

Coomera State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Chris McMillan (Principal)

Principal's foreword

Introduction

This report provided a summary of the outcomes of Coomera State School for the 2013 school year. During the 2013 school year, we aimed to provide a safe, happy and positive school environment which maximized student learning. This occurred through a wide range of academic, cultural and sporting activities, which has resulted in quality outcomes for students.

The 2013 school year was a momentous year for a number of reasons. We had constructed four new modern classrooms and had old transportable classrooms removed from the school. The school enrolments had increased to a figure, which meant the implementation of an Enrolment Management Plan for 2014.

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 available to assist.

School progress towards its goals in 2013

2013 Improvement Agenda

Students improve in Reading 20% faster than state improvement. [Between 2008 – 2013, Coomera students have improved in Reading in 3 out of 3 measures ahead of the nation.]

Students improve in Number 20% faster than state improvement. [Between 2008 – 2013, Coomera students have improved in Number in 2 out of 3 measures ahead of the nation.]

All students will be using an active Learning Log for Reading, Mathematics, Science, History and Learning Engagement by the end of 2013. [This was significantly achieved and is expected to be achieved in 2014]

Students recorded in Upper 2 Bands to exceed the state benchmark. [In 2013, we achieved the goal in 9 out of fifteen measures. Steps have been taken to achieve this during 2014]

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Future outlook

Key priorities for 2014

Increase the percentage of students in the NAPLAN upper two bands in Reading from 38% to 45% for Year 3 students by 2015.

Increase the percentage of students in the NAPLAN upper two bands in Numeracy from 20% to 30% for Year 3 students by 2015.

Increase our overall student achievement to achieve an average Mean Scale Score for all NAPLAN at or above the 60th percentile by 2015.

Improve student-learning outcomes by improving teacher capability through focussed coaching and professional learning communities.

Increase our average percentage of students in the Upper 2 Bands to above the national average for Year 3 and 5 by 2015.



Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preparatory- Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	953	422	531	92%
2012	966	443	523	92%
2013	980	450	530	91%

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 Creamworld themepark. Our students come from the wide variety of local communities of Coomera, Coomera Shores, Coomera waters, Upper Coomera, Hope Island, Maudsland and surrounding suburbs. During the last twelve years other schools have opened in the catchment area creating a smaller physical school catchment. The school is to have a gazetted Enrolment Management Plan from the start of the 2014 school year.

Our families reside in a wide range of housing developments ranging from rental complexes close to the school to canal estates and a growing number of new housing developments. Over time, the number of families living in semi-rural and acreage homes has been replaced with 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 backgrounds. 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 and actively supports their children's education.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	35	19	39
Long Suspensions - 6 to 20 days	4	4	4

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 students including culminating activities for units of work, special school events such as Student of the Term, Mothers' Day, Fathers' Day, ANZAC Day and sports days.

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 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, and Garden Club as examples.

Performing Arts – Choir, Wakakirri Dance Spectacular, Eisteddfods

A range of representative sporting activities as well as sporting sessions provided by community sporting groups such as Auskick and Siba 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. They learn using 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 and World Book on-line. All classrooms have a data projector and each teacher has a maintained laptop computer and tablet. All teachers use ICTs in many creative ways to enhance learning. The school has two ICT labs incorporating laptop computers and handheld devices. The school has been working to enhance the reach of wireless internet across classrooms throughout the school as a priority.

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 are defined, modelled and reinforced. The school has been developing school-wide social skills to be taught. Our school's Responsible Behaviour Plan for Students is the means by which a safe, supportive environment is established and maintained. The Plan acknowledges the values, principals 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 contribute a significant amount of time and effort to provide quality educational opportunities for our students.

School planning and collaboration have produced a number of goals to further improve aspects of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	96%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	96%	100%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	96%	93%
their child is making good progress at this school* (S2004)	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%
teachers at this school motivate their child to learn* (S2007)	96%	96%
teachers at this school treat students fairly* (S2008)	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	96%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%

Our school at a glance

student behaviour is well managed at this school* (S2012)	96%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	97%
they like being at their school* (S2036)	92%	93%
they feel safe at their school* (S2037)	95%	95%
their teachers motivate them to learn* (S2038)	96%	96%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%
teachers treat students fairly at their school* (S2041)	88%	85%
they can talk to their teachers about their concerns* (S2042)	87%	81%
their school takes students' opinions seriously* (S2043)	84%	86%
student behaviour is well managed at their school* (S2044)	74%	74%
their school looks for ways to improve* (S2045)	96%	97%
their school is well maintained* (S2046)	93%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	82%
their school takes staff opinions seriously (S2076)	73%
their school looks for ways to improve (S2077)	90%
their school is well maintained (S2078)	85%
their school gives them opportunities to do interesting things (S2079)	78%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Our school at a glance

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 and Education Week activities. Attendance at parent information sessions can provide a valuable insight into curriculum delivery and school operations. During 2013, the school and P&C held a very successful Christmas Carols evening.

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 improvement. By fostering general interest in educational issues, providing advice and recommendations 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 incorporating 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

An increase in the number of buildings at the school impacted upon the use of energy and water during 2013. The school continued to support 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 safety devices are installed across the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	209,152	1,484
2011-2012	239,988	2,417
2012-2013	259,617	4,685

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

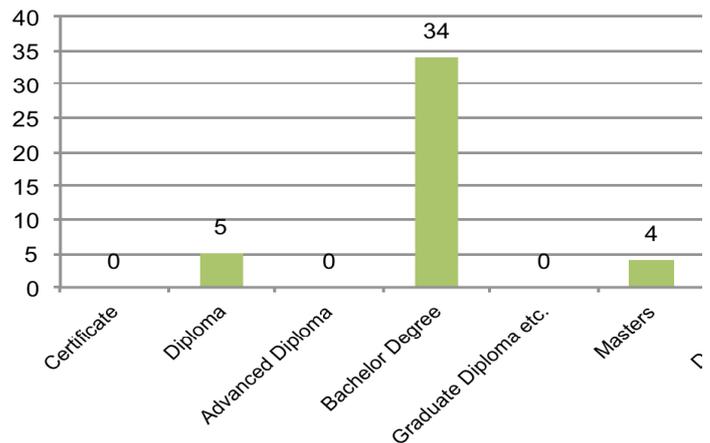
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	66	26	<5
Full-time equivalents	59	20	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.	0
Masters	4
Doctorate	0
Total	43



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$12410.54.

The major professional development initiatives are as follows:

2013 Professional Development

Our staff profile

Kagan Cooperative Structures – maximising participation, success and collaboration

Effective literacy instruction (via Connexion Cafes)

Pedagogical Framework – explicit teaching – lesson design

Child safety, Code of Conduct, Asbestos.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

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 2013 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

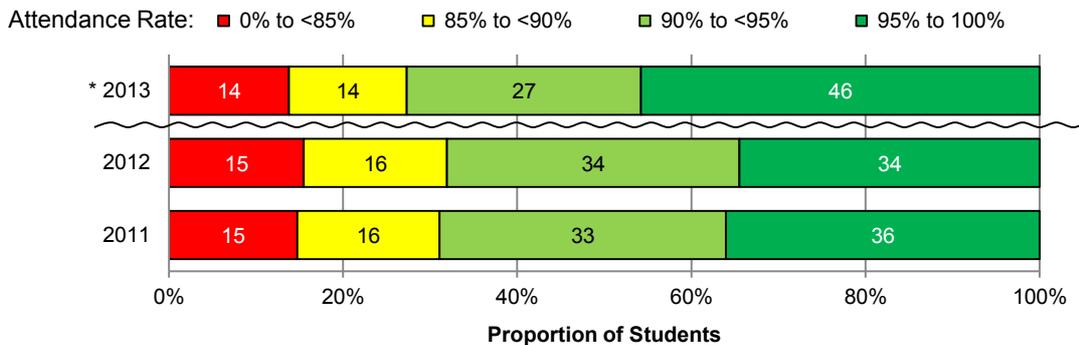
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	92%	92%	93%	92%	91%	90%					
2012	92%	92%	91%	92%	92%	91%	90%					
2013	92%	93%	93%	92%	92%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.

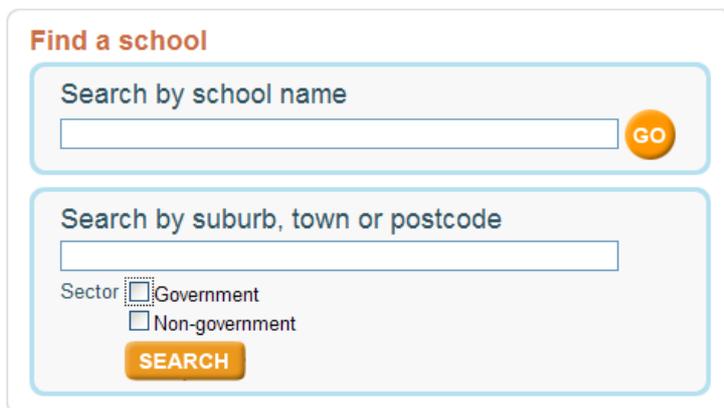
Rolls are marked on a daily basis and teachers fulfil the initial monitoring procedures with regards to the management of non-attendance. The school administration enters attendance on a regular basis and works in collaboration with class teachers and families to follow up on prolonged or unexplained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

Student attendance is comparable to other local schools but remains below our target. Our target for attendance is 95% and an increasing number of students are now maintaining attendance in the higher bands.

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.

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/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which has a text input field and a "GO" button. The second section is "Search by suburb, town or postcode", which has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a "SEARCH" button.

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 2013, we had 50 students recorded as Aboriginal or Torres Strait Islander cultural background. Indigenous students recorded attendance slightly lower than for non-indigenous students (90.0%) [92.4%]. Attainment trends cannot be reported due to the risk of identifying very small numbers of students enrolled in the year levels undertaking NAPLAN. Indigenous attainment levels vary on a case-by-case basis. 4.8% of our students are identified as indigenous.

