

# Coombah State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

The school annual report provides important information on the achievement of this school's priorities and successes as outlined in the 2013 Annual Implementation Plan. The report highlights strengths and identifies areas for development to inform parents and members of the school community about this school's performance during 2013.

### School progress towards its goals in 2013

Our school's goals for 2013 were as follows

Implementation of the P-12 curriculum, assessment and reporting framework. The school used our HOC position to advance the teachers understanding of the curriculum and how to effectively plan using ACARA and Education Queensland's C2C documents.

Development and adoption of the Pedagogical Framework that drives the teaching and learning process within the school. A Pedagogical Framework was developed with the main focus being the IMPACT model and elements of the Dimensions of Teaching and Learning. This document was adopted by all teachers and drives their teaching in the classroom.

Teaching and Learning audit recommendations actioned with explicit school strategies focussed on improvement.

To establish clear targets for English, Mathematics and Science and Attendance for all year levels. A clear moderation process was developed for teachers with a focus on Literacy.

To develop and implement a science program based on ACARA and develop targets for students to reach. This will be continued into 2014.

Implement a "Coombah Way" numeracy approach. This involved the employment of a Numeracy Coach. The Numeracy coach was instrumental in the implementation, tracking and assessment of Polya's Problem Solving model and the use of thinkboards throughout the school. This was very successful and provided teachers with effective numeracy professional development as well as an awareness of the importance of problem solving. It is intended to continue this program into 2014 with the aim of including all classes in the program.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

The key areas for improvement in 2014 are

- Improve student performance in reading with particular attention to identified areas of need from 2013 data cycle
- Implement a whole school reading focus with the implementation of Daily Five and CAFÉ strategies
- Improve student performance in numeracy in the area of problem solving by using the POLYA problem solving strategy
- Promotion of “Everyday at school counts” across all year levels to encourage high attendance
- Adopt a whole school model of differentiating the curriculum for the range of learners.
- Continue to implement SWPBS strategies
- Development of Well-Being /Partnership policy
- Develop the notion of the ‘Coombah Way’ in relation to curriculum and how we do business
- Investigate a sustainable coaching model for Capability Development to support the Improvement Agenda
- Refine and develop the Pedagogical Framework and associated school programs.
- Investigate consistent practices and sustainable long term planning (technology)

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	740	363	377	91%
2012	706	337	369	90%
2013	706	343	363	90%

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

## Characteristics of the student body:

Coomabah State School is a co-educational public school located in the Gold Coast North District of the Department of Education offering instruction from Prep to Year 7. It is one of three State Primary Schools that service the area bounded by the Pacific Highway, the Coomera River, the Broadwater and the Gold Coast Highway. Specifically it services the suburbs of Hope Island, Paradise Point, Hollywell, Runaway Bay and Coombabah.

Twenty-eight classroom teachers operate in multi-age or single year level modes. A number of teachers specialise in specific areas such as Guidance, Numeracy Coach, LOTE, Special Needs, Physical Education, Music and Behaviour support.

Family composition varies greatly with a number of single parent families and students in care. The socio-economic profile is very diverse with our ICSEA rating falling just below the average.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	21	22
Year 4 – Year 7 Primary	25	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	41	48	39
Long Suspensions - 6 to 20 days	2	2	2
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Strong instrumental music program and choir

Junior and Senior Computer Labs

Catering for individual children's needs through inclusive classroom methodologies, Gifted and Talented programs and extensive support of children with disabilities and learning difficulties.

Strong sporting teams that compete in all district sports competitions

Japanese LOTE and participation in local Japanese speaking competitions.

Effective Behaviour Management policy with particular emphasis on recognizing positive behaviour

Encouragement of the Arts and a whole school expectation to participate in the school musical.

Stephanie Alexander Garden Program implemented into the year 4 curriculum

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## Extra curricula activities

Gifted and Talented Programs

Students from year 5 upwards participate in all sports offered by the Gold Coast North District Sports Association. Coombabah State School is traditionally strong in all sports.

Participation in local ANZAC Day Ceremony at the Runaway Bay Cenotaph and the Paradise Point Bowls Club

Access to computers at lunchtimes in the library to give students maximum opportunity to use the school's resources

Participation in the school's bi-annual Musical

Fun Run and fundraising activities organized by the P&C

Leadership activities

Swimming program

School Discos

Chaplain organized activities

Gold Coast Eisteddfod

Gold Days for positive behavior

State and Australia wide competitions in Maths, English and Writing and Science

LEO – Learning Engagement Online.

Assemblies and classroom performances

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## How Information and Communication Technologies are used to assist learning

The school has a large number of computers (approximately 120) for student use. All classrooms have computers linked to the Local Area Network and the internet. A number of computers are networked for classroom use in computer labs and the library. Teachers use their laptop computers in their planning and assessment of students. Teachers access a wide variety of teaching resources stored locally on a shared directory and the Departmental Intranet. Students experience a range of commercial software packages that are suitable for the year level and the learning activities planned. Mathletics is an internet based program that is available to all families at Coombabah State School Mathletics reinforces maths concepts and is used to support the school curriculum.

Teachers integrate learning technology into their teaching programs where this inclusion enhances learning opportunities. Interactive whiteboards are in every classroom and provide students with modern and engaging resources to assist their learning.

Lower school teachers are working with iPads to enhance numeracy, literacy and assessment. The intention of the school is to continue to implement the use of mobile technology throughout the school. The SEP is also using iPads as a tool to assist with learning and engagement for students.

# Our school at a glance

## Social climate

Coomababah State School works hard to ensure students and parents are well catered for. Parents show through the School Opinion Survey data that they believe their children are safe at school with results higher than the State and Like Schools score. They believe that their children are treated fairly at school again at a higher than State and Like School scores.

The overall climate in the school is very high with the majority of students very supportive of each other, teachers and other staff.

We operate a School Chaplaincy Service through support from the Federal Government and our P&C Association. Our chaplain supports a number of students in both formal and informal ways when needed. She runs a very successful breakfast program for any students who would like to participate.

## Parent, student and staff satisfaction with the school

Overall the satisfaction of parents, students and staff is very high. Staff Opinion was the lowest of the three groups surveyed. Our biggest challenge that needs to be addressed is in the area of Behaviour and the way it is dealt with throughout the school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	85%	95%
this is a good school (S2035)	85%	95%
their child likes being at this school* (S2001)	100%	91%
their child feels safe at this school* (S2002)	95%	95%
their child's learning needs are being met at this school* (S2003)	90%	95%
their child is making good progress at this school* (S2004)	85%	95%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%
teachers at this school motivate their child to learn* (S2007)	95%	95%
teachers at this school treat students fairly* (S2008)	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%
this school works with them to support their child's learning* (S2010)	95%	95%
this school takes parents' opinions seriously* (S2011)	90%	91%
student behaviour is well managed at this school* (S2012)	85%	77%
this school looks for ways to improve* (S2013)	90%	90%
this school is well maintained* (S2014)	89%	95%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
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## Our school at a glance

they are getting a good education at school (S2048)	93%	93%
they like being at their school* (S2036)	89%	95%
they feel safe at their school* (S2037)	96%	96%
their teachers motivate them to learn* (S2038)	90%	98%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	94%
teachers treat students fairly at their school* (S2041)	81%	92%
they can talk to their teachers about their concerns* (S2042)	78%	92%
their school takes students' opinions seriously* (S2043)	88%	93%
student behaviour is well managed at their school* (S2044)	81%	86%
their school looks for ways to improve* (S2045)	98%	98%
their school is well maintained* (S2046)	95%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	94%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	90%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	70%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	92%
their school is well maintained (S2078)	86%
their school gives them opportunities to do interesting things (S2079)	81%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Our school has a very high level of parental involvement and volunteer support in classrooms and other areas of the school such as the library and the Stephanie Alexander Garden program.

We have identified effective two-way parent/school communication as a critical aspect of ensuring a partnership between the school, parents and students. Strategies include-

- Parent/teacher information evenings early in term 1 to introduce parents to teachers and to the curriculum and classroom practices.
- Formal written reports at the end of each semester.
- Face to face interviews offered at the end of each term.
- Feedback weeks at the end of each term to provide students with information on how they are progressing and how to improve their grades.
- Weekly newsletter to parents available electronically and in paper form.
- P&C contribution to the newsletter.
- Community noticeboard.
- Parents are invited to school assemblies and class open days.
- Parents are invited to attend morning tea and lunch options with students doing the cooking from produce collected from the Stephanie Alexander Garden.

## Reducing the school's environmental footprint

The school is attempting to reduce its environmental footprint however we have been unsuccessful in the past year in achieving any improvement. This will need to be a whole school focus in 2014.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	125,961	600
2011-2012	149,349	1,153
2012-2013	180,800	1,216

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

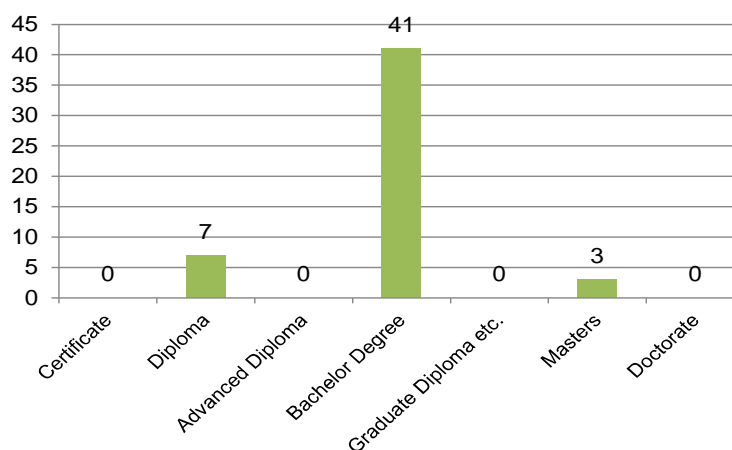
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	50	21	0
Full-time equivalents	42	15	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.	0
Masters	3
Doctorate	0
<b>Total</b>	<b>51</b>



\* 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 2013 were \$ 13722.86

The major professional development initiatives are as follows:

Student Protection

Code of Conduct

SWPBS implementation

Pedagogical Framework

Coaching in the area of numeracy

Development of effective moderation practices

In school release for team planning and curriculum discussions with the HOC

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %



## Our staff profile

### Average staff attendance

	2011	2012	2013
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, 94% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

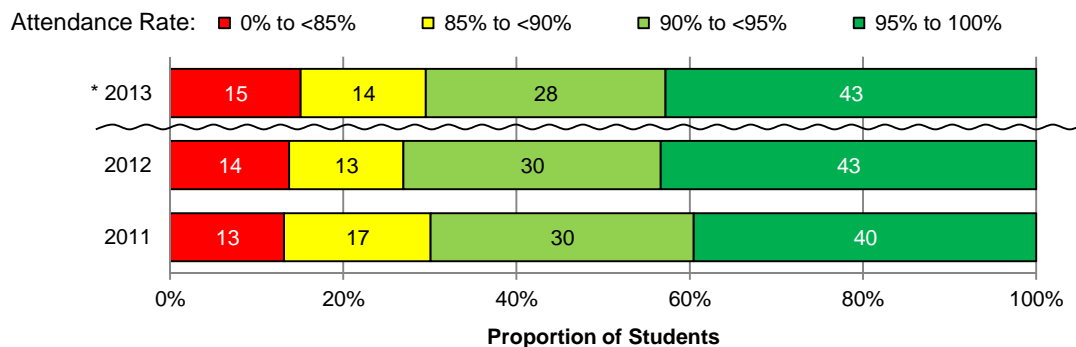
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	91%	93%	91%	92%	92%	91%					
2012	91%	92%	93%	93%	90%	93%	92%					
2013	92%	91%	91%	92%	92%	91%	91%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our teachers mark a role twice a day and this is collected by the teacher aide in the office. This information is uploaded to Oneschool.

Children who arrive after school has commenced are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school, parents are able to notify the school via a written note, the office phone number or absenteeism phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Information about the positives of sending children to school is also regularly included in school newsletters and informal discussions with parents. It is raised at our term one parent/teacher meetings.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and a yellow "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Indigenous students account for approximately 4% of our total school enrolment. The school has worked hard to eliminate any gap between indigenous and non-indigenous student achievement over a number of years. In 2013 attendance of indigenous students mirrored the attendance of non-indigenous students.

In all NAPLAN areas with the exception of year 3 numeracy our indigenous students improved against the non-indigenous mean. They closed the gap between the indigenous mean and the Queensland State Schools mean for all students.