor
 - 13 student leaders/student council representatives and 56 other students
 - Parents and Citizens' Association (P&C) president and six other parents and/or community members
 - Principal of partner school
 - Local Council member
 - Guidance officer
 - Chaplain and community education counsellor

1.4 Review team

Denise Kostowski	Internal reviewer, SIU (review chair)
Ken Green	Internal reviewer, SIU
Robert Gilbert	External reviewer



2. Executive summary

2.1 Key findings

- The school has emerged from a period of instability to one of confidence in the future.

In recent years the future of the school was under review and there has been instability of principalship. With the future of the school resolved and the appointment of a permanent principal, there is a sense of confidence within the school community. The school leadership team presents as a unified team with a clear, common purpose.

- The school leadership team is driving a strong improvement agenda.

The improvement agenda is sharp and narrow and is focusing the whole-school's attention on core learning priorities including reading, learning skills and student success. School leaders can describe the improvements they wish to see and how it will be measured in student behaviour and outcomes. This has been shared with staff and the wider community. The leadership team has a clear plan on how to enact the improvement agenda. A number of the strategies have been introduced since the beginning of the year and there is evidence that they have been well received by staff and students. There are variations in how faculties are enacting the improvement agenda.

- Students, staff and parents speak highly of the school and its positive school tone.

There is evidence of a strong sense of belonging. Staff members, students and parents say they are very happy with the school but all agree that the community perception of the school is not aligned with school, staff members and parent experience. They expressed a desire to share with the community the quality learning offered at the school.

- Coorparoo Secondary College is co-located with Brisbane School of Distance Education (BSDE) and the recent increased enrolments of BSDE has resulted in an encroachment into the physical site of the school.

This is having an impact on the school's capacity to effectively deliver their programs. The school community is concerned with the capacity of the school to manage the anticipated increase in enrolments.



- The school is committed to the consistent implementation of a whole-school pedagogical framework.

The adoption of the Fleming¹ model is a significant development in this process. The school is yet to develop a complete framework to ensure a comprehensive and systematic approach to provide clarity around expected classroom procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating.

- Staff are building their data literacy skills and most recognise the importance of data in identifying starting points for improvement.

Teaching staff demonstrate some familiarity with the OneSchool dashboard. Some teachers are increasingly using the OneSchool dashboard to begin to inform differentiated teaching practices and understand their learners.

- School leaders encourage all teachers to know their students, to seek to identify learning needs and learning difficulties, and to monitor closely the progress of individuals.

Teachers work at understanding where students are in their learning to identify starting points for learning, and encourage and assist students to set individual goals for future learning. There is some evidence of differentiated groupings, scaffolding, and one on one teaching. There is little evidence of a systematic, documented approach to planning for, and execution of, additional explicit differentiation strategies.

- The school leadership team has identified that improved relationships with local primary schools will enhance the school reputation and facilitate enrolment growth.

Partnerships are established with other local educational institutions including Whites Hill State College and a number of feeder primary schools. Through the development of the Eastern Alliance, the intention is that partnerships will be formalised to develop a strategic approach to the provision of quality education.

¹ Fleming, J. 2007, *Towards a Moving School: Developing a Professional Learning and Performance Culture*. ACER, Camberwell



2.2 Key improvement strategies

- Develop and implement a comprehensive research-based pedagogical framework that provides clarity around expected classroom procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating.
- Review processes that individual faculties and teachers are enacting to achieve the explicit improvement agenda with a view to identifying good practice that can be adopted as whole-school strategies.
- Investigate opportunities to market to the wider community the quality programs and positive learning culture that exist at Coorparoo Secondary College to improve the public perception of the school.
- Work with Regional Office and BSDE to develop a long term facilities plan to cater for the potential increase in enrolments in both schools.
- Develop staff capacity in the analysis and interpretation of data to inform teacher planning, to reflect on the effectiveness of individual practice, and to better address the learning needs of individual students.
- Strengthen relationships with feeder schools to maximise enrolment, share pedagogical practices and explore opportunities to develop staff capacity.