

Coopers Plains State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Coopers Plains State School** from **10 to 12 February 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Christine Dolley	Internal reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Orange Grove Road, Coopers Plains	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	172	
Indigenous enrolment percentage:	11 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971	
Year principal appointed:	Term 4 2018 – acting	
Significant partner schools:	Watson Road State School, Rocklea State School – emerging partnership, Text Dependent Questioning (TDQ) network schools, Sunnybank Special School	
Significant community partnerships:	Coopers Plains Childcare Centre, Goodstart Early Learning Centres, Village Avenue Community Church, St. David's Neighbourhood Centre, Parents and Citizens' Association (P&C)	
Significant school programs:	Interschool Gala Sports Days, Solid Pathways Program, Ready Reading volunteers, Levelled Literacy Intervention (LLI), Prep Oracy Program, Kids Connect, Chaplaincy	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Learning and Engagement Officer (LEO), 10 teachers, guidance officer, teacher librarian, Business Manager (BM), six teacher aides, chaplain, facilities officer, 26 students and 31 parents.

Community and business groups:

- Two members of the P&C, staff member from St. David's Neighbourhood Centre and coordinator of the Kids Connect program.

Partner schools and other educational providers:

- Principal of Sunnybank Special School and director of Coopers Plains Childcare Centre.

Government and departmental representatives:

- Federal Member for Moreton, State Member for Toohey and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Draft Annual Implementation Plan 2020
Investing for Success 2019	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1, 2019)
Professional development plan 2019	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Workforce Plan	Responsible Behaviour Plan for Students
Headline Indicators (October 2019 release)	School Data Profile - Report card and NAPLAN update (Semester 1, 2019)
Whole school curriculum, assessment and reporting plan	Whole School Approach to Support Student Learning document



2. Executive summary

2.1 Key findings

Staff members speak highly of the strong collegial culture that is clearly apparent in the school.

Teachers provide strong affirmation of the current internal and external moderation processes within the school. School-wide internal moderation processes are well established in English and are designed to support consistency of teacher judgement and accuracy of reported results against the relevant achievement standard. An external moderation process was established in 2019 with neighbouring schools. Teaching staff members comment positively regarding this process and are keen to continue the work.

Parents, staff members and students express strong pride in their school.

The school leadership team is held in high regard. Families are recognised as integral members of the school community, and part of an authentic partnership in their child's education. Staff members recognise the importance of working in partnership with parents and community organisations.

The Explicit Improvement Agenda (EIA) outlines curriculum and engagement as the two overarching priority areas.

Curriculum is designed to identify the 'what' to teach and engagement supports the 'how'. The leadership team articulates a wide range of strategies for both curriculum and engagement. The need to refine the selection of key strategies and actions within the two key priority areas is recognised by the leadership team.

The targets outlined in the 2020 Annual Implementation Plan (AIP) encompass teacher and student engagement.

The AIP reflects the EIA's core priority areas and range of strategies. Explicit targets for student outcomes are yet to be developed. The leadership team articulates student learning targets aligned to regional reading targets.

The school's whole-school curriculum, assessment and reporting plan identifies core learning outcomes and achievement standards in the Australian Curriculum (AC).

The leadership team recognises that a systematic implementation of the AC requires all three levels of planning – whole-school, year level and unit plans, to be accessible to teachers and aligned with quality assessment and reporting. The team articulates that further refinement of this plan is anticipated to incorporate specific details pertaining to high quality assessment and reporting components.



School leaders and teachers recognise that highly effective teaching is the key to improving student learning.

School leaders refer to pedagogical practices drawn from a number of research ideas. Some teachers articulate their use of a range of teaching practices including those associated with Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR). Early years teachers are implementing the strategies and practices associated with Age-appropriate Pedagogies (AAP). The leadership team acknowledges that the current pedagogical framework includes a range of policy, practices and strategies beyond what is required. The team identifies the need to review and update this document to reflect current practices.

Teachers commence their curriculum planning using a 'backward mapping' process starting with the assessment tasks from the Curriculum into the Classroom (C2C) units.

Teachers speak positively regarding their increased knowledge of the AC and how they have begun to engage in the collaborative design, development and refinement of their unit plans and assessment tasks. The majority of year level unit plans are drawn directly from the C2C resource. The leadership team reports that further work is required to build teacher expertise in high quality assessment practices in addition to ensuring stronger alignment within all aspects of the planned curriculum.

The leadership team and school staff members are united in their belief that every student is capable of successful learning.

This belief features strongly in staff interactions with each other and with students. The leadership team promotes an environment reflective of the expectation that all students will learn successfully. Students articulate that the teachers are the 'best thing in the school' and that they 'care for us'.

Students, staff members and parents value the multi-cultural school population.

Interactions between staff members, students, parents and families are caring and inclusive. Staff members recognise and value the diversity brought to the school through the varying cultural backgrounds. Informal community networks are developing that enable the school to access voluntary interpreters for meetings with families who do not speak English. The leadership team works informally with staff members to build their cultural understanding.



2.2 Key improvement strategies

Develop a sharp and narrow EIA that is shared and understood by staff members, students and parents, clearly articulating key strategies, actions, timelines and responsible officers.

Collaboratively develop aspirational student learning targets, linked to the EIA, and monitor and evaluate the effectiveness of key actions to achieve these targets.

Review the whole school curriculum, assessment and reporting plan to ensure alignment with the Queensland P–12 curriculum, assessment and reporting framework (P–12 CARF).

Collaboratively review and publish the school's pedagogical framework to build a shared teacher understanding of high-yield teaching practices.

Deepen teacher knowledge and skills in planning, teaching and assessing the AC.