



Coorparoo Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

Coorparoo Secondary College is a small, traditional secondary school that excels in catering for individual learners. The school delivers a diverse curriculum that is available in larger school settings, with excellent opportunities for students in the Arts, STEM and AFL program. The students come from diverse cultures to participate in a learning environment of high expectations and a collegial faculty of expert teachers. The school values are reflected in the schools' priorities and support the provision of the whole school curriculum where there is a common belief across the college 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 wish to be clear and explicit about the expectations we have during the learning process. At CSC, *Our School-wide Pedagogical Practices* embed the research based John Fleming Model of *Effective Teaching* (which includes the Explicit Instruction Model) into the *Dimensions of Teaching and Learning*. The college also acknowledges that some of our teachers have experienced other research based pedagogical frameworks that support their CSC classroom practices. There is a shared language and a consistent approach to teaching across the school. A key vision for the school is empowering all learners to thrive through the Expectations which over-arch our pedagogy and are expressed in the three School-wide Expectations of: 'I am Safe, I am Responsible, I am Respectful'

School progress towards its goals in 2018

2018 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.

2018 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 2018 Annual Implementation Plan (AIP) where the CSC Improvement Priorities centred on Systematic Curriculum Delivery, Effective Pedagogical Practices, Expert Teaching Team and Growth and future planning for CSC

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

- Continuing to refine and consolidate the transition of Year 7 into high school.
- Implementation of the Australian Curriculum initiatives in the junior school with planning for the Senior ATAR continuing through the Whole School Curriculum Plan. This plan will explicitly frame 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 2018:
 - Through the 35 School Inner City School's renewal program, CSC worked with Brisbane School of Distance Education (BSDE) located on the Coorparoo campus to formulate and propose a close

relationship creating a new and innovative curriculum delivery mode. Blended delivery giving students opportunities to enhance their learning. While these partnerships continue to grow the initial proposal was not supported by Education Queensland. Both schools continued to work on the individual schools proposals and planning which was eventually signed off in November 2018.

- The continuing growth of the 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 and beyond Brisbane. By entering an agreement to undertake to running of the school canteen and BSDE café, ICE has been able to provide students in both CSC and their programs valuable experience within their courses.
- The Consolidation of the Eastern Alliance of schools. Local secondary and primary schools working together on a common goal of improving student outcomes.
- STEM program with Coorparoo Primary and Maths Extension with Greenslopes SS
- The Primary school links program that provides Primary school students with STEM experiences in the Maths and Science learning areas. The Maths and Science STEM challenge days have primary school students from 8 schools (Coorparoo SS, Camp Hill SS, Seven Hills SS, Belmont SS, Norman Park SS, Greenslopes SS, East Brisbane SS, Buranda SS) attend CSC for a variety of opportunities.
- As a member of the Queensland Minerals and Energy Academy (QMEA), Coorparoo Secondary College works in a partnership between the Queensland resources sector through Queensland Resources Council and the Queensland Government through the Gateway to Industry Schools Program (GISP). Coorparoo Secondary College's key QMEA teacher, is the primary contact for the school. The partnership has allowed CSC to:
 - build and maintain the productive partnership
 - working collaboratively to ensure structured learning opportunities are provided to students
 - encourage and support interested students to participate in industry opportunities
 - support teachers to participate in opportunities to experience the industry, develop industry-related skills and maintain currency and competence.

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 on Priority Areas for Development. Significant progress was made in the areas of:

- CSC Pedagogical Practices. Implementation of model (Explicit Instruction) to improve outcomes in every classroom. TRIOs continue to ensure there is rigour in implementation of the model. Peer observations to promote discussions about student learning.
- Student Attendance and engagement.
- Continue targeted intervention for students in Reading/Numeracy
- Consolidating Whole School Literacy plan. Framed upon the 'Tactical Teaching: Reading'. Continue 10 minutes daily time designated to **STAR**. Integrate into the plan a focus on improving writing.
- Whole School SCD for curriculum delivery within learning areas to align with Australian Curriculum and the new QCE.
- Data Literacy. Further, develop skills in the routine use of data.
- Continue work centred on CSC's 'Retention and Growth' focus. What is CSC's point of difference?
- Embedding of cognitive verbs across all year levels and learning areas

Future Outlook

CSC Priority Areas for Consolidation/Development/Improvement in 2019:

- CSC Pedagogical Practices. Consolidated implementation of model (Explicit Instruction) to improve outcomes in every classroom. Continue to ensure there is rigour in implementation of the model through observations, mentoring and sharing to promote discussions about student learning.
- Student Attendance and engagement.
- Continue targeted intervention for students in Reading/Numeracy
- Consolidating Whole School Literacy plan. Framed upon the 'Tactical Teaching: Reading'. Implementation of **Tactical Teaching: Writing strategies**.
- Whole School SCD for curriculum delivery within learning areas to align with Australian Curriculum and the new QCE.
- Data Literacy. PD continued to develop skills in the routine use of data.
- Continue work centred on CSC's 'Retention and Growth' focus. What is CSC's point of difference? AFL, STEM, the Arts?
- Embedding of cognitive verbs in all planning and implementation across all year levels and learning areas

Progress with regard to I4S funding

During 2018, CSC focused on maximising the benefits of this funding for our students. After reviewing our 2018 *Investing for Success* agreement, it is clear that we met or exceeded our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Student outcomes

Most recent student achievement data for 2017–18, as measured by NAPLAN, show the following improvements:

- an increase in the average NAPLAN MSS of all students who sat the test in Year 7 and Year 9 in all strands — for all strands in Year 7, the school moved from the 'below' to the 'close to' category in comparison with similar schools nationally
- an increase in the proportion of NAPLAN students achieving U2B in Year 7 and Year 9 in all areas — in Year 7 writing and numeracy, the school moved from the 'below' to the 'close to' category in comparison with the nation
- an increase in relative gain in Year 5 to Year 7 in 2016–18 in reading and writing
- an increase in relative gain in Year 7 to Year 9 in 2016–18 in reading and numeracy.

Initiatives implemented include:

- Supporting teachers to incorporate Tactical Teaching: Reading strategies within curriculum delivery across the KLAs. Faculties shared best practice reading within their subjects.
- The college's Explicit Teaching approach, via the CSC Pedagogical Practices continued to be implemented to develop a common language and expectations to teaching and learning.
- Coaching of staff for improved pedagogical strategies through the Trio and Peer observation format to deliver CSC Pedagogical Practices in the continued response to the School Improvement Review recommendations
- Consolidating the developed and implemented target setting across the whole school. Teachers conducting individual conversations with students at the commencement of each term to review and set goals per subject.
- Successful STEM challenge days focused on supporting the feeder Primary Schools and regular Wednesday afternoon Stem initiative with Coorparoo Primary School.
- The engagement of targeted key staff for individual or small groups of students and provide support and intervention in **literacy** using high yield strategies (Multilit/Word Attack/Words My Way) that have resulted in documented improvement.
- Master Teacher and Inclusive Education Coordinator are Tactical Teaching: Reading facilitators who delivers PD for ALL school staff in implementation of TTR.
- Consolidating the Inclusive Education Centre. Resourcing FTE for targeted **student support** and Teacher Aides.

Following is recognition of the improvement at Coorparoo Secondary College that support implementation of the school's explicit improvement agenda.



Future outlook

2019 CSC Improvement Priorities

1. Systematic Curriculum Development
2. Effective Pedagogical Practices
3. Expert-Teaching Team
4. CSC's Point of Difference

The following actions will also be a focus in conjunction with the improvement priorities

- Consolidate restoring the image of CSC. Focus on what the community is seeing from the outside. Message to prospective enrolments that **'Coorparoo Secondary College offers all the facilities of a large high school while providing the nurturing environment of a small school.'**
- Emphasis on **Growth and Improvement.**
- Consolidate the Academic rigor, AFL, Arts and STEM focus areas as CSC's points of difference
- Promote future planning utilising the Inner City Master Planning process as a basis for the future directions of the school.
- CSC to continually promote an integrated support model of inclusion.
- All learning areas have planned and explicitly taught identified cognitive verbs and 21st century skills across all year levels as applicable
- Continue implementation of strategies to improve student attendance toward a target of 95%



Coorparoo Secondary College *improving the achievements of every student*

2019 Targets, 2018 Data, 2017 Data



Our Scoreboard 2019

PARENT & STUDENT SATISFACTION	CLOSING THE GAP – ATSI SUCCESS	STUDENT & STAFF SUCCESS
<ul style="list-style-type: none"> • 99% parents satisfied that their child is getting a good education at this school 98 98 • 100% parents satisfied with the school 100 100 • 96% the school works with me to support my Child’s learning 94.1 96 • 95% students satisfied they are getting a good education at this school 90.8 93.8 • 90% students satisfied with the school 79.6 92.7 • 90% my teachers clearly explain what is required in my school work 81.6 90.8 (2018 School Opinion Survey) 	<ul style="list-style-type: none"> • 80% of ATSI students achieving a “C” or better 65.3 79 • 5% of ATSI students achieving an “A” 1.8 9 • 5% of ATSI students awarded an “N” rating 16.2 17 • 90% ATSI student attendance 83 81 • 97% Behaviour “C” or better 94.4. 93 • 85% Effort “C” or better. 78.8 86 	<ul style="list-style-type: none"> • 86% of students achieving a “C” or better 81.5 81.2 • 15% of students achieving an “A” 10.78 11.4 • 3% of students awarded an “N” rating 7.9 8.4 • 92% student attendance 87 87.6 • 97% Behaviour “C” or better. 96.5 96 • 95% Effort “C” or better. 91.4 90
STAFF SATISFACTION	NAPLAN SUCCESS	YR 12 OUTCOMES
<ul style="list-style-type: none"> • 100% staff enjoy working at this school 100 97 • 90% staff satisfied with access to quality PD opportunities 82.9 87.2 • 100% This school encourages coaching and mentoring 92.1 95.5 • 100% I can access necessary ICTs to do my job at this school 92.9 100 • 95% there is good communication between all staff at my school. 85.7 87.2 • 100% Student behaviour is well managed at this school 83.3 97.9 (2018 School Opinion Survey) 	<p>Improvements in % at or above NMS:</p> <ul style="list-style-type: none"> • Reading 7-90% 87.8 (95.2 – 9-97%) 89.7, 98 • Writing 7-82% 78 (90 9-93%) 9-91 88 • Spelling 7- 94% 90.2 (98 9-99%) 87.2 96 • Gram/Punctuation 7-93% 90.2 (88 9-91%) 92.3 94 • Numeracy 7- 95% 93.8 (98 9-100%) 97.4 100 • > 5+ point improvement in distance from Australian Mean Scale Score • >7-(20% Reading, 10% Writing, 20% Numeracy) 9 - (30% Reading - 26.5, 25% Writing - 21.4 25% Numeracy 22) in upper 2 bands in NAPLAN 	<ul style="list-style-type: none"> • 100% awarded a QCE 100 100 • 87% awarded OP 1-15 84 66 • 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	389	393	390
Girls	202	186	173
Boys	187	207	217
Indigenous	34	36	30
Enrolment continuity (Feb. – Nov.)	82%	81%	82%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

The school demographic continues to face 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 88 EAL/D students. 65% of these EAL/D students do not speak English at home. There are 36 indigenous students enrolled and 25 students on visa from 21 different countries.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	19	19
Year 11 – Year 12	16	15	15

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 centred on the implementation of the Australian curriculum. An integrated approach to literacy, numeracy and ICT is adopted. Students study a common core of subjects: Humanities, English, Mathematics, Science, Health and Physical Education, Japanese, Art, Drama, Dance, Music, Digital Technology and Technology studies (Manual Arts and Home Ec).

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 two elective subjects in each semester (a total of four different elective subjects). The Year 11 and 12 curriculum comprises Queensland Studies Authority and Non-Authority subjects along with registered Vocational subjects. Planning has continued to transition the year 11, 2018 students to complete the 'old' curriculum while the 2019, year 11 students (currently year 10 – 2018) prepare to enter the New QCE format as released by QCAA that follows the Australian curriculum. The curriculum continues to allow 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.

- Music and Performance (Yrs8-10)
- Music extension (Yr 12)
- Music performance (Yr 11)
- Brisbane School of Distance Education partnership - therefore senior students have the opportunity to study any subject in the senior years.
- Adult Education continues on a reduced curriculum– External senior subjects (English, Maths A, Maths B, Physic, Biology, Chemistry). This will be further reduced in 2019.
- Junior School Languages – students in 7-8 undertake Japanese as a language or any other language through BSDE (timetable permitting). The exception to this are those students exempt in line with policy. These students are provide a course in learning skills to support their ongoing success in core subjects.

Co-curricular Activities

The College is involved in a number of extracurricular activities:

ENGLISH:

- Brisbane Writers' Festival – selected students attend this festival
- Readers Cup Challenge

MATHEMATICS:

- Mathematics Team Challenge
- Australian Mathematics Competition
- Primary School Links Maths Challenge Day
- Primary School Links STEM Challenge Day

SCIENCE:

- Science Week Competitions
- Science Tutoring
- STEM Ambassadors
- Robotics Challenge
- Primary School Links STEM Challenge Day

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

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 State-wide Competition
- Gymnasium/Strengthening and Conditioning Centre
- Netball
- Futsal and Football
- Volleyball
- AFL development, Preparation for students to undertake umpiring and officials training in 2019

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. 2018 saw the cessation of the of a 1:1 laptop program for students in years 7. Greater emphasis was placed on the development of in class and mobile laptop access to ICTs. CSC has also reconciled the grants that supported the EQ initiative of 'Entrepreneurs of Tomorrow' Program and STEM Primary School Links. The programs continued within the school curricula opportunities funded through the school budgeted funds.

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

- 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.

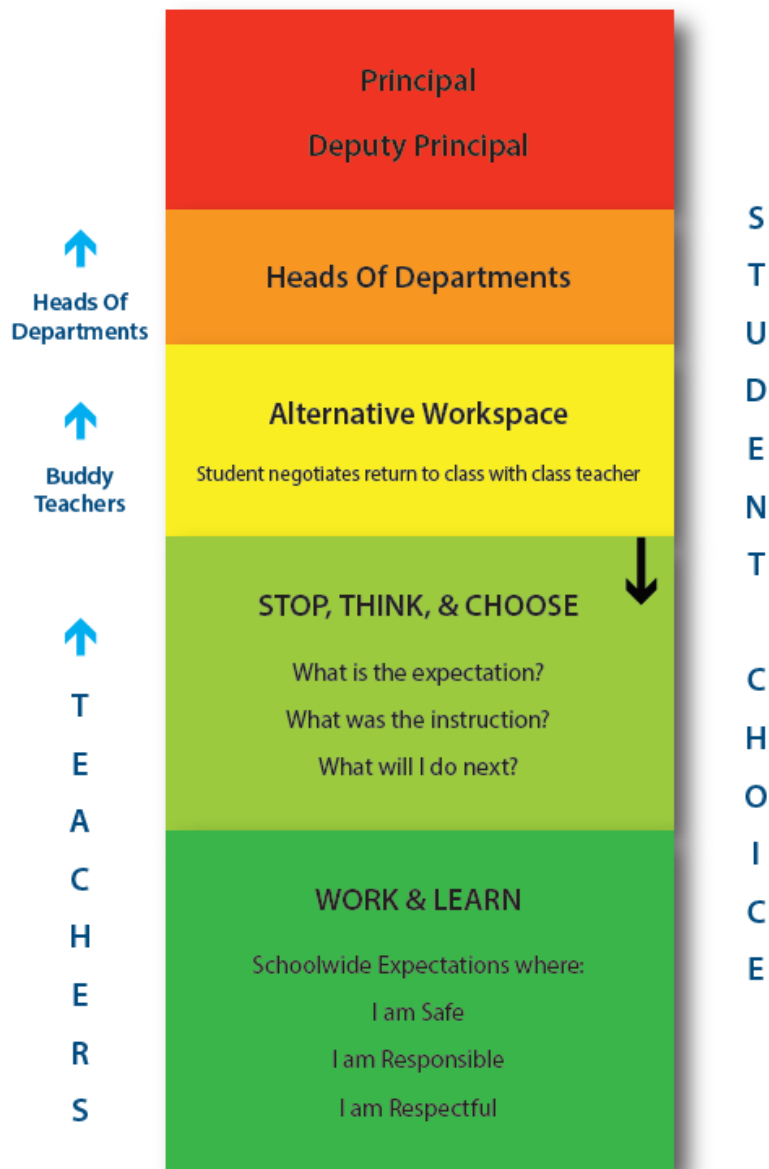
CSC's Health and Wellbeing program for Years 7 – 12 provides information for teenagers that are relevant to their social and health issues. Initiative such as the Love Bites program, PCYC non-contact boxing, and girls program are examples of support programs within the college. 2018 also saw the addition of a Youth Support Coordinator for 3 days a week. The Youth Support Coordinator has worked to:

- Refer at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training.
- Provide individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.
- Develop and foster relationships between the school and families of students to assist at risk students to remain engaged with education or training.
- Be part of the professional team working with the school and the community and liaise with students, teachers, parents, guidance officers, special needs teacher, administrative officers, officers of welfare agencies and other government departments.
- Inform and educate parents, community members and students on relevant issues that may be impacting student engagement.

Students throughout the college recognise the school wide expectations and focus on learning in all classrooms as per the 'traffic light system'



Responsible Behaviour at Coorparoo Secondary College



Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	95%	92%	94%
• their child feels safe at this school* (S2002)	95%	96%	100%
• their child's learning needs are being met at this school* (S2003)	90%	96%	94%
• their child is making good progress at this school* (S2004)	95%	92%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	85%	92%	88%
• teachers at this school treat students fairly* (S2008)	84%	92%	88%
• 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)	85%	96%	94%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	95%	96%	100%
• this school looks for ways to improve* (S2013)	94%	96%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	94%	91%
• they like being at their school* (S2036)	94%	90%	87%
• they feel safe at their school* (S2037)	97%	93%	87%
• their teachers motivate them to learn* (S2038)	94%	94%	85%
• their teachers expect them to do their best* (S2039)	98%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	80%
• teachers treat students fairly at their school* (S2041)	90%	78%	77%
• they can talk to their teachers about their concerns* (S2042)	76%	77%	61%
• their school takes students' opinions seriously* (S2043)	82%	84%	75%
• student behaviour is well managed at their school* (S2044)	78%	85%	63%
• their school looks for ways to improve* (S2045)	94%	94%	89%
• their school is well maintained* (S2046)	93%	95%	86%
• their school gives them opportunities to do interesting things* (S2047)	91%	88%	89%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	95%
• they receive useful feedback about their work at their school (S2071)	93%	98%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	61%	71%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	98%	98%	98%
• student behaviour is well managed at their school (S2074)	98%	98%	83%
• staff are well supported at their school (S2075)	94%	91%	86%
• their school takes staff opinions seriously (S2076)	96%	87%	87%
• their school looks for ways to improve (S2077)	98%	98%	95%
• their school is well maintained (S2078)	98%	92%	88%
• their school gives them opportunities to do interesting things (S2079)	94%	91%	90%

* 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 school's Face Book page also provides the school community with up to date college events, results, and celebrations of student successes.,,

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

Respectful relationships education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	70	71	61
Long suspensions – 11 to 20 days	7	13	11
Exclusions	2	9	5
Cancellations of enrolment	3	20	6

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Coorparoo 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		253,207	187,181
Water (kL)	10,944	11,676	1,329

Note:

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

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

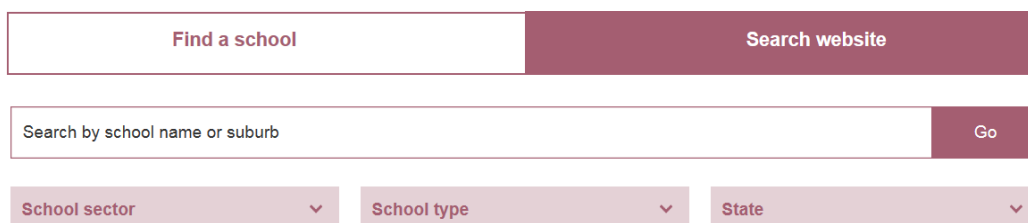
School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	23	<5
Full-time equivalents	42	18	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	11	
Bachelor degree	28	
Diploma	3	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$25000

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

In 2018 the staff at Coorparoo Secondary College have completed a range of Professional Development Activities. The major professional development initiatives are as follows:

- Queensland Studies Authority Moderation and Curriculum specific Days. Systematic Curriculum Delivery through Region Networking Days and Collaborative Learning workshops
- QCAA New QCE syllabus development, knowledge and impenetation preparation
- Whole School Reading – Tactical teaching Writing
- 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

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	88%	87%
Attendance rate for Indigenous** students at this school	82%	82%	81%

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

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

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

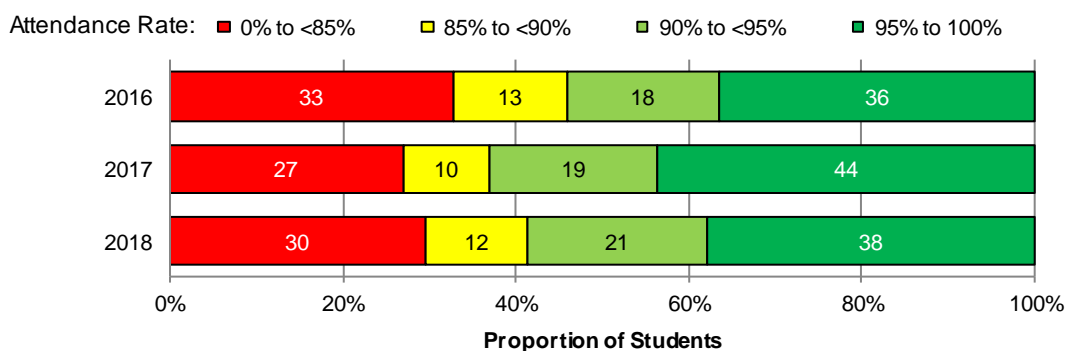
Year level	2016	2017	2018
Year 7	92%	90%	90%
Year 8	92%	86%	85%
Year 9	85%	91%	83%
Year 10	85%	87%	89%
Year 11	89%	90%	86%
Year 12	82%	85%	88%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll](#)

[Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	62	71	58
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	61	69	58
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	20	33	26
Percentage of Indigenous students who received an OP	14%	40%	75%
Number of students awarded one or more VET qualifications (including SAT)	54	58	32
Number of students awarded a VET Certificate II or above	28	28	25
Number of students who were completing/continuing a SAT	14	6	7
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	65%	67%	85%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	97%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	94%	96%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	4	3
6-10	3	5	6
11-15	9	13	13
16-20	7	8	4
21-25	0	3	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	39	43	9
Certificate II	17	22	18
Certificate III or above	13	8	13

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	157%	138%	122%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	160%	78%	86%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early leavers information

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

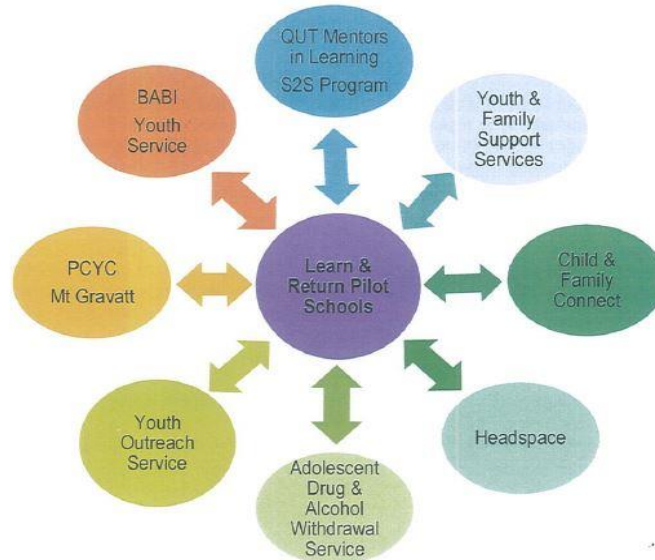
Coorparoo Secondary College monitors all students across all year levels. Early school leavers are interviewed by the Senior Schooling Deputy Principal or Guidance Officer. Pathways into Adult Education, employment or further training are assessed and reviewed. The school actively refers early school 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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://coorparoossecondarycollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>