



Coomera State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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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.

The school is recognised for its work with regards to developing and working within a Guaranteed and Viable Curriculum framework, weekly whole-school LEAP learning and achievements in teaching students to read. The school is in the process of implementing the Positive Behaviour for Learning whole-school approach to support positive behaviour.

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 Foreword

Introduction

This report provides a summary of the outcomes of Coomera State School for the 2017 school year. During the 2017 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 2017

Improvement goal	Key strategy	Progress on strategy
Every student engaged each day as a safe, respectful learner. (Positive Behaviour for Learning)	Explicitly teach school-wide expectations: Be safe, be respectful, be a learner.	Implemented and to be extended further in 2018
	Embed consistent school-wide system and practices.	Implemented and to be refined further in 2018
	Support wellbeing by building a positive learning culture.	Implemented and to be extended further in 2018
Every student is becoming confidently literate for learning and to participate in society. (Literacy Priority)	Embed coaching culture within the school	Implemented and to be refined in 2018
	Adopt G&V curriculum planning in English	Implemented and to be extended further in 2018
	Embed effective literacy pedagogy and implement agreed practices	Implemented and to be extended further in 2018
Every student is learning and experiencing success towards competency in essential learning content. (Guaranteed and Viable Curriculum)	Embed G&V Mathematics	Implemented and to be extended further in 2018
	Embed LEAP processes and systems to support	Implemented and to be refined in 2018
	Commence G&V English against the AC standards	Implemented and to be extended further in 2018

Our **BIG** Improvement Priorities 2018

Behaviour Focus (Positive Behaviour for Learning) 9.3 ↓ 7 av. Major daily incidents, Tier 1 students >=80%;
 (Student Attendance) 92.3 ↑ 93.2% av. Attendance; 12.5 ↓ 9.6% < 85% attendance by Dec 2018

Effectively deliver Tier 1 universal behaviour support and interventions sufficiently for vast majority of students.

Embed weekly school-wide in-class explicit teaching of behaviour expectations and social emotional learning			
Actions	Targets	Timelines	Responsible Officer/s
Time-table whole school behaviour and well-being lessons	100%	Term 1, 2018	Leadership Team
Teams monitor evidence of learning of behaviour focus	100%	2018	PBL Team
Regularly seek feedback of learning of behaviour focus	100%	2018	Leadership Team
Embed school-wide systems for encouraging expected behaviours and discouraging inappropriate behaviours			
Actions	Targets	Timelines	Responsible Officer/s
Implement School Acknowledgement System with refinements and monitor processes	100%	2018	PBL Team
Support staff to implement school procedures for discouraging inappropriate behaviours	100%	2018	PBL Team
Support staff members in the execution of ESCM	100%	2018	PBL Team
Refine PBL data processes to guide PBL systems, practices and processes based on current data-informed need			
Actions	Targets	Timelines	Responsible Officer/s
Implement Big 5 Digging Deeper Planning Tool with Teams	100%	2018	PBL Reps
Fortnightly PBL meetings to assist to embed	100%	Term 2, 2018	PBL Team
Monitor processes and support where necessary	100%	2018	Leadership team

Improving in literacy (Literacy Priority) 45.5% Yr 3 U2B Literacy; 35.5% Yr 5 U2B Literacy by Dec 2018

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

Embed Coomera State School agreed research-based literacy methods			
Actions	Targets	Timelines	Responsible Officer/s

Implement CSS agreed coaching model and support	100%	2018	Literacy Team
Targeted professional learning	100%	2018	Literacy Team
Induction of new staff	100%	2018	Literacy Team
Refine Literacy PLTs focussed upon cross-curriculum literacy focus and highly effective pedagogical practice			
Actions	Targets	Timelines	Responsible Officer/s
Extend reading focus to include writing focus in PLTs	100%	2018	Literacy Team
Implement CSS Coaching model	100%	2018	Literacy Team
Use data to respond to the needs of students			
Actions	Targets	Timelines	Responsible Officer/s
Use Checkpoint processes to identify literacy needs	100%	2018	Literacy Team
Apply DET Enquiry Model to determine responses	100%	2018	Literacy Team

Guaranteed and Viable Curriculum (G&V) 82.3 ↑ 83% >=C LOC EMS by Dec 2018

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

Extend G&V scope of Maths and English to include HASS			
Actions	Targets	Timelines	Responsible Officer/s
Refine G&V curriculum planning processes in Planning Cycle	100%	2018	HOC
Extend curriculum planning to deepen all teachers knowledge of the Australian Curriculum	100%	2018	Leadership Team
Introduce G&V Humanities and Social Sciences	100%	2018	Specialist Teacher
Extend Maths PLT processes to include skills transfer to embed skills competency in unique and complex problems			
Actions	Targets	Timelines	Responsible Officer/s
Access Visible Learning approaches and professional learning package	100%	2018	Leadership Team
Teachers to share professionally teaching approaches each Maths PLT	100%	2018	Leadership Team
Extend PLT agenda focus to include discussion of teaching method each meeting			
Actions	Targets	Timelines	Responsible Officer/s
Refine consistent PLT agenda to include teaching method	100%	2018	Leadership Team
Support and encourage consistent sharing and discussion	100%	2018	Leadership Team

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	883	418	465	61	91%
2016	831	399	432	60	92%
2017	775	370	405	58	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 Aboriginal and Torres Strait Islander, non-indigenous Australian, New Zealand and Pacific Islander, UK, South African, other overseas 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	2015	2016	2017
Prep – Year 3	24	23	22
Year 4 – Year 6	26	24	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school offers distinctive programs such as:

A Guaranteed and Viable Curriculum approach to Mathematics, English and Health and Social Studies with teachers meeting every week to discuss curriculum and learning

School-wide LEAP learning in Mathematics and Writing with students working in flexible groups on their current learning

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 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 further enhance the reach of wireless internet across all classrooms throughout the school during 2017.

Social Climate

Overview

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 has been developed within the framework of Positive Behaviour for Learning with a focus on the following school-wide expectations.

- Be safe
- Be respectful

- Be a learner

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:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	93%	97%
this is a good school (S2035)	93%	96%	97%
their child likes being at this school* (S2001)	93%	98%	97%
their child feels safe at this school* (S2002)	93%	97%	100%
their child's learning needs are being met at this school* (S2003)	90%	88%	100%
their child is making good progress at this school* (S2004)	93%	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	100%
teachers at this school motivate their child to learn* (S2007)	92%	97%	100%
teachers at this school treat students fairly* (S2008)	86%	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	94%
this school works with them to support their child's learning* (S2010)	84%	93%	97%
this school takes parents' opinions seriously* (S2011)	81%	91%	82%
student behaviour is well managed at this school* (S2012)	83%	88%	85%
this school looks for ways to improve* (S2013)	89%	89%	97%
this school is well maintained* (S2014)	81%	88%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	96%	92%
they like being at their school* (S2036)	94%	90%	90%
they feel safe at their school* (S2037)	91%	88%	93%
their teachers motivate them to learn* (S2038)	92%	95%	97%
their teachers expect them to do their best* (S2039)	93%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	94%
teachers treat students fairly at their school* (S2041)	87%	85%	89%
they can talk to their teachers about their concerns* (S2042)	86%	86%	86%
their school takes students' opinions seriously* (S2043)	79%	80%	75%
student behaviour is well managed at their school* (S2044)	64%	76%	76%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school looks for ways to improve* (S2045)	89%	98%	94%
their school is well maintained* (S2046)	86%	91%	86%
their school gives them opportunities to do interesting things* (S2047)	87%	91%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	84%	94%	96%
they feel that their school is a safe place in which to work (S2070)	91%	98%	90%
they receive useful feedback about their work at their school (S2071)	86%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	100%	87%
students are encouraged to do their best at their school (S2072)	98%	100%	99%
students are treated fairly at their school (S2073)	91%	96%	94%
student behaviour is well managed at their school (S2074)	84%	87%	79%
staff are well supported at their school (S2075)	75%	89%	87%
their school takes staff opinions seriously (S2076)	75%	86%	88%
their school looks for ways to improve (S2077)	91%	94%	97%
their school is well maintained (S2078)	79%	80%	90%
their school gives them opportunities to do interesting things (S2079)	76%	85%	90%

* 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 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 2017, the school and P&C held a fifth 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, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	55	100	119
Long Suspensions – 11 to 20 days	1	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	286,722	1,991
2015-2016	296,340	4,364
2016-2017	292,154	10,346

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.

Find a school

Sector:

Government

Non-government

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	30	<5
Full-time Equivalents	57	22	<5

Qualification of all teachers Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table below could be used to describe the distribution of qualifications.

Based on [your records](#), record the numbers of teachers with the corresponding highest level of qualification and check that the total matches the total teaching staff above. (NB: The Department of Education does not collect a teacher qualifications record on an annual basis).

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	3
Bachelor degree	34
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$28130.14

The major professional development initiatives are as follows:

- Growth Coaching
- PBL Conference
- First Aid Training
- School- based literacy coaching
- School-based PBL coaching
- School-based Essential Skills for Classroom Management coaching
- Social thinking
- Working with Children with Complex Social Emotional Needs

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	88%

*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 2017 for all Queensland Primary schools was 93%.

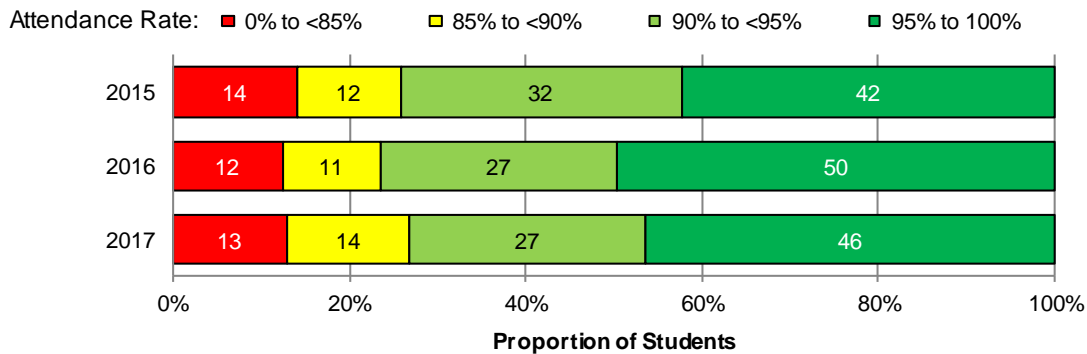
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	93%	92%	93%	92%	92%						
2016	92%	93%	93%	92%	93%	93%	92%						
2017	93%	90%	90%	93%	94%	92%	93%						

*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 Department of Education 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.

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.

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 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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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.