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## Principal's foreword

### Introduction

Coomera State School seeks to be a school of choice for students in the Coomera East area and adjacent suburbs. It is a school with a long history of providing a happy, productive, community minded education for all students. This report assists parents and prospective parents with information by which to make judgements on the school.

This report contains standard information on the achievements of the school during the 2007 school year. Other information on the school is available from the school website or front reception. Prospective parents are encouraged to take up the opportunity to make an appointment to visit the school in person as this is often the best way to judge a school.

### Future outlook

Our plan for 2008 outlines a range of priority areas for development.

Implement the Coomera SS Student Improvement Model

Develop school responses and culture as a response to better use of evidence (data)

Develop strategies to support the school as it grows into a larger primary school

Develop increased leadership density within the school

Develop academic culture and level of intellectual demand within the school.

### School Profile

Total student enrolments for the school (2007): 774

Year levels offered: Prep to Year 7

The school offers a co-educational program from Prep to Year 7 with a majority of single class and a minority of composite or multi age class configurations.

The school supplements regular classroom configurations with a Special Education facility which provides special support for students with disabilities in the areas of Intellectual Impairment, Speech Language Impairment and Autism Spectrum Disorder between Prep to Year 7. We also access blended support services to support students with other disabilities. We also provide Early Special Education support programs on a sessional basis for children with suspected or diagnosed disabilities for children between 0-5 years of age in conjunction with the Education Queensland policy in this area.

Coomera State School is located in one of the fastest growing areas on the gold Coast. The students are from a range of cultures and backgrounds. The majority of students reside in Coomera, Coomera Shores, Coomera Waters, housing estates in Coomera located mainly on the eastern side of the M1 Motorway.

### Curriculum offerings

#### Our distinctive curriculum offerings

Coomera State School offers a comprehensive Prep and Primary level education based upon the syllabi provided by the Queensland Studies Authority. We offer education across the eight key learning areas with a strong focus upon essential learnings. The school seeks to offer a learning program which can adjust to best meet the individual learning needs of the individual student. Our LOTE is Japanese.

Specialist programs are provided in areas of Physical Education, Music, LOTE and ICIS.

Our curriculum focus is upon core learning, quality assessment practices, worthwhile reporting and quality teaching strategies utilising the Productive Pedagogies framework as a guide.

The school has a strong environmental focus and was awarded the title of Queensland's Greenest and Healthiest school in 2003 and has been a regional winner each year for a number of years.

Coomera is the host school and coordinator of "Dream a Better World", an Australia wide film festival for Australian primary schools.

The teaching of curriculum at Coomera State School is varied and reflects the diverse nature of the students in the classroom. Intervention programs such as Support a Talker, Support a Reader and support a Writer have been successfully introduced in the lower school and support is also given to those students throughout the school who have been identified as having particular learning needs.

The learning environment throughout the school is very supportive and challenging and is adaptable to the changing needs of the students and the school community. Timetabling is flexible; however there is an emphasis on core teaching time at the commencement of the school day. Staff members keep up to date with Departmental initiatives. Currently, the school is focusing upon Productive Pedagogies, Queensland Curriculum Assessment and Reporting (QCAR) Framework, the Early Years and the roll out of the Prep Year.

#### Extra curricula activities

- The students are given the opportunity to become involved in a wide range of extra curricular activities. These include choir, instrumental music, interschool sport,

## Our school at a glance

representative sport, Optiminds, J Rock, school leadership program, Film Festival and Green and Healthy Schools.

### How computers are used to assist learning

ICT is widely used across all year levels and across the curriculum. ICT is integrated into teaching and learning through the use of Interactive Whiteboards and the use of ICT in teacher preparation and the delivery of learning programs. The school is moving towards the more rapid implementation of Education Queensland's Smart Classrooms strategies. The school has a blended approach to the engagement of computers with a large computer lab, a smaller minilab and the use of computers in classrooms.

### Social climate

Coomera state school has many well established supportive programs and a detailed behaviour management program. There exist multiple layers of support and a great deal of consistent implementation across the school. The school was the winner of Queensland's Greenest and Healthiest school in 2003, which considered the many supportive programs of the school.

The school has continued to focus upon a safe learning environment in order to support students to improve learning outcomes. The Student Council has maintained strong involvement in the school raising money for a number of charities and to support the school.

Our Peer Mediator program continued with students trained from Years 5 – 7. Peer Mediators provide support for safe play throughout the Junior school play areas.

A Social Skills Group continued to operate within the school to support student play in play times in the Junior School and through classrooms with the Behaviour Management Teacher.

Our Adopt a Cop and Adopt a Fireman programs continued with regular visits to the school for major school assemblies, class visits, sports days, Year 7 talks and the End of Year 7 Farewell dinner

School Opinion Survey results for 2007 {S=Students, P= Parents, C = Coomera SS, Q = State}

(Student) is happy to go to this school. **SC** 2.99 **SQ** 3.19 **PC** 3.19 **PQ** 3.19

Satisfaction with the behaviour at this school. **SC** 2.25 **SQ** 2.18 **PC** 2.63 **PQ** 2.46

Satisfaction that (student) is safe at this school. **SC** 3.17 **SQ** 3.18 **PC** 3.11 **PQ** 3.00

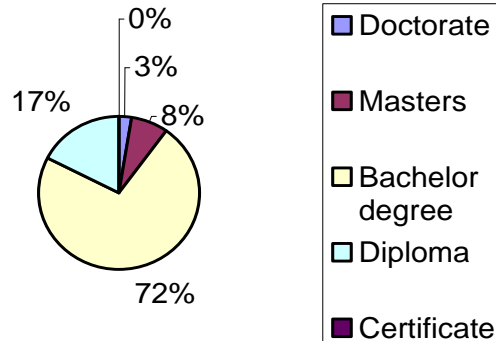
Satisfaction that (student) is treated fairly at this school. **SC** 2.73 **SQ** 2.83 **PC** 2.81 **PQ** 2.96

### Involving parents in their child's education.

Coomera SS welcomes parental involvement in their child's education through a number of means. These include Meet the Teacher, Student of the Term Assemblies, Culminating Days and special events, volunteer support, Home Reading, Support a Talker programs, P&C and School Council.

## Qualifications of all teachers.

Doctorate	1
Masters	3
Bachelor degree	29
Diploma	7
Certificate	0



## Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 were \$13259.27.
- The major professional development initiatives are as follows:
  - Attendance at approximately 12 separate District level PD events such as Literacy training, Early Years, Curriculum Conference, Leadership Breakfast and Speech Therapy Service Provision
  - Involvement in approx ten separate formal network activities including Registrar's Network meetings, Principal's Cluster meetings, HOC Network, QASSP, Joomla Support Group and Electronic Whiteboard support groups.
  - Participation in approximately twelve separate curriculum based workshops sessions including Assessment and immersion, Digital Learning, Music Educators and First Steps Mathematics
  - Involvement in approximately seven PD sessions to develop ICT knowledge including SMART Teachers Conference, e-Learning Conference and Robotics.
  - Participation in about 17 PD sessions to support students including Support-a-Talker training, Blackboards and Band-aids, Triple P Positive Parenting and Hidden Disabilities Workshop.
  - Representation at two Workplace Health and Safety sessions including WH&S Conference and CPR Training and Yearly updates.
- The involvement of the teaching staff in professional development activities during 2007 was 95 %.

## Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2007.

## Our staff profile

### Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 89 % of staff was retained by the school for the entire 2007 school year.

# Performance of our students

## Student attendance

The average attendance rate as a percentage in 2007 was 93%.

## Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	76%
Writing	81%
Number	76%

### Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	517	605	673	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	95%	80%	84%
		2006	88%	74%	84%
Writing	Average score for the school	489	592	688	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	92%	94%	90%
		2006	92%	88%	90%
Numeracy	Average score for the school	500	570	656	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	96%	81%	84%
		2006	86%	82%	80%

## Other Key Outcomes

### Value added

The core business of our school is improving student learning outcomes. Significant resources, programs, tracking, improvement strategies and time are devoted to improving the achievement levels of each and every student at the school.

State-wide data comparing individual student results between Year 3 and Year 5 and Year 5 and Year 7 shows the distance travelled by students. Almost all students tested showed improved results between the various test points.

# 2007 School Annual Report

## Performance of our students

The majority of students have made significant progress between Years 3 and 5 and Years 5 and 7.

Regional analysis of distance travelled showed that students progressed 28 scale points in Literacy and 13 scale points in Numeracy between Years 3 and 5. Progress of students was 2 scale points for Literacy and 21 scale points in Numeracy between Years 5 and 7. This improvement indicates that the trend shows greatest improvement in Literacy in the early to middle years and the greatest improvement in Numeracy in the upper primary years.

### Parent, student and teacher satisfaction with the school

- Percentage of parents satisfied that this is a good school is 74% (22.2% Neutral)
- Percentage of students satisfied that this is a good school is 76.9% (23.1% Neutral)
- Percentage of students satisfied that this is a good school is 85.9% (11.3% Neutral)