

Coomera State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Dreamworld Parkway Coomera 4209
Phone	(07) 5519 6333
Fax	(07) 5519 6300
Email	principal@coomerass.eq.edu.au
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 provides a summary of the outcomes of Coomera State School for the 2015 school year. During the 2015 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 2015 school year was momentous for a number of reasons. The school settled into a Prep to Year 6 school and as a result had slightly fewer enrolments. The school worked within the school community to transition the traditions to new traditions reflecting this change.

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 2015

2015 Improvement Agenda

Increase the percentage of students in the NAPLAN upper two bands in Reading from 38% to 45% for Year 3 students by 2015. [Exceeded the target: The 2015 result was 48.2%]

Increase the percentage of students in the NAPLAN upper two bands in Numeracy from 20% to 30% for Year 3 students by 2015. [Exceeded the target: The 2015 result was 33.5%]

Increase our overall student achievement to achieve an average Mean Scale Score for all NAPLAN at or above the 60th percentile by 2015 [Made progress towards the target: The 2015 result was Year 3 at or above Queensland state schools in 5/5 areas; Year 5 at or above Queensland state schools in 1/5 areas]

Increase our annual supervision meetings for all teachers to four: one goal setting; three formal feedback and monitoring meetings incorporating Annual Teacher Performance Review process. [Achieved the target]

Increase our average percentage of students in the Upper 2 Bands to above the national average for Year 3 and 5 by 2015. [Made progress on the target: The 2015 result was achieved for Year 3 in 5/10 areas; Year 5 in 1/10 areas]

Future outlook

Key priorities for 2016

- Every student improving in Literacy

- Expand coaching culture
- Ensure consistent quality practice
- Embed literacy teaching expertise
- Learning for ALL
 - Establish and develop the school as a professional learning community.
 - Teach a guaranteed and viable curriculum in Mathematics.
 - Teams use DuFour's four big questions to modify teaching.
- Positive behavior for learning
 - Review practices using the PBL Framework
 - Implement consistent and explicit teaching of school expectations
 - Review and implement practices to maximise student and family engagement in the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	980	450	530	46	91%
2014	941	445	496	46	91%
2015	883	418	465	61	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	22	21	19
Year 4 – Year 7 Primary	25	26	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	39	42	55
Long Suspensions - 6 to 20 days	4	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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, ANZAC Day commemoration events, 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, Christmas Concert, 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 improve 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 Athletics, Intrepica and World Book on-line. Every classroom has a data projector or large screen television and each teacher has a laptop computer and computer 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 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, principles and standards in Queensland State Schooling's Code of School Behaviour and reflects the nine values for Australian schools.

1. Care and compassion
2. Doing your best
3. Fair go
4. Freedom
5. Honesty and trustworthiness
6. Integrity
7. Respect
8. Responsibility
9. Understanding, tolerance and inclusion.

Through the Peer Mediation Program, students in Years 5-6 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	98%	91%
this is a good school (S2035)	100%	97%	93%
their child likes being at this school (S2001)	100%	95%	93%
their child feels safe at this school (S2002)	100%	98%	93%
their child's learning needs are being met at this school (S2003)	93%	94%	90%
their child is making good progress at this school (S2004)	93%	94%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	92%	90%
teachers at this school motivate their child to learn (S2007)	96%	92%	92%
teachers at this school treat students fairly (S2008)	96%	90%	86%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	93%
this school works with them to support their child's learning (S2010)	100%	94%	84%
this school takes parents' opinions seriously (S2011)	100%	91%	81%
student behaviour is well managed at this school (S2012)	96%	88%	83%
this school looks for ways to improve (S2013)	100%	92%	89%
this school is well maintained (S2014)	100%	93%	81%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school (S2036)	93%	93%	94%
they feel safe at their school (S2037)	95%	91%	91%
their teachers motivate them to learn (S2038)	96%	96%	92%
their teachers expect them to do their best (S2039)	99%	98%	93%
their teachers provide them with useful feedback about their school work (S2040)	92%	96%	89%
teachers treat students fairly at their school (S2041)	85%	94%	87%
they can talk to their teachers about their concerns (S2042)	81%	88%	86%
their school takes students' opinions seriously (S2043)	86%	87%	79%
student behaviour is well managed at their school (S2044)	74%	85%	64%
their school looks for ways to improve (S2045)	97%	97%	89%
their school is well maintained (S2046)	97%	90%	86%
their school gives them opportunities to do interesting things (S2047)	95%	91%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	98%	84%
they feel that their school is a safe place in which to work (S2070)	96%	97%	91%
they receive useful feedback about their work at their school (S2071)	76%	92%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	81%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	95%	91%
student behaviour is well managed at their school (S2074)	94%	95%	84%
staff are well supported at their school (S2075)	82%	83%	75%
their school takes staff opinions seriously (S2076)	73%	83%	75%
their school looks for ways to improve (S2077)	90%	92%	91%
their school is well maintained (S2078)	85%	86%	79%
their school gives them opportunities to do interesting things (S2079)	78%	83%	76%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

We welcome and encourage active parental involvement in our school. Regular communication through newsletters, email, facebook 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 2015, the school and Parents and Citizens Association (P&C) held a third annual and very successful Christmas Carols evening.

Our P&C 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
2012-2013	259,617	4,685
2013-2014	268,660	2,225
2014-2015	286,722	1,991

*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.

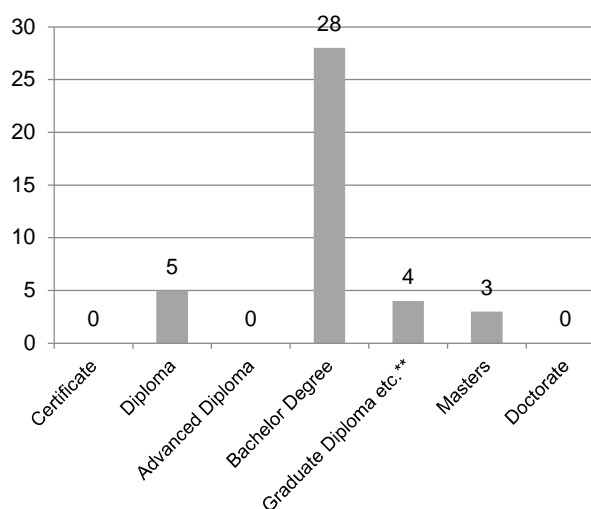
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	31	<5
Full-time equivalents	60	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	40



*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 2015 were \$25 568.05.

The major professional development initiatives are as follows:

- Strive
- Seven Steps Writing
- 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

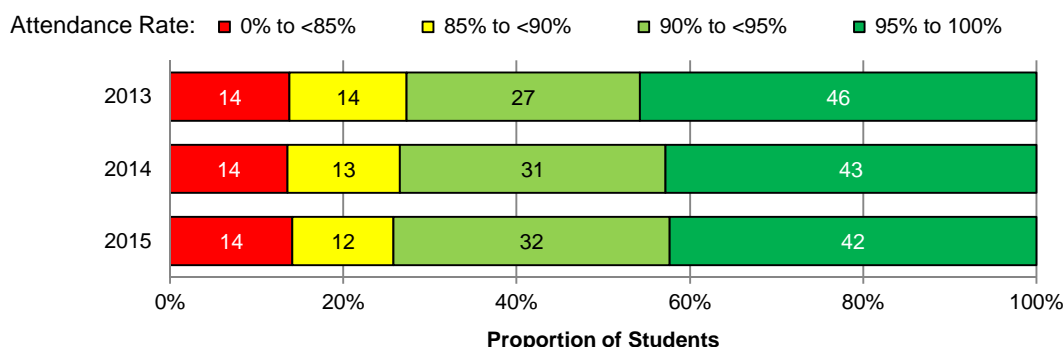
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	93%	93%	92%	92%	92%	92%					
2014	92%	93%	92%	93%	92%	92%	92%	90%					
2015	92%	91%	93%	92%	93%	92%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 and 5 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

The image shows a search form titled 'Find a school'. It features a blue background. At the top, there is a white text input field labeled 'School name' with a red 'GO' button to its right. Below this is another white text input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checkboxes: one for 'Government' and one for 'Non-government', both of which are checked. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.