Coomera State School

ANNUAL REPORT
2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School overview

Coomera State School is a well-established primary school located in the rapidly expanding northern Gold Coast growth corridor. Coomera State School strives to provide exceptional learning opportunities for the more than 600 students within its co-educational setting.

Founded in 1873, Coomera State School caters for students in all primary school year levels. We are committed to providing exceptional education to meet the needs of 21st century learners, whilst encouraging respectful citizens and future leaders. Building on almost 150 years of history and traditions, we are fortunate to be situated in a leafy environment and enjoy an inclusive and diverse community.

Our vision of Exceptional Learning - Every Student - Every Day is enacted through our systematic approach to the implementation of the Australian Curriculum. Professional Learning Teams collaboratively analyse student learning on a weekly basis and have a focus on identifying key elements of the curriculum to be taught. These teams then collectively plan for differentiation based on the identified next step in each student's learning.

Coomera State School aspires to offer exceptional opportunities across the academic, cultural, artistic and sporting arenas. Students are encouraged to participate in extra-curricular activities from an extensive selection including Japanese, STEAM, chess, literature, wellbeing and public speaking. These opportunities support multiple pathways for students to embrace their future learning endeavours and have seen our school community as the recipient of numerous awards across these areas. Our students benefit from split-cycle air-conditioning which provides an optimal learning environment. We also offer a variety of play areas, including three adventure playgrounds, large grassed oval, asphalt court, Olympic sized long jump track and multiple undercover play areas. The school facilities include a multi-purpose school hall, two fully equipped computer labs, as well as classrooms dedicated to the teaching of STEAM (Science, Technology, Engineering, Arts and Mathematics), Dance/Drama, Japanese, Music, Humanities, Instrumental Music and Science.

Coomera State School prides itself on not only offering numerous and varied learning opportunities for all, but also places high importance on fostering caring and supportive relationships with all members of the school community. Our highly experienced and innovative staff, including teachers, specialists and teacher-aides, are dedicated to ensuring the opportunity for every student to succeed. Our school promotes parent and community involvement in all aspects of school life. The Parent and Citizens association (P&C) is welcoming, actively providing valuable input into the school as well as providing additional educational resources to benefit all students. The P&C also runs a well-stocked uniform shop and tuckshop offering nutritious meals and snacks daily. The P&C President is a member of our longstanding School Council which oversees the strategic direction of the school. Families also have the added convenience of an onsite Out of School Hours Care service, which aligns with our school expectations and Positive Behaviour to Learning approach.

School progress towards its goals in 2019

Focus	Actions	Achievement
Improving in Literacy	➢ Embed agreed research- based literacy methods ➢ Teaching practices shared in Professional Learning Team sessions to ensure highly effective pedagogical practices	✓ Student progress monitored and as a result reading goals and feedback provided to support students to achievement of goals ✓ Teaching practices shared in year level Professional Learning Team sessions ✓ Coaches employed in each sector of the school provided mentoring, modelling and coaching of exemplar practices ✓ Year 3 NAPLAN reading, spelling and grammar and punctuation above similar State Schools with 55% of students achieving in the top 2 bands for reading ✓ Year 5 NAPLAN reading, spelling, grammar and punctuation means similar to State and National means
Positive Behaviour for Learning	➢ Embed the seven essential features to support positive behaviour for learning	✓ School-wide explicit teaching of behaviours expectations and social emotional learning ✓ School-wide systems for encouraging expected behaviours and discouraging inappropriate behaviours ✓ Student progress is monitored on a weekly basis and supports are identified to enhance learning. ✓ All teaching staff involved in Professional Learning Team sessions once a week to analyse student progress and share teaching ideas
Guaranteed and Viable Curriculum	➢ Work with Professional Learning Teams to reach agreement on Guaranteed Curriculum (What do we want students to learn? ➢ Develop agreed team Learning Intentions and Proficiency Statements. Refine the process of setting team checkpoints (How will we know when students have learnt it?') ➢ Deliver a fluid program of additional teaching of Mathematical concepts that includes extension (RTI- LEAP) based on team checkpoints and data (What will we do if students do not learn it/if they do?	✓ The Guaranteed and Viable process is used to ensure all eight learning areas are focused on what is essential to know and what is nice to know ✓ Agreement on what proficiency looks like by agreeing on Learning Intentions and Success Criteria. The team creates team devised checkpoints/formative assessments to check for student understanding. ✓ RTI is used to provide additional teaching in order to reach or extend proficiency. ✓ Professional Learning Team discuss effective teaching practice to support student achievement

Future Outlook – 2019 Explicit Improvement Agenda

Focus	Actions	Success Criteria
Targeted Teaching	➢ Implement the Australian Curriculum across all year levels and all learning areas. ➢ Develop capacity of teachers to deconstruct the curriculum intent of English summative assessment tasks to inform planning	✓ 80% of students achieving at or above benchmark in English. ✓ NAPLAN – 100% of Year 3 & 5 students at NMS for Reading and Writing.

	➢ Implement Data Management of Students through Short Term Data Cycles, focusing on English achievement. ➢ Implement through instructional coaching cycles a whole school approach to levelled reading based on the Gradual Release of Responsibility. ➢ Design and begin to implement through instructional coaching, an English lesson structure focusing on making learning visible and teaching with a literacy focus. ➢ Build into curriculum planning the intentional use of current student data to inform teaching as well as to identify the success of teaching.	✓ PM reading – 90% of students at/above age average by the end of the year. ✓ NAPLAN – 100% of students at NMS for Spelling and Language conventions. ✓ Improvement in Level of Achievement for English, Mathematics and Science in all Year Levels. ✓ All teachers successfully participated in PLTs, Collaborative Planning, Moderation and School, Year level and class data conversation coaching. ✓ Learning walls evidenced in all classrooms. ✓ Differentiation documented in OneSchool.
Successful Students	➢ Continue to engage students, parents/guardians and community members on the importance of actively attending school through frequent communication and reward systems based on attendance and achievement. ➢ Employ an Engagement Teacher focusing on whole school behaviour data analysis, intervention for targeted students and building productive partnerships with families. ➢ Engage all staff in the Positive Behaviour for Learning implementation and refine the process based on whole school data collection. ➢ Build awareness of students who identify English as an Additional Language or Dialect, and the impact this has upon their learning. ➢ Develop and implement (through coaching) a whole school approach to inclusive Early and Ongoing Intervention.	✓ Whole school attendance rate of 92%. ✓ Attendance tracking and conversations with home embedded within all classrooms. ✓ 80% of students in the green zone. ✓ Targeted Behaviour Plans (TBPs) implemented consistently with classrooms. ✓ Decreasing number of major and minor behaviour incidents throughout the year. ✓ Family engagement with TBPs increased. ✓ 100% of case managed students show an increase in achievement across year. ✓ Lesson observations reflect differentiation and intervention for EAL/D students. ✓ 100% of students achieving semester ICP goals. ✓ Lesson observations reflect intervention targeted towards ICP students.
Productive Partnerships	➢ Collaboratively develop shared beliefs and understandings on the purpose of Coomera State School, staff and students. ➢ Develop and implement whole school data collection processes based on principles of accuracy, relevance and transparency. ➢ Build the data literacy of all staff to develop a culture of shared responsibilities and accountability where all staff take ownership of every student's learning. ➢ Implement the Developing Performance Framework for all staff, based on the Australian Institute for Teaching and School Leadership frameworks. ➢ Implement elements of the Community Engagement Framework, making informed decisions to promote active community engagement in the school. ➢ Develop and implement a whole school approach to promoting staff and student wellbeing using the Wellbeing framework.	✓ SOS shows increasing confidence of teachers and students. ✓ Classroom and school practices reflect research base. ✓ Whole School Data Plan enacted. ✓ Increase in accuracy and use of data in decision-making. ✓ Increased community engagement. ✓ 100% of teaching staff engage in data conversations every term. ✓ Data conversations increase in effectiveness throughout the year. ✓ 100% of staff complete an APDP and reflect on outcomes. ✓ Staff actively engage in improving their professional practice. ✓ SOS reflects increasing confidence in the school by parents. ✓ Increased community engagement with the school. ✓ SOS 100% of staff say morale is good at Coomera State School. ✓ The school is a calm and supportive work environment.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	775	697	591
Girls	370	338	297
Boys	405	359	294
Indigenous	58	52	51
Enrolment continuity (Feb. – Nov.)	91%	90%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Overview

Students attending Coomera State School reside in a large number of suburbs surrounding the school from Coombabah, Helensvale, Hope Island, Coomera, Upper Coomera, Pimpama, Ormeau and other surrounding suburbs. Approximately two thirds of our student enrolments come from outside the designated school catchment. Many families move into this areas from interstate and overseas to access work both in Brisbane and the Gold Coast. 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. A significant and growing part of our community is aspirational and actively supports their children's education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	22
Year 4 – Year 6	27	24	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

Coomera State School offers exceptional learning across the key learning areas of English, Mathematics, Science, Humanities and Social Science, The Arts, Technology, Health and Physical Education and LOTE (Japanese).

Music, Dance/Drama, Physical Education, Digital Technology and Japanese are taught by specialist teachers. Humanities is taught by a specialist teacher in Prep to Year 3. Science is taught by a specialist teacher in Prep to Year 4.

Our teachers deliver a curriculum that is research based, data driven and meets the needs of every individual child. Built into our curriculum delivery is a systematic approach to developing thinking and allowing students to access learning that is personalised to them, setting goals in key areas and regularly reflecting on their progress. We take a collaborative approach to Curriculum planning. Class teachers are involved in reaching agreement on what we want our students to learn, and ensuring this is delivered in a viable and engaging manner. Year Level Teams meet on a weekly basis to discuss students learning; clarifying content, discussing the best pedagogical approach, ways to engage our learners, backward mapping from assessments, discussing data from formative and summative assessments and classroom observation and sharing problems of practice. A team approach is used to address intervention at all levels and includes teachers, support staff and leadership working together to ensure learning for all. We use research- based methods and cycles of inquiry to improve collective practice and continually challenge and reflect on the data and the progress of both students and our professional practice.

We have a supportive and engaging learning environment that ensures students are ready for learning, as well as fostering collaborative and cooperative learning opportunities.

A strong focus is on developing exceptional levels of literacy and numeracy for every student, every day. We are focussed as a school in ensuring that we do whatever possible in our curriculum delivery that enables every student to be successful and ready for the future.

Extra-curricular activities

At Coomera State School, we believe in providing exceptional learning opportunities by providing a diverse range of club activities for all students in relevant year levels.

Activities include: - Coomera Can Speak - Debating - Japanese Club - Chess - Robotics/STEM - Fun Run - Athletics Carnivals - Swimming Carnival - Running Club - Strings Program - Instrumental Music - Choir - Environmental Club - Yoga - Student Council - Peer Mentor Program

How information and communication technologies are used to assist learning

At Coomera State School, we recognise that a digitally rich environment can support and enhance student learning and teaching across all areas of the curriculum. As such, our school provides learning pathways to develop the knowledge, skills, understanding, attitudes and behaviours to assist students to live and work successfully in the 21st century. We seek to embed digital learning tools and opportunities that enable students to:

- Engage and explore content in an interactive manner
- Analyse and evaluate information and data
- Generate ideas and create solutions
- Problem solve and work collaboratively
- Communicate and share ideas
- Take ownership of their learning
- Promote critical and creative thinking skills
- Develop an understanding of social and ethical practices when using ICTs

Each of our classes has access to a bank of iPads and either laptop or desktop computers that have age appropriate, quality learning apps and software for each year level. Classrooms are fitted with either smart boards, data projectors or apple TVs to help facilitate dynamic learning opportunities for our teachers and students to engage, actively participate and interact across lessons. Our school also provides access to a wide range of digital resources that the school community can access throughout the day and resources that students and families can access at home.

In addition to the classroom ICT resources, we have weekly specialist lessons where teaching, learning and assessment is developed from the Digital Technologies and Media Arts curriculums. These lessons are conducted in one of two computer labs which allow for students to operate in a one to one laptop environment. Both labs also

house separate iPad banks designated for specific use in these specialist class times. We also have a green screen room and 3D printing facilities, allowing classes to create presentations and projects in a fun, engaging and creative way. Moreover, students have access to contemporary digital technologies including robotics equipment that enable students' opportunities to program and code. A 'makerspace' lunchtime area has also been established in a separate lab for students to tinker, play, build and interact with equipment in a hands-on and STEAM centred environment.

Coomera State School is responsive to the rapidly evolving nature of technologies and the dynamic role these emerging tools can play in a contemporary learning environment. Our school aspires to remain up to date with technological developments that will enhance the way teachers teach and students learn in an information rich society.

Social climate

Overview

At Coomera State School, we are committed to providing a safe, supportive and disciplined learning environment through the explicit teaching of our school expectations Be Safe, Be Respectful, Be a Learner supported by an evidence based framework – Positive Behaviour for Learning.

Coomera State School has a range of programs to support the social development of students. This includes the school wide Positive Behaviour for Learning matrix and social skill lessons through the Second Steps program.

The school leadership team and year level teachers routinely analyse behaviour data and actively teach social skills through weekly focus expectations lessons. Students who display the positive behaviour are acknowledged through superhero slips and these are accumulated in exchange for levelled acknowledgements. These achievements are celebrated with our school community through our school newsletter and other communications. Our school is supported by the services of a Behaviour Support Teacher five days a week, Guidance Officer for three days a week, and a School Chaplain one and a half days a week. Our Peer Mentor program supports students in Year 5 and 6 to increase their knowledge of conflict resolution and provide support for safe and cooperative play throughout the junior play areas.

Our Student Council operates at the school with students in Year 4 to 6 undertaking a variety of charity fundraising events, raising awareness of the needs of others as well as providing valuable input into the ongoing development of the school. Families are supported with accessing supports through our connections with local support agencies and various parenting supports within the local community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	89%	97%
• this is a good school (S2035)	97%	90%	83%
• their child likes being at this school* (S2001)	97%	95%	88%
• their child feels safe at this school* (S2002)	100%	87%	82%
• their child's learning needs are being met at this school* (S2003)	100%	90%	93%
• their child is making good progress at this school* (S2004)	97%	90%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	97%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	93%
• teachers at this school treat students fairly* (S2008)	97%	84%	83%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	90%
• this school works with them to support their child's learning* (S2010)	97%	90%	86%
• this school takes parents' opinions seriously* (S2011)	82%	81%	77%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• student behaviour is well managed at this school* (S2012)	85%	78%	73%
• this school looks for ways to improve* (S2013)	97%	89%	80%
• this school is well maintained* (S2014)	91%	92%	87%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	92%	97%	93%
• they like being at their school* (S2036)	90%	88%	91%
• they feel safe at their school* (S2037)	93%	89%	88%
• their teachers motivate them to learn* (S2038)	97%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	90%
• teachers treat students fairly at their school* (S2041)	89%	82%	89%
• they can talk to their teachers about their concerns* (S2042)	86%	87%	82%
• their school takes students' opinions seriously* (S2043)	75%	80%	78%
• student behaviour is well managed at their school* (S2044)	76%	76%	65%
• their school looks for ways to improve* (S2045)	94%	93%	94%
• their school is well maintained* (S2046)	86%	89%	88%
• their school gives them opportunities to do interesting things* (S2047)	86%	94%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	96%	96%	97%
• they feel that their school is a safe place in which to work (S2070)	90%	94%	93%
• they receive useful feedback about their work at their school (S2071)	91%	94%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	78%	92%
• students are encouraged to do their best at their school (S2072)	99%	98%	100%
• students are treated fairly at their school (S2073)	94%	90%	90%
• student behaviour is well managed at their school (S2074)	79%	83%	78%
• staff are well supported at their school (S2075)	87%	91%	94%
• their school takes staff opinions seriously (S2076)	88%	95%	94%
• their school looks for ways to improve (S2077)	97%	97%	99%
• their school is well maintained (S2078)	90%	87%	91%

Percentage of school staff who agree# that:	2017	2018	2019
• their school gives them opportunities to do interesting things (S2079)	90%	94%	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

Parents and community volunteers are actively encouraged at Coomera State School and are an integral component of our programs. Communication between home and school is maintained via our weekly whole school newsletter, as well as class newsletters. These newsletters keep our community up to date with core learning for each year level as well as class news, events and requirements. Our school website and Facebook pages are updated daily, and attempt to keep parents and the wider community informed of upcoming special events, P&C news, student achievements and general reminders.

We are proud of our parent involvement, and we celebrate our volunteers. A recent morning tea, attended by our local MP, Mark Boothman, saw over 50 parents acknowledged via a certificate for their support of learning here at Coomera. Parents have a wide range of opportunities to become involved in their child's education and can choose to volunteer regularly in the classroom, change home readers, attend special events such as sports days, book week activities, etc. or attend excursions.

Our P&C is an active group, and welcomes all parents to become involved in whatever capacity they feel comfortable. Meetings are held twice a term, and it is usual for up to 20 members to attend. This important group promotes our school in the community, is kept informed of school policy and procedures and helps make decisions to benefit the students and school. The P&C assists in the running of many school events, including "Carols by Glowlight", a very popular community event that is now in its eighth year.

Coomera State School enjoys an excellent working relationship with the following community and business organisations:

Respectful relationships education programs

Coomera State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships as well as developing awareness of personal safety, including identifying and responding to abuse and violence, developing students'' skills to be able to resolve conflict without violence and to recognise, react and report when they or others are unsafe.

At Coomera State School, this approach includes:

- implementation of the Australian Curriculum
- the whole school Positive Behaviour for learning approach including intervention support programs
- Second Steps Program delivered across Prep to Year 6
- Brainstorm Production show delivered to Prep to Year 6 - Life Education sessions for Prep to Year 6
- Chaplaincy led programs
- Guidance Officer lead programs
- Community for Children programs
- 'Day for Daniel' with explicit lessons

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	119	55	56
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	2	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Developing a sustainable school based on a set of values that include respect, care and compassion for ourselves, others and the environment.

The school operates split cycle air conditioning which has been supplied to ameliorate the noise of the adjacent motorway and despite this has maintained efforts to reduce electrical consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	292,154	264,932	269,147
Water (kL)	10,346	19,421	4,331

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	47	<5
Full-time equivalents	51	34	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	32
Diploma	7
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total amount expended on teacher professional development in 2019 was $ 17 933.80

The major professional development initiatives are as follows:

- Robotics workshop
- First Aid and CPR Training
- PBL Conference for leaders of Positive Behaviour for Learning
- First Aid training for designated staff
- Wellbeing & Mindset
- Curiculum Workshops
- Reading Workshops
- iPad for inclusive learning training
- Mental Health Workshop
- Managing Challenging Behaviour Workshops
- Clarity What matters most in learning, teaching and leading

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	92%	92%	93%
Attendance rate for Indigenous** students at this school	88%	90%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

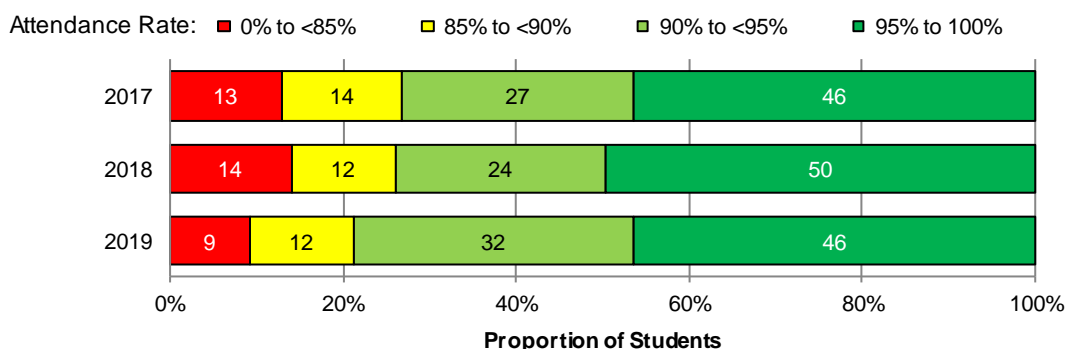Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019		Year level	2017	2018	2019
Prep	93%	93%	94%		Year 7			
Year 1	90%	93%	94%		Year 8			
Year 2	90%	93%	94%		Year 9			
Year 3	93%	92%	91%		Year 10			
Year 4	94%	91%	92%		Year 11			
Year 5	92%	93%	92%		Year 12			
Year 6	93%	92%	94%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	13	14	27	46
2018	14	12	24	50
2019	9	12	32	46

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Coomera State School, teachers, leaders and office staff monitor student attendance closely making positive approaches to families to ensure students are in attendance at school when they can be.

To track student attendance, class rolls are marked online through the department's One School every day in the morning and in the afternoon. If a student is absent from school without reason, the parent contact is made via SMS. Reminder letters are sent home from the Principal/Deputy each term to those families whose child is at risk due to low attendance rates. Further support is offered from the Principal/Deputy through a meeting to plan supports to improve attendance.

Attendance updates and information are published in the school newsletter and provide families with regular feedback on the importance of maximum participation in school.

Classes celebrate achievement of attendance targets each week by selecting the school bell for the end of play breaks. Students who achieve 95% and 100% attendance are acknowledged as part of the school's termly assemblies and also at the end of the semester with a certificate.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.