



Coopers Plains State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	61 Orange Grove Road Coopers Plains 4108
Phone	(07) 3323 9222
Fax	(07) 3323 9200
Email	principal@coopersplainsss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal Mrs Kirrily Newton

School overview

Coopers Plains State School is a learning community educating today's students for tomorrow's world. Students at Coopers Plains State School are engaged in quality education that develops the dispositions and skills necessary to be an effective learner for life. Staff at Coopers Plains State School are highly skilled and knowledgeable educators who form a professional learning community and actively seek ways to improve valued student outcomes. High expectations and standards are set to ensure everybody achieves to the best of their ability. Through engagement with the wider community the students of Coopers Plains State School form a connectedness to our world.

Our Values:

Quality education for all.

Excellence in teaching.

High standards in learning and behaviour.

Community engagement in all aspects of school life.

Coopers Plains State School is a learning community focussing on educating individual students to interact meaningfully in society through the provision of a balanced and broad education. Students come from many cultural backgrounds and we respect this diversity. A positive disposition to learning is nurtured through our innovative practices, safe and supportive environment and inclusive curriculum.

The facilities at Coopers Plains State School are conducive to a supportive learning environment with well-equipped and maintained grounds and buildings. Learning is supported by specifically planned and organised indoor and outdoor learning areas, which are at the same time, aesthetically pleasing as well as not constrained by limited space. Each teaching space has 100% connectivity to the intranet and internet.

The staff, students and families of Coopers Plains work together as a team building positive and rewarding relationships.

We provide avenues for our school community to work together in the provision of relevant and engaging educational opportunities and programs, through recognising and nurturing the innate potential of each child. Our school's strong sense of community is evidenced in the productive partnerships developed with parents/carers, other schools within the Coopers Cluster, Griffith University and local churches and community groups. The P&C participates in collaborative decision-making processes that guide the general operations and strategic direction of the school.

Coopers Plains State School has a professional, experienced and dedicated school staff. All staff take part in enhancing the learning outcomes of our students and school achievements. They work with specialist support staff and parents/carers to develop and implement relevant, challenging and engaging learning programs for students.

School progress towards its goals in 2018

Priority 1- Reading

Targets	Strategies	Progress
Embedded consistent pedagogical practice in reading across the Australian Curriculum to improve outcomes for all students.	<p>Monitor consistent classroom practice through-</p> <p><i>PD in Text Dependant Questioning</i></p> <p><i>Co-construction of Learning intentions and success criteria</i></p> <p><i>Collegial Coaching and walkthroughs</i></p>	<p>Occurring</p> <p>Occurring</p> <p>Occurring</p>

Priority 2- Teaching Practice

Targets	Strategies	Progress
All classroom teachers are engaged in Peer Coaching to build their capability in the explicit teaching of reading	<p><i>Develop a coaching model for teachers</i></p> <p><i>Formalise moderation processes for English and Mathematics</i></p> <p><i>Differentiate the curriculum for diverse learning needs</i></p> <p><i>Strengthen partnerships with Transition to Prep early years providers to support successful transitions</i></p>	<p>Occurring</p> <p>Occurring</p> <p>Occurring</p>

Future outlook

Priority 1- Reading- Consistency of explicit instruction leading to whole school improvement in decoding and comprehension.

Targets	Strategies	Timelines
Continue to embed whole school teaching practices in Reading utilising the Australian Curriculum to achieve regional NMS targets and progress "C" students across the year 2-6 cohort into the U2B.	Implement and manage consistent classroom pedagogical practice	2019 and Ongoing
Whole school consistent practice and common language regarding explicit teaching of reading	Provide opportunities to attend and engage in relevant Reading PD for teaching staff.	By the end of 2019

Priority 2- Curriculum

Targets	Strategies	Timelines
All classroom teaching staff know the "what" and the "how" of the Australian Curriculum to improve all student learning.	Develop a consistent whole school curriculum framework that encompasses pedagogy and content.	By Term 4
	Formalise and implement moderation at school and cluster level	By Term 2
	Continue to implement the Age Appropriate Pedagogies in the Prep-3 cohort	Ongoing

	All staff participating in feedback around shared practice	By Term 4
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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	172	184	177
Girls	84	96	87
Boys	88	88	90
Indigenous	21	31	14
Enrolment continuity (Feb. – Nov.)	93%	86%	82%

Notes: are based on the Census (August

1. Student counts) 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

Coopers Plains State School is located in the suburb of Coopers Plains in Brisbane's south and is part of the Metropolitan Education Region.

The school ICSEA in 2018 was 964.

The school enrolment fluctuates between approximately 170 to 190 students during each school year; however, the effective enrolments are fairly stable. Students are drawn from Coopers Plains and neighbouring suburbs.

Students come from many different cultural backgrounds. Approximately 33.7% of students have Standard Australian English as an additional language or dialect. 16.8% of students have an Aboriginal and Torres Strait Islander background.

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	22
Year 4 – Year 6	23	25	21
Year 7 – Year 10			
Year 11 – Year 12			

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

- Curriculum aligned to the Australian Curriculum
- Curriculum is enacted through the C2C units
- The school has a well-developed whole school Curriculum Framework
- The school's Curriculum Framework contains plans for multi-aged classes.
- We have a strong Pedagogical Framework (the "Coopers Star") which underpins curriculum delivery with a focus on the cycle of:

Effective teaching
Feedback

Individual Pathways

Connectedness

Assessment

Co-curricular activities

- Interschool sport: athletics, swimming, soccer, netball, touch football, softball
- School Band
- Choir
- Chess Club
- School Readers Club
- Annual school musical and concert
- Opportunities to compete in competitions such as Maths Team Challenge, Premiers Reading Challenge, University of New South Wales Mathematics Competition, Readers Cup

How information and communication technologies are used to assist learning

All students have daily access to classroom computers as well as regular access to those in the Resource Centre. Students access these for research, coding, word processing, engagement with the Digital Technologies Curriculum, multi-modal presentations and a variety of other purposes. Each classroom has an interactive whiteboard.

The school website at www.coopersplainsss.eq.edu.au gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before accessing the internet at school or from home. Some areas of the website for students and staff can only be accessed with a login and password.

Social climate

Overview

With a school student population of approximately 185 students, the qualities of a small school with a caring family atmosphere are immediately evident. Established processes and procedures ensure that children's individual learning styles, learning needs and learning interests are catered for through a differentiated suite of programs that lead to a successful and enjoyable school life.

Our school has a comprehensive Code of School Behaviour with a published Responsible Behaviour Plan for Students that outlines expectations and processes followed to encourage positive relationships and learning outcomes.

Our aim at Coopers Plains State School is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that each child will move towards this goal at their own pace and they will have individual needs along the way. The use of a pro-active, non-coercive approach that builds on relationships, encourages self-evaluation and focuses on quality is evident in all we do.

Our Code of Behaviour – the “Coopers Way” is stated as:

At this school we RESPECT people, place and property.

At this school we ensure the SAFETY of people, place and property.

At this school we participate in LEARNING and allow others to learn and to teach.

Coopers Plains State School has a Chaplain who works two days a week.

A local church provides access to Kids Connect that is a mentoring program for students in need

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)	97%	94%	97%
• this is a good school (S2035)	100%	97%	96%
• their child likes being at this school* (S2001)	95%	100%	100%
• their child feels safe at this school* (S2002)	90%	97%	97%
• their child's learning needs are being met at this school* (S2003)	92%	97%	93%
• their child is making good progress at this school* (S2004)	90%	100%	90%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
• teachers at this school provide their child with useful feedback about his or	95%	100%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
• teachers at this school treat students fairly* (S2008)	95%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	89%	94%	100%
• student behaviour is well managed at this school* (S2012)	79%	86%	90%
• this school looks for ways to improve* (S2013)	95%	97%	93%
• this school is well maintained* (S2014)	100%	97%	97%

* 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)	89%	97%	92%
• they like being at their school* (S2036)	82%	92%	97%
• they feel safe at their school* (S2037)	80%	77%	95%
• their teachers motivate them to learn* (S2038)	94%	95%	100%
• their teachers expect them to do their best* (S2039)	94%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	93%	97%
• teachers treat students fairly at their school* (S2041)	79%	82%	88%
• they can talk to their teachers about their concerns* (S2042)	81%	88%	87%
• their school takes students' opinions seriously* (S2043)	77%	77%	92%
• student behaviour is well managed at their school* (S2044)	63%	63%	86%
• their school looks for ways to improve* (S2045)	91%	95%	95%
• their school is well maintained* (S2046)	87%	85%	88%
• their school gives them opportunities to do interesting things* (S2047)	86%	90%	97%

* 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)	100%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	96%
• they receive useful feedback about their work at their school (S2071)	85%	89%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	87%	100%
• students are encouraged to do their best at their school (S2072)	100%	96%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	93%	93%	85%
• student behaviour is well managed at their school (S2074)	73%	89%	89%
• staff are well supported at their school (S2075)	89%	85%	78%
• their school takes staff opinions seriously (S2076)	84%	88%	77%
• their school looks for ways to improve (S2077)	96%	89%	93%
• their school is well maintained (S2078)	93%	93%	85%
• their school gives them opportunities to do interesting things (S2079)	93%	96%	93%

* 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

Communication between school and home is a crucial feature of an effective partnership. School/home communication happens in several ways:

School newsletter – Thursdays fortnightly

Class newsletters – Thursdays fortnightly

Discussions and interviews – by appointment

Accessing the school website

Parental forums offered by the school at various times.

Information Evenings and Open Days

Parent representatives on school committees including Strategic Planning, ICTs and Chaplaincy

Emails, phone calls and communication diaries used in some family situations

Parents are invited to join our P&C Association (P&C) which meets on a monthly basis. This successful group makes a major contribution to the school by providing support, assistance and funding for resources, programs and improvements to our facilities and grounds. The P&C operates a tuckshop and uniform shop.

Parent support enriches the school and we welcome parents as partners in our school. This could be assisting in the classroom, representing the parent body on committees, in the maintenance of the grounds and facilities or in preparing resources.

A standardised Department of Education Report Card is issued each semester and the school holds formal parent-teacher interviews twice per year.

Respectful Relationships Programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This program is delivered by classroom teachers through the Prep to

Year 6 Health and Physical Education curriculum that is aligned to the Australian Curriculum: Health and Physical Education focus area of 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	14	5	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

The school regularly monitors electricity and water usage and investigates and rectifies anomalies found. The school is well equipped with 5 water tanks that are used for maintaining the grounds. The installation of solar panels assists with reducing electricity usage from the grid.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	68,324	26,220	60,872
Water (kL)	915	297	106

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.

Find a school
Search website

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

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

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	19	12	<5
Full-time equivalents	15	7	<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	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	7
Diploma	4
Certificate	0

*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 2018 were \$9106

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Mentoring and Coaching
- Effective teaching practices -Reading and Mathematics
- Text Dependent Questioning
- Understanding of and implementation of the Australian Curriculum - Moderation
- Peer Learning Circles (curriculum)
- Building a professional learning community
- Leadership capability building
- STEM

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%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	94%	91%	90%
Attendance rate for Indigenous** students at this school	90%	84%	82%

* 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	92%	92%	88%
Year 1	91%	88%	90%
Year 2	93%	91%	88%
Year 3	94%	92%	91%
Year 4	95%	88%	93%
Year 5	96%	93%	93%
Year 6	94%	91%	92%

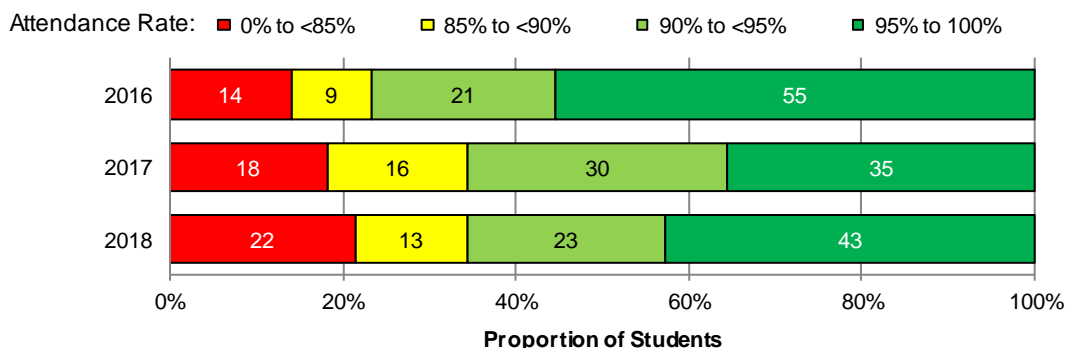
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Description of how non-attendance is managed by the school

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.

At this school rolls are marked electronically by class teachers twice per day (morning and afternoon). Absences are recorded on OneSchool by the Administration Officer and/or classroom teacher. Same day unexplained absences are managed through MGM messaging system that sends a text message to parents/carers. Unexplained absences of three days or greater are reported to the Principal who contacts parents/caregivers initially by phone. If unable to be contacted by phone formal letters are posted to parents/caregivers inquiring as to reasons for absences. Children who arrive late to school must report to the office where their reasons are recorded on OneSchool and a slip is issued by the Administration Officer or Principal to be given by the child to the class teacher. If children leave before the end of the school day, the

parent/caregiver must report to the office first and fill in an early departure register. This is recorded on OneSchool by the Administration Officer. A slip is then given to the parent/caregiver to give to the classroom teacher before the child is allowed to leave the classroom. Persistent late arrivals or early departures are followed up by the Principal through arranging a formal meeting between the parent/caregiver and the Principal.

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](#) 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9