

Queensland State School Reporting – 2011

Coomera State School (0124)



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Principal's foreword

Introduction

This report provides a summary of the outcomes of Coomera State School for the 2011 school year. During the 2011 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 parents 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 2011 school year saw the construction of a C&K Kindergarten Unit on the school site and the School Hall and Resource Centre were opened. We have accumulated a number of high quality facilities on the school campus.

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 2011

During 2011, our school focused upon our goal of delivering outstanding teaching and learning across the school. A significant amount of work was done by teachers towards this goal supported by our school leadership team. It was about moving from being a school that was very good to a school that is one of the best primary schools in South East Queensland. This will be unrelenting in terms of focus and solid and positive progress was made in 2011 and foundations created for further improvement.

The school prepared extremely well for the full implementation of the National Curriculum during 2011 and reconfirmed our strong Japanese LOTE program. Our school went into 2012 ready to meet all implementation targets and benchmarks on time.

Our NAPLAN results continued to improve during 2011 and the rate of improvement for our students as measured by NAPLAN was consistently above the national average. We continue to use NAPLAN achievement information to judge our own performance and to set our own goals to achieve.

The school continued to implement ahead of time Developing Performance Planning for all staff members during 2011.

Our school has achieved excellent progress in the use of the OneSchool portal in achieving streamlined use of student management, welfare and achievement information of all students.

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Future outlook

Our school entered the review and long term strategic planning section of our planning cycle during 2011. This enabled the establishment of a highly aspirational and personal vision for all students.

This is an outline of our key areas for improvement for 2012:

Vision: At Coomera, every child will learn in exceptional ways every day at school.

Key performance areas:

Developing exceptional teaching – Our teaching will regularly enable an above average effect upon student learning throughout the school.

Scaffolding exceptional learning – With adult scaffold, students will exhibit knowledge of their own learning.

Engaging an exceptional workforce – All staff will have an active Developing Performance Plan.

We make our decisions based upon the Coomera BFG:

Is this the **BEST** thing for Coomera kids?

Is this a **FAIR** thing to do?

Are we going to **GAIN** from this?

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

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

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
953	422	531	92%

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

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23
Year 4 – Year 10	26.3
Year 11 – Year 12	
All Classes	24.5

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	35
Long Suspensions - 6 to 20 days	4
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our school offers distinctive programs such as:

Japanese LOTE

Instrumental Music – brass, woodwind, percussion, strings

Dance and Drama

Dream a Better World Primary School Film Festival

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, e.g. 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 Mathematics, 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

Fair Go

Freedom

Honesty and Trustworthiness

Our school at a glance

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 teacher 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	89%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	79%
Percentage of staff members satisfied with morale in the school	86%

DW – Data withheld

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



Our school at a glance

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. Many water saving devices were installed across the school.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	209,152	1,484
2010	170,448	945
% change 10 - 11	23%	57%

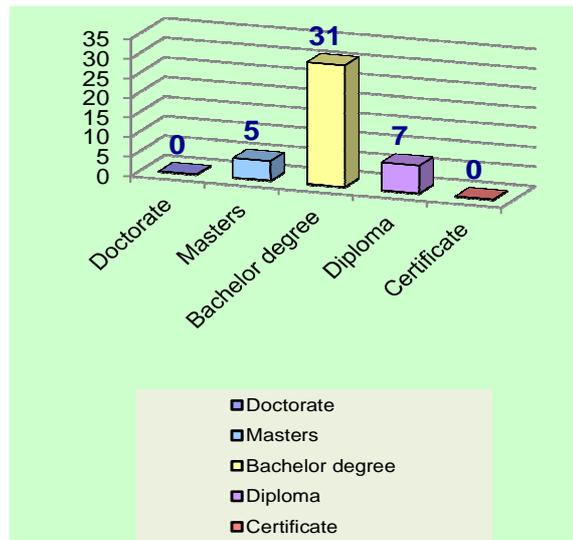
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	65	27	<5
Full-time equivalents	58	19	<5

Qualifications of all teachers

Doctorate	0
Masters	5
Bachelor degree	31
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$23971.04.

The major professional development initiatives are as follows:

First Steps Reading

Magic 100

Connexion Café

Phonological Awareness

Science Sparks

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

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2011 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/>.

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.

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 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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

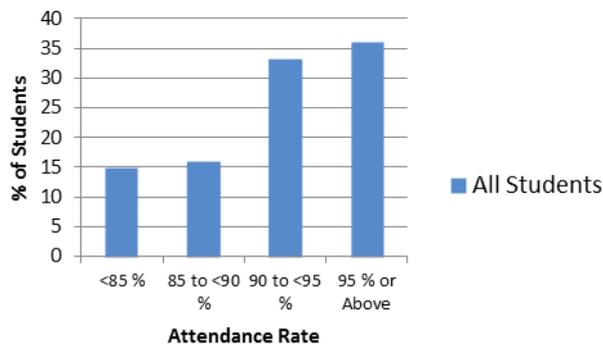
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

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

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.

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.

Performance of our students

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/>.

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Achievement – Closing the Gap

During 2011, we had 29 students recorded as Aboriginal or Torres Strait Islander cultural background. In the majority of year levels the number of indigenous students was small (5 or below) and it is difficult to report on without risking the identification on individual students. 2.9% of our population is recorded as indigenous. During 2011 our ATSI students performed very close to our entire population with some incidents of ATSI outperforming and a number where they have slightly underperformed our school population. With the prior mentioned caveat, we aspire to close the gap for each indigenous student. We also aspire to case manage individual students with regards to attendance so that at Coomera we have no gap or a positive gap for our Aboriginal and Torres Strait Islander students compared to our entire population.