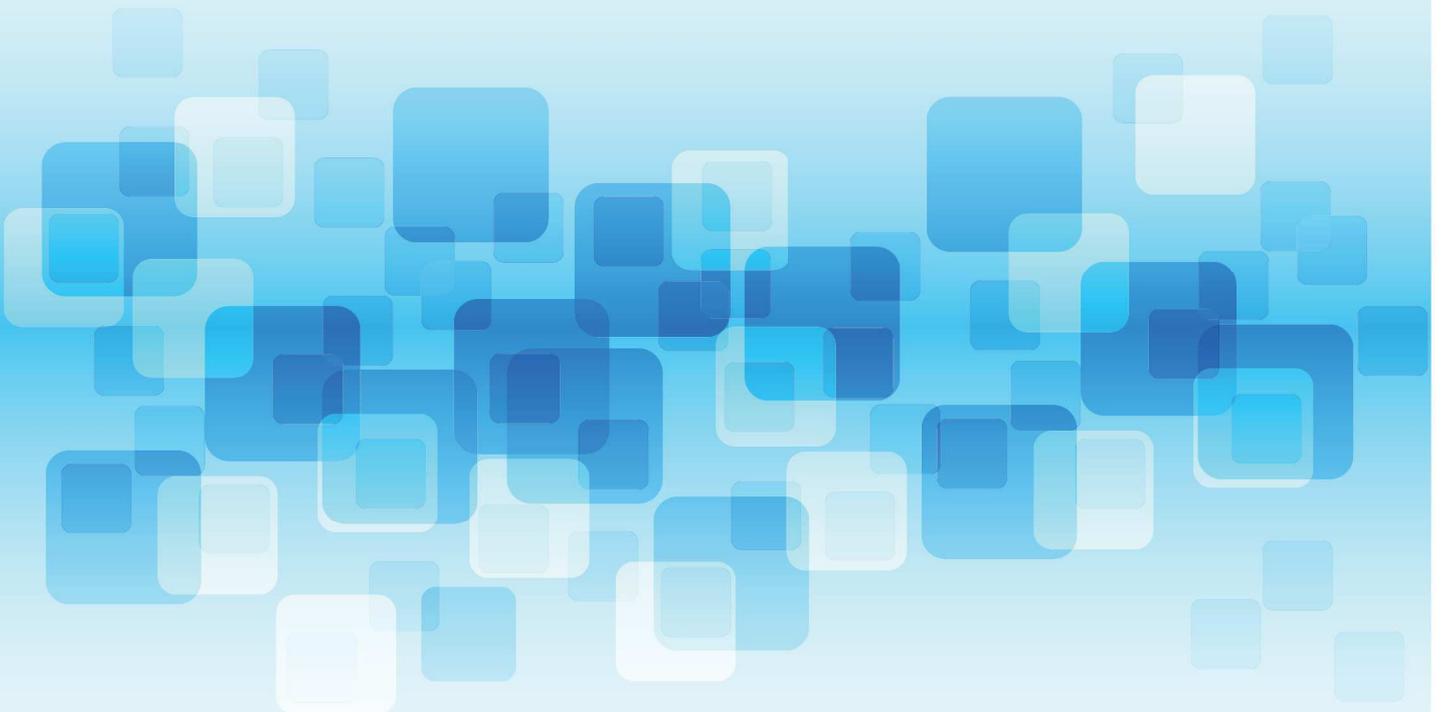




School Improvement Unit Report

Coopers Plains State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Coopers Plains from 16 to 18 February 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:	61 Orange Grove Road, Coopers Plains
Education region:	Metropolitan Region
The school opened in:	In 1931, the school opened as Orange Grove State School. In 1965, the school's name changed to Coopers Plains State School.
Year levels:	Prep to Year 6
Current school enrolment:	172
Indigenous enrolments:	15 per cent
Students with disability enrolments:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	961
Year principal appointed:	1 January 2008
Number of teachers:	14 (full-time equivalent)
Nearby schools:	Eight Mile Plains State School, Macgregor State School, Warrigal Road State School, Robertson State School, Rochedale State School, Sunnybank Hills State School.
Significant community partnerships:	Griffith University, St David's Uniting Church, Village Avenue Community Church.
Unique school programs:	Kids Hope, Chaplaincy Intervention and Extension Programs, Complex Case Programs.



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 Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Reading coach
 - Support Teacher Literacy and Numeracy (STLaN)/numeracy coach
 - Seven classroom teachers
 - Teacher/librarian, music teacher
 - Guidance officer
 - Administration officers and facilities officer
 - Chaplain
 - Four teacher aides
 - Federal Member for Moreton, Mr Graham Perrett
 - Brisbane City Councillor, Mr Steve Griffiths
 - Parents and Citizens' Association (P&C) president and vice-president
 - 15 students
 - Five parents

1.4 Review team

Rod Kettle	Internal reviewer (review chair)
Lee Gerchow	Internal reviewer
John Enright	Internal reviewer



2. Executive summary

2.1 Key findings

- The school principal and leadership team are driving a strong improvement agenda focussed on reading, numeracy and implementation of the Australian Curriculum (AC).

The success of the school's improvement agenda is supported by a range of systematic data. There is a general understanding across the school community of the core priorities of reading and numeracy.

- The principal and other school leaders clearly articulate their belief that rigorous data processes are critical to improving student outcomes.

The school has a systematic assessment plan for the collection, team analysis and use of data to improve the teaching of literacy, numeracy and science. A high priority has been placed on building strong data literacy among teachers and school leaders.

- There is a strong belief held by the principal, leadership team and teaching staff that every child can learn.

The tone of the school is welcoming, orderly and reflects the strong sense of pride the community has in the school. Classrooms are organised, professional in appearance and there are minimal disruptions. High levels of student engagement are evident and teachers tailor pedagogical practices to the specific learning needs of individual students.

- The principal and other school leaders have focussed school resources towards supporting the individual learning needs of students and the professional development of staff members.

Resources are allocated to focus on areas of the explicit improvement agenda. Emphasis has been placed on developing human resources to focus learning. Some reading resources have been purchased.

- The principal and other school leaders see the development of an expert teacher team as integral to the improvement of learning outcomes for all students.

The leadership team has a detailed insight into the level of expertise and potential for each teacher and acknowledge this with a highly differentiated approach to teacher professional development. Development of a numeracy framework to inform pedagogy is in the planning stage as is the schedule of data collection and analysis.



- The school has a whole-school plan for curriculum delivery focussed heavily on the school priorities of reading and numeracy.

The plan recommends a broad range of teaching strategies in deference to the high level of experience and expertise present in the teaching staff. Curriculum into the Classroom (C2C) units are adapted and assessment tasks backward mapped to identify core curriculum content. It is unclear to what extent the AC scope and sequence is used to ensure that all content is covered.

- Student learning goals are collaboratively developed with parents, students and teachers. Student progression in meeting these targets is communicated to parents.

Individual learning goals are collaboratively developed with parents and students and are aligned to the school improvement agenda. Parents are regularly updated on their child's progress towards achieving their goal including information on how to assist their child's progress

- The school leadership team promotes the differentiation of both curriculum and pedagogy through regular deep conversations with all teaching teams.

School leaders place a high priority on the ongoing professional learning of teachers and engage actively in deep pedagogical conversations. A consistent research-based approach to the teaching of guided reading is embedded across the school including the rigorous collection and analysis of short cycle data. A similar whole-school approach to the teaching of mathematics is in the planning stage.

- The school has developed a number of partnerships with parents and families and community organisations in response to identified needs within the school.

The school conducted an extensive process of community consultation in 2015 called *Community Connect* aimed at improved communication and sense of belonging in the community. It is intended that similar community forums will be held every term this year for feedback and further consultation.



2.2 Key improvement strategies

- Continue to embed the evidence-based reading framework.
- Develop an evidence-based, rigorous numeracy framework based on proven pedagogical approaches.
- Quality assure the implementation of the AC by backward mapping adaptations of the C2C resource.
- Clarify school core priorities and effectively communicate and promote these to parents, students, staff and the wider community.
- Implement the findings of the *Community Connect* consultation process.