Coomera State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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Contact Information

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School Overview

Coomera State School has proudly served its community since 1873. Located in one of the fastest growing areas of the Gold Coast, our school has a long and cherished history and staff work together to provide students with quality learning in a safe, caring, supportive environment.

Our school values individuality and responds to students' needs to enable them to maximise their potential and prepare for the future. In our Prep to Year 7 curriculum, literacy and numeracy are priorities. Balanced, innovative classroom programs are based on an integrated approach to delivering curriculum in all key learning areas and our strong environmental focus has enabled success for many years in Green and Healthy Schools Competitions.

The school strives to maintain traditions and ethos as the original Coomera school whilst ensuring that all students benefit from modern, highly effective teaching and learning enacting the vision of exceptional learning for every student, every day at Coomera. Student Council, Peer Mediation and Buddy Programs promote quality relationships and student leadership skills and our successful lunch time activity programs such as Student Council, Running Club, Glee Club, Fitness Club, Choir, Robotics, Buddy Reading, Chess and Public Speaking competitions provide great learning opportunities for students.

Principal's Forward

Introduction

This report provides a summary of the outcomes of Coomera State School for the 2016 school year. During the 2016 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.

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 2016

Improvement goal	Key strategy	Progress on strategy
Every student improving in Literacy	Expand coaching culture	Implemented and to be extended further in 2017
	Ensure consistent quality practice	Implemented and to be extended further in 2017
	Embed literacy teaching practice	Implemented and to be extended further in 2017
Learning for ALL	Establish and develop the school as a professional learning community.	Implemented and to be extended further in 2017
	Teach and guaranteed and viable curriculum in Mathematics	Implemented and to be extended further in 2017
	Teams use DuFour's PLC four big questions to modify teaching.	Implemented and to be extended further in 2017
Positive Behaviour for Learning	Review practices using the PBL Framework	Phase 1 implemented during year
	Implement consistent and explicit teaching of school expectations	Implemented and to be extended further in 2017
	Review and implement practices to maximize student and family engagement in school.	Implemented and to be extended further in 2017

Future Outlook

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Our BIG Improvement Priorities 2017

Behaviour Focus *(Positive Behaviour for Learning) 16.1↓ 13 av. daily incidents;*

(Student Attendance) 92.5↑ 93.2% av. Attendance; 12.5↓ 9.6% < 85% attendance by Dec 2017

Every student engaged each day as a safe, respectful learner.

Explicitly teach school-wide expectations: Be safe, be respectful, be a learner.

Actions	Targets	Timelines
Consult and collaborate with staff to develop lessons that align with Coomera SS behaviour matrix.	100%	Term 1, 2017
Explicit teaching of behaviour expectations at weekly PBL assemblies that align with Coomera SS behaviour matrix.	100%	Term 1-4, 2017
Behaviour referral data drives decision making regarding schedule of lessons to be taught and identifies students who need to additional support by providing reteaching opportunities and restorative justice support.	100%	Term 2-4 2017

Embed consistent school-wide system and practices

Actions	Targets	Timelines
All staff adopt the school acknowledgement system to recognise and encourage positive student behaviour.	80%	Term 1, 2017
All staff adopt the school consequence system to discourage negative student behaviour.	80%	Term 1, 2017
All staff use consistent language and deliver consistent responses to student learning and behaviour.	80%	Term 3, 2017

Support wellbeing by building a positive learning culture

Actions	Targets	Timelines
Enact the 2016 review recommendation and address the diverse social needs of every student to support them to be successful through implementing a school wide evidence based social emotional learning program.	100%	Term 2, 2017
Provide staff with Professional learning opportunities through coaching of ECMS and ESCM weekly focus to build teacher capacity.	80%	Term 1, 2017
Implement a coaching methodology of Classroom Profiling to build a school culture of positive language and behaviour management practices within the school.	80%	Term 2-4, 2017

Improving in literacy *(Literacy Priority) 44.9↑ 45.5% Yr 3 U2B Literacy; 33.9↑ 35.5% Yr 5 U2B Literacy by Dec 2017*

Every student is becoming confidently literate for learning and to participate in society.

Embed coaching culture within the school

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Actions	Targets	Timelines
Enhance teacher capability through coaching	Teachers	End 2017
Continue to implement and monitor collegial engagement	Teachers	2017
Promote home literacy practices through communication channels	All parents/carers	2017

Adopt G&V curriculum planning in English

Actions	Targets	Timelines
Embed agreed Coomera Way of Teaching Literacy	Teachers	2017
Support analysis of data to inform teaching and learning	Teachers	2017
Ensure systematic curriculum delivery using G&V process	All year levels	2017

Embed effective literacy pedagogy and implement agreed practices

Actions	Targets	Timelines
Promote collaboration and sharing of best practice	Teachers	2017
Respond to the needs of students	All students	2017
Promote evidence based teaching strategies to improve %U2B	Y3: 45.5% Y5: 35%	2017

Guaranteed and Viable Curriculum *(G&V)* **78.6↑83%** *>=C LOC EMS by Dec 2017*

Every student is learning and experiencing success towards competency in essential learning content.

Embed G&V Mathematics

Actions	Targets	Timelines
Transition the leadership of Maths PLTs to Teams for sustainability.	All teams	Term 2
Monitor Maths PLT processes and effectiveness.	All teams	Each term
Embed team Checkpoint and Data processes with support.	All teams	2017

Embed LEAP processes and systems to support

Actions	Targets	Timelines
Provide protected LEAP time for each year level in master timetable.	All teams	2017
Teams build response systems to effectively and progressively use provided LEAP time.	All teams	2017
Monitor Maths LEAP outcomes for effectiveness	All teams	Termly

Commence G&V English against the AC standards		
Actions	*Targets*	*Timelines*
Reduce the number of units taught in English to four per year and are built from the Australian Curriculum Achievement Standards and cover the Australian Curriculum Content Descriptions.	All teams	2017
Teams work together to teach the agreed English curriculum across the year level.	All teams	2017
Identify and target the core elements of the Australian Curriculum English to build student success and competency in these elements.	All teams	2017

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	941	445	496	46	91%
2015*	883	418	465	61	91%
2016	831	399	432	60	92%

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 2016, 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

Overview

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 since 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	26	26	24
Year 8 – 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.

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, Gold Coast City Council community events and environmentally friendly programs such as Water Wise and Wipe Out Waste.

Co-curricular Activities
An instrumental music program

Student leadership program

Peer mediation program

Science Week program

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

Performing Arts – Choir Christmas Concert,

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 is. 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.

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 further enhance the reach of wireless internet across all classrooms throughout the school during 2016.

Social Climate

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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 5-6 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	91%	93%
this is a good school (S2035)	97%	93%	96%
their child likes being at this school* (S2001)	95%	93%	98%
their child feels safe at this school* (S2002)	98%	93%	97%
their child's learning needs are being met at this school* (S2003)	94%	90%	88%
their child is making good progress at this school* (S2004)	94%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	98%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	92%
teachers at this school motivate their child to learn* (S2007)	92%	92%	97%
teachers at this school treat students fairly* (S2008)	90%	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	95%
this school works with them to support their child's learning* (S2010)	94%	84%	93%
this school takes parents' opinions seriously* (S2011)	91%	81%	91%
student behaviour is well managed at this school* (S2012)	88%	83%	88%
this school looks for ways to improve* (S2013)	92%	89%	89%
this school is well maintained* (S2014)	93%	81%	88%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	96%
they like being at their school* (S2036)	93%	94%	90%
they feel safe at their school* (S2037)	91%	91%	88%
their teachers motivate them to learn* (S2038)	96%	92%	95%
their teachers expect them to do their best* (S2039)	98%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	89%	93%
teachers treat students fairly at their school* (S2041)	94%	87%	85%
they can talk to their teachers about their concerns* (S2042)	88%	86%	86%
their school takes students' opinions seriously* (S2043)	87%	79%	80%
student behaviour is well managed at their school* (S2044)	85%	64%	76%
their school looks for ways to improve* (S2045)	97%	89%	98%
their school is well maintained* (S2046)	90%	86%	91%
their school gives them opportunities to do interesting things* (S2047)	91%	87%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	84%	94%
they feel that their school is a safe place in which to work (S2070)	97%	91%	98%
they receive useful feedback about their work at their school (S2071)	92%	86%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	87%	100%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	95%	91%	96%
student behaviour is well managed at their school (S2074)	95%	84%	87%
staff are well supported at their school (S2075)	83%	75%	89%
their school takes staff opinions seriously (S2076)	83%	75%	86%
their school looks for ways to improve (S2077)	92%	91%	94%
their school is well maintained (S2078)	86%	79%	80%
their school gives them opportunities to do interesting things (S2079)	83%	76%	85%

* Nationally agreed student and parent/caregiver items
# '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 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

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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 2016, the school and P&C held a fourth 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	55	100
Long Suspensions – 6 to 20 days	1	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	268,660	2,225
2014-2015	286,722	1,991
2015-2016	296,340	4,364

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.

School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

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School name _____ **GO**

Suburb, town or postcode _____

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	69	30	<5
Full-time Equivalents	59	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	28
Diploma	5
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $107034.00

The major professional development initiatives are as follows:

- Positive Behaviour for Learning training
- Anthony Muhammad
- Magic Words
- RTI at Work
- Coaching Accreditation
- Fierce Conversations
- Friends for Life

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	87%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	93%	92%	93%	92%	92%	92%	90%					
2015	92%	91%	93%	92%	93%	92%	92%						
2016	92%	93%	93%	92%	93%	93%	92%						

*Attendance rates effectively count 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:
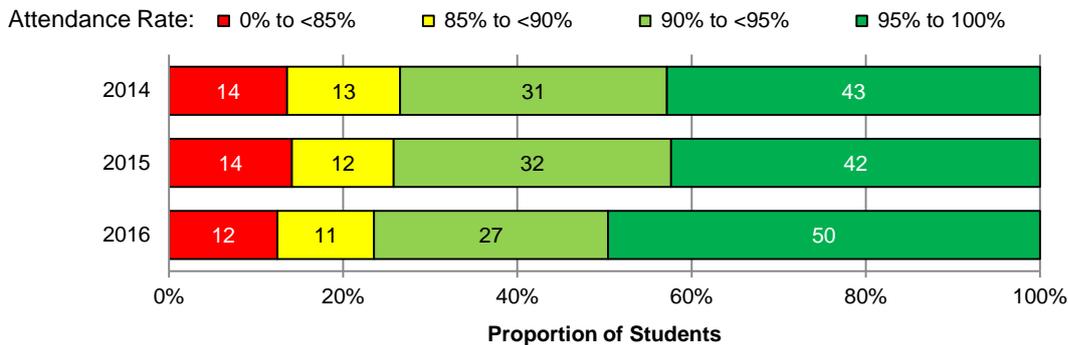
Description of how non-attendance is managed by the school

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.

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Rolls are marked on a daily basis and teachers fulfil the initial monitoring procedures with regards to the management of nonattendance.

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.

NAPLAN

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.

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Find a school

Where it states **'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.

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