

# Coomera State School (0124)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

This report provides a summary of the outcomes of Coomera State School for the 2012 school year. During the 2012 school year, we aimed to provide a safe, happy and positive school environment which maximised student learning. This occurred through a wide range of academic, cultural and sporting activities which has resulted in quality outcomes for students.

Our school community views education as a life-long journey and staff, students and students have worked collaboratively and enthusiastically to advance teaching and learning and provide opportunities for students to reach their potential and be prepared for the future.

The 2012 school year was a momentous year for a number of reasons. Our very first C&K kindergarten cohorts commenced in the associated kindergarten facility off Beattie Road. During 2012, we implemented for the first time the national curriculum in English, Mathematics and Science. This was delivered through the Queensland Department of the Education, Training and Employment's program known as Curriculum into the Classroom.

Further information about our school is available from the school website or by contacting the school office where a member of the administration team will be able to assist.

### School progress towards its goals in 2012

Goal/ benchmark	Progress during 2012
By the end of 2012, Coomera teachers will work collaboratively to implement adjustments to meet individual student's learning, social and emotional needs so that students will be receiving maximum benefit from the curriculum.	Approaching achieved
By the end of 2012, we understand and perform all aspects of Release 3 efficiently and competently, so that we meet Departmental expectations.	Approaching achieved

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By the end of 2012, our teaching effect will have generated improvement in learning 20% higher than state average in Reading and Numeracy so that we approach incredible learning. (1.0 3-5, 1.0 5-7, 0.25 per semester)	Approaching achieved
By the end of 2012, 75% of students will be able to articulate explicit and unique learning outcomes with and without adult prompting, so that learning is made explicit to the learners.	Embedding
By the end of 2012, 100% of permanent and long term temporary staff members will have an active Developing Performance Plan underway, so that each staff member continues to improve.	Embedding
By the end of 2012, teachers are able to identify the purpose, the process and implement during data coaching with scaffolding so that teachers engage in reflective practice.	Approaching achieved
By the end of 2012, a great majority of teachers at the school will have accessed support from the collegial coach so that teachers continue to improve in their pedagogy.	Approaching achieved
By the end of 2012, all teachers will be familiar with and are using all aspects of developed C2C units within an OneSchool context so that the Australian Curriculum is effectively implemented.	Embedding
By the end of 2012, we have a whole school thinking program including resources and expertise to scaffold the implementation of differentiated instruction so that student learning is impacted positively.	Approaching achieved
By the end of 2012, the ASPIRE strategy will provide students with opportunities to further their learning outside the classroom so that they develop into independent learners.	Partial achievement
By the end of 2012, students in Years 5-7 will have an average effect size of at least 0.5 in reading so that upper primary students can continue to improve in reading above the national.	Embedding
By the end of 2012, we will have 40% of students attending over 95% of days each term or greater and 90% of students attending 85% of days each term, so that students receive more learning.	Approaching achieved
By the end of 2012, the leadership team will complete walkthroughs on a regular cycle and provide feedback to volunteer class teachers so that they reflect on their practice and set professional goals.	Partial achievement
By the end of 2012, all teachers will achieve consistent judgement through the use of shared guides to making judgements/ rubrics, moderation, collegial discussion and consultation so that there is consistency across the school.	Approaching achieved
By the end of 2012, professional learning will inform and focus classroom pedagogy on strategies identified as having the highest impact through the school pedagogical model so that learning improves across the school.	Approaching achieved
By the end of 2012, 90% of teaching staff will be taking on three opportunities to work in a variety of expert teaching teams every term so that there is a development of school-wide self-reflective culture focussed on improving classroom teaching.	Approaching achieved

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## Future outlook

### 2013 Improvement Agenda

- *Students improve in Reading 20% faster than state improvement.*
- *Students improve in Number 20% faster than state improvement.*
- *All students will be using an active Learning Log for Reading, Mathematics, Science, History and Learning Engagement by the end of 2013.*
- *Students recorded in Upper 2 Bands to exceed state benchmark.*
- *Gap for indigenous students is closed against non-indigenous students.*

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	980	465	515	91%
2011	953	422	531	92%
2012	966	443	523	92%

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body:

Coomera State School is a long established co-educational school located on the eastern side of the M1 motorway near the Dreamworld theme park. Our students come from the wide variety of local communities of Coomera, Coomera Shores, Coomera Waters, Upper Coomera, Hope Island, Maudsland and surrounding suburbs. Our families reside in a wide range of housing developments ranging from rental complexes close to the school to canal estates and many new housing developments. A new state primary school opened on the eastern side during 2011 to assist to cater for enrolment growth. Over time, the number of families living in semi-rural and acreage homes has progressively been replaced by many families living in modern suburban housing developments. Our students have a variety of backgrounds including Australian, New Zealand and Pacific Islander, UK, South African, other overseas and Aboriginal and Torres Strait Islander composition. We have a small number of ESL students. The majority of families have arrived from elsewhere in the last fifteen years. Our families include traditional family structures, single parent families and other family types. A significant and growing part of our community is aspirational in nature and actively support their children's education

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 10	27	26	26
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	27	35	19
Long Suspensions - 6 to 20 days	3	4	4

# Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Our school offers distinctive programs such as:

Japanese LOTE

Instrumental Music – brass, woodwind, percussion, strings

Dance and Drama

Strong liaison with Dreamworld offering educational programs

Community involvement in the celebration of student learning including culminating activities for units of work, special school events such as Under Eights Week, NAIDOC activities and 'Student of the Term' assemblies are important aspects of our educational programs.

Students have links with local organisations as part of their learning and through their involvement with the RSL, CWA, Neumann Companies, ANZAC Day, Gold Coast City Council community events and environmentally friendly programs such as Water Wise and Wipe Out Waste.

### Extra curricula activities

An instrumental music program

Student leadership program

Peer Mediation program

Smarts Clubs developing multiple intelligences of students. These include Chess Club, Media Club, Japanese Club, Garden Club as examples

Performing Arts – Choir, Wakakirri Dance Spectacular, Eisteddfods

Student participation in the organising and hosting of 'Dream a Better World' Australian wide Film Festival

A range of representative sporting activities as well as sporting sessions provided by community sporting groups, eg Auskick and Viva Soccer.

## How Information and Communication Technologies are used to assist learning

ICTs are used extensively throughout the school as tools to enhance teaching and learning in all Key Learning Areas. The Internet is a major resource and students are taught to utilise it and a variety of software to research and present information and participate in learning activities. During the year, the school subscribed every student in Mathletics, Intrepica, World Book on-line and the Queensland Spelling Bee. The school was a finalist for the second year in the Spelling Bee. All classrooms have a data projector and each teacher has a maintained laptop computer. Planning was underway during the year for an additional ICT lab incorporating laptops computers and trials of handheld devices. OneSchool is used extensively to manage students and curriculum outcomes.

## Social climate

At Coomera State School, we aim to create a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours and defined, modelled and reinforced. Our school's Responsible Behaviour Plan for Students in the means by which a safe, supportive environment is established and maintained. The Plan acknowledges the values, principles and standards in Education Queensland's Code of School Behaviour and reflects the Nine Values for Australian Schools.

Care and Compassion

Doing your Best

# Our school at a glance

Fair Go

Freedom

Honesty and Trustworthiness

Integrity

Respect

Responsibility

Understanding, Tolerance and Inclusion.

Through the Peer Mediation Program, students in Years 5 – 7 are able to increase their knowledge of conflict resolution skills and provide support for safe play throughout the Junior school play areas.

A Student Council operates at the school with students undertaking a variety of fundraising activities throughout the year to raise student awareness of the needs of others as well as providing valuable input into the ongoing development of the school.

## Parent, student and staff satisfaction with the school

Parents are very supportive of the school with many parents attending school events, participating in school activities and volunteering their time to assist with the implementation of school programs. The vast majority of parents indicated that they are satisfied that their children are getting a good education at the school and that Coomera State School is a good school.

Students view the school very positively and have a high level of satisfaction with many aspects of their schooling. Student and staff relationships are very positive. Staff members are professional in their approach and put in a significant amount of time and effort to provide quality educational opportunities for our students. 86% of staff members are satisfied with the school morale in the school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.2%
this is a good school	96.2%
their child likes being at this school*	96.2%
their child feels safe at this school*	96.2%
their child's learning needs are being met at this school*	96.2%
their child is making good progress at this school*	96.2%
teachers at this school expect their child to do his or her best*	96.2%
teachers at this school provide their child with useful feedback about his or her school work*	96.2%
teachers at this school motivate their child to learn*	96.2%
teachers at this school treat students fairly*	96.0%
they can talk to their child's teachers about their concerns*	96.0%
this school works with them to support their child's learning*	96.2%
this school takes parents' opinions seriously*	95.8%
student behaviour is well managed at this school*	95.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	94.2%
they like being at their school*	91.7%
they feel safe at their school*	94.9%
their teachers motivate them to learn*	95.8%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	89.7%
teachers treat students fairly at their school*	88.1%
they can talk to their teachers about their concerns*	87.0%
their school takes students' opinions seriously*	83.6%
student behaviour is well managed at their school*	73.9%
their school looks for ways to improve*	95.7%
their school is well maintained*	93.3%
their school gives them opportunities to do interesting things*	90.6%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	85.5%
with the individual staff morale items	90.4%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

We welcome and encourage active parental involvement in our school. Regular communications through newsletters, email and communication books informs our school community of school activities and invites participation. Class newsletters outlining core learning and special events are provided at the beginning of each term. Many parents volunteer their time and expertise to assist with classroom activities, excursions and special events and while this provides great assistance to staff, it also provides an opportunity for parents to become actively involved in their child's education and this contributes positively to ongoing student success.

Parents can be involved in their child's education by attending and supporting classroom presentations which showcase student learning and school events such as sports days, book week activities, Under Eights Week and Education Week activities. Attendance at parent information session can provide a valuable insight into curriculum delivery and school operations. The school offers a range of parenting programs such as PPP as well as opportunities for parents to enhance their skills by undertaking Support-a Reader, Support-a-Talker, Support-a-Writer and Support –a-Maths training.

Our Parents and Citizens Association plays a valuable role in the school community by promoting the interests of the school and assisting with the school's development and ongoing improving. By fostering general interest in educational issues, providing advice and recommendations on issues affecting student and school operations as well as providing financial and other resources, the members of the P&C work together for the benefit of students and the school. By supporting our P&C and its fundraising activities or by being a tuckshop helper, parents are able to make a valuable contribution to our school community and this is greatly appreciated.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A number of events impacted upon the school's ability to reduce energy and water use during 2011. The school supported more students, more classrooms and a significant number of large new facilities which placed a high demand upon energy use. A continued conscious effort is made to manage the use of air-conditioning across the school which has a big impact upon the consumption of energy. A number of water saving devices were installed across the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	170,448	945
2010-2011	209,152	1,484
2011-2012	239,988	2,417

# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	66	27	0
Full-time equivalents	59.2	18.7	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	35
Diploma	6
Certificate	0

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29284.

The major professional development initiatives are as follows:

First Steps Reading

Magic 100

Connexion Café

Phonological Awareness

Differentiation Coaching

Regional Dreaming Day

Words their Way

Kagan Cooperative Learning

Pupil Free Day Professional Development

STL&N

Developing Performance

Regional Leadership Day. Deputy Principal's Core Business Day

OnePortal, BSM Networks

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.5%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92.4% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>. (The School information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Our staff profile

### Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector  Government

Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

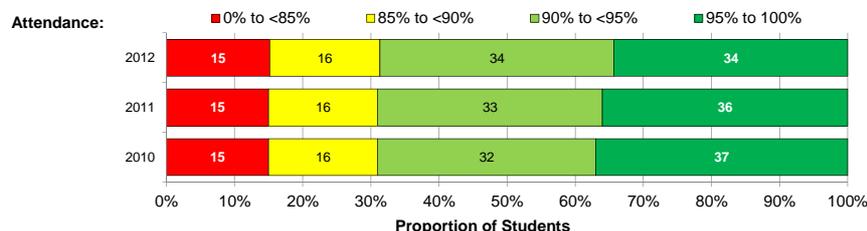
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	91%	92%	93%	91%	92%	91%					
2011	91%	92%	92%	93%	92%	91%	90%					
2012	92%	92%	91%	92%	92%	91%	90%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Rolls are marked on a daily basis and teachers fulfil the initial monitoring procedures with regards to the management of non-attendance. The school administration enters attendance on a regular basis and works in collaboration with class teachers and families to follow up on prolonged or unexplained absence.

Student attendance is comparable to other local schools but remains below our target. A Target 95 Campaign was implemented for implementation in 2011.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

# Performance of our students

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

During 2012, we had 38 students recorded as Aboriginal or Torres Strait Islander cultural background. Indigenous students recorded attendance slightly lower than for non-indigenous (90.2% [91.3%]). Attainment trends cannot be reported due to the risk of identifying very small numbers of students enrolled in the year levels undertaking NAPLAN. 3.8% of our enrolments are identified as indigenous.