

Coomera State School

Queensland State School Reporting

2014 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.
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Principal's foreword

Introduction

This report provides a summary of the outcomes of Coomera State School for the 2014 school year. During the 2014 school year, we aimed to provide a safe, happy and positive school environment which maximizes student learning. This occurred through a wide range of academic, cultural and sporting activities, which has resulted in quality outcomes for students.

Our focus on achieving our goal of exceptional learning for every student, every day at Coomera became our key focus for the year and the school developed a rigorous evidence-based reading program to ensure that all students develop the literacy levels necessary to live and work in the 21st Century.

The 2014 school year was momentous year for a number of reasons. For the last time in 132 years, the school provided education to Year 7 students. At the end of the 2014 school year the school transitioned from a P-7 school to a P-6 school as we said farewell to two separate cohorts of students. This long term planning for this meant that the transition was very smooth, yet historic and significant for the students and families involved.

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 2014

2014 Improvement Agenda

Students improve in Reading as determined by an increase in the percentage of students recorded in the NAPLAN upper two bands from 38% to 45% for Year 3 students by 2015. [In 2014, 47.4% of students achieved in the NAPLAN Upper Two Bands]

Students improve in Numeracy as determined by an increase in the percentage of students recorded in the NAPLAN upper two bands from 20% to 30% for Year 3 students by 2015. [In 2014, 33.8% of students achieved in the NAPLAN Upper Two Bands]

Increase our overall student achievement to achieve an average Mean Scale Score for all NAPLAN at or above the 60% percentile by 2015. [In 2014, the school achieved an average Mean Scale Score similar to the National Cohort in 12/15 measures]

Improve our overall learning outcomes by improving teacher capability through focused coaching and professional learning communities. [During 2014, the school created a Head of Professional Learning position to lead the development of the professional learning within the school. The engagement of teachers and teacher aides in professional learning opportunities has increased during 2014]

Increase our average percentage of students in the Upper 2 Bands to above the national average for Year 3 and Year 5 by 2015. [In 2014, the school recorded a percentage of students in the Upper 2 Bands greater than the national average in 6 out of 15 measures]

Future outlook

Key priorities for 2014

Sufficient quality academic learning time spent on developing English and Mathematics proficiency, including explicitly learning to read (Coomera Way) and systematic practice so that Coomera students will develop high levels of success in areas requiring automaticity.

Expert teachers and teacher aides using our Coomera Pedagogical Framework focusing upon highly effective teaching strategies supported by our Coomera Professional Learning Framework so that Coomera students experience exceptional learning every day at school.

Teaching to develop the young person so that all students become good learners and good school citizens whilst developing as healthy, well balanced young people.

Teaching remaining ACARA curriculum areas ensuring that all areas are covered across the year so that students develop concepts and skills in a visible way within specified time.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	966	443	523	92%
2013	980	450	530	91%
2014	941	445	496	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 Dreamworld theme park. Our students come from our designated catchment mostly alongside the eastern suburbs adjacent to the Motorway, including Coomera. Approximately two thirds of our enrolments come from outside the designated school catchment when we have capacity. In reality, our students reside in a large number of suburbs surrounding the school.

The school operated under an Enrolment Management Plan for the first time during 2014, which meant that the school needed to operate within the established capacity of the school facilities.

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 estates. Most families now live in newer residential housing developments although a decreasing percentage reside in acreage estates which are being progressively redeveloped. 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 EAL/D students. The majority of families have arrived from elsewhere in the last fifteen years. Our families include traditional family structures, single parent 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		
	2012	2013	2014
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	26	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	19	39	42

Long Suspensions - 6 to 20 days	4	4	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our school offers distinctive programs such as:

Japanese LOTE

Instrumental Music – brass, woodwind, percussion, strings

Dance and drama

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 organizations as part of their learning and through their involvement with the RSL, CWA, 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 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 how to use 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 Mathematics, Intrepica and World Book on-line. Every classroom has a date projector or large screen television and each teacher has a 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 all classrooms throughout the school by 2015.

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 maximized for all through quality curriculum, interpersonal relationships and school organization; 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, principles and standards in Queensland State Schooling's Code of School Behaviour and reflects the nine values for Australian schools.

Care and compassion

Doing you best

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 through 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	96%	98%
this is a good school (S2035)	96%	100%	97%
their child likes being at this school* (S2001)	96%	100%	95%
their child feels safe at this school* (S2002)	96%	100%	98%
their child's learning needs are being met at this school* (S2003)	96%	93%	94%
their child is making good progress at this school* (S2004)	96%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	92%
teachers at this school motivate their child to learn* (S2007)	96%	96%	92%
teachers at this school treat students fairly* (S2008)	96%	96%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	98%
this school works with them to support their child's learning* (S2010)	96%	100%	94%
this school takes parents' opinions seriously* (S2011)	96%	100%	91%
student behaviour is well managed at this school* (S2012)	96%	96%	88%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	93%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	97%	97%
they like being at their school* (S2036)	92%	93%	93%
they feel safe at their school* (S2037)	95%	95%	91%
their teachers motivate them to learn* (S2038)	96%	96%	96%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	96%
teachers treat students fairly at their school* (S2041)	88%	85%	94%
they can talk to their teachers about their concerns* (S2042)	87%	81%	88%
their school takes students' opinions seriously* (S2043)	84%	86%	87%
student behaviour is well managed at their school* (S2044)	74%	74%	85%
their school looks for ways to improve* (S2045)	96%	97%	97%
their school is well maintained* (S2046)	93%	97%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	91%

Performance measure	2012	2013	2014
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)		92%	98%
they feel that their school is a safe place in which to work (S2070)		96%	97%
they receive useful feedback about their work at their school (S2071)		76%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		94%	95%
staff are well supported at their school (S2075)		82%	83%
their school takes staff opinions seriously (S2076)		73%	83%
their school looks for ways to improve (S2077)		90%	92%
their school is well maintained (S2078)		85%	86%
their school gives them opportunities to do interesting things (S2079)		78%	83%

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

'Agree' represents the 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.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We welcome and encourage active parental involvement in our school. Regular communication 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 2014, the school and P&C held a second annual and 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

The school has maintained efforts to reduce electricity and water consumption, which has resulted in a significant reduction in water usage. The school operates air conditioning which has been supplied to ameliorate the noise of the adjacent motorway.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	239,988	2,417
2012-2013	259,617	4,685
2013-2014	268,660	2,225

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

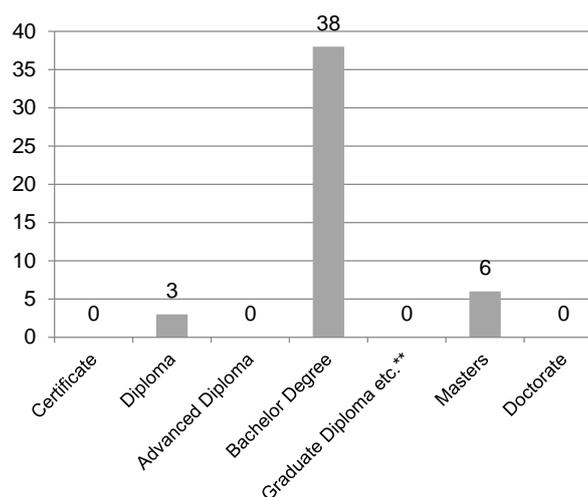
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	68	29	<5
Full-time equivalents	60	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	0
Masters	6
Doctorate	0
Total	47



*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 2014 were \$11942.75

The major professional development initiatives are as follows:

- Strive
- Explicit Instruction
- Visible Learning
- Kagan Structures
- Fluency Fitness
- Phonemic Awareness Warm-ups
- Watching Others Work (Peer Coaching)
- iPads in the classroom
- Dyslexia

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%

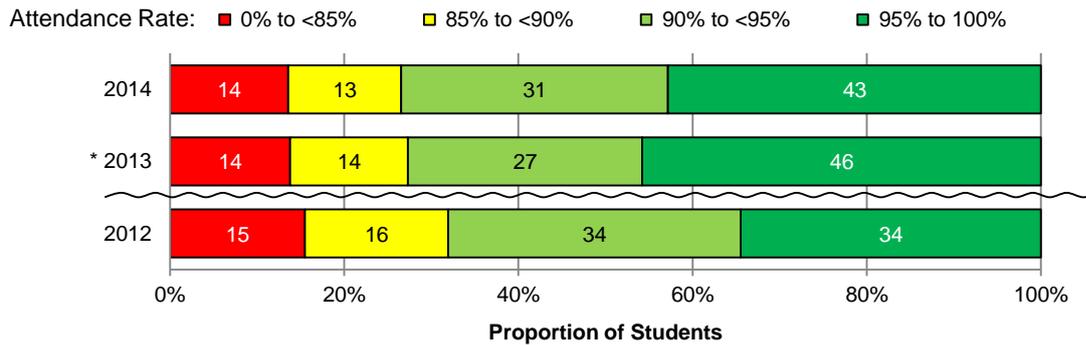
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	92%	91%	92%	92%	91%	90%					
2013	92%	93%	93%	92%	92%	92%	92%					
2014	93%	92%	93%	92%	92%	92%	90%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking State Schools, which outline procedures 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.

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 2014, we had 49 students recorded as Aboriginal or Torres Strait Islander cultural background. Indigenous students recorded attendance slightly below that for non-indigenous students (89.4%) [92.3%]. Attainment trends cannot be reported due to the risk of identifying very small numbers enrolled in the year levels undertaking NAPLAN. Indigenous attainment levels vary on a case by case basis. Just under 5% of our students are identified as indigenous.