

Coomabah State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The School's Annual Report provides information on the achievement of our school's priorities and successes as outlined in the 2014 Annual Implementation Plan. The report highlights strengths and identifies areas of development to inform parents and members of the school community about this school's performance during 2014.

School progress towards its goals in 2014

Our school worked on developing and implementing the following:

Improved student performance in reading with particular attention to reading comprehension and guided reading. This also involved the implementation of CAFÉ and Daily 5 in the year 4-7 student cohort.

The school implemented a whole school reading strategy with an emphasis on consistency across year levels.

Focused on improving student performance in numeracy in particular, problem solving by using the POLYA problem solving strategy. This involved the use of a Numeracy Coach provided to the school under the National Partnership Agreement..

A strong commitment and focus on Every day at school counts to promote high attendance levels.

Continuation and refinement of effective SWPBS strategies that related to our particular cohort of students.

Used the QSR process and School Audit to reflect on our current processes and develop a strategic plan to take us forward for the next 4 years. This also involved developing a school vision and values statement.

Future outlook

Our school's key areas for improvement in 2015 are:

- Improve student performance in reading with a key focus on guided reading and comprehension.
- Continue our focus on numeracy coaching and problem solving.
- Develop a planned approach to data analysis and implementation of effective classroom practices and strategies.
- Implement 'Words Their Way' to assist in building children's' spelling knowledge.
- Promote 'Every Day at School Counts'.
- Develop our school Pedagogical Framework.
- Implement technology into our classroom practices.
- Develop the school's well being/partnership policy.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	706	337	369	90%
2013	706	343	363	90%
2014	722	349	373	92%

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

Characteristics of the student body:

Coombah State School is a co-educational State School located in the Gold Coast North District of Education Queensland offering instruction from Prep to year 7. It is one of three State Primary Schools that service the areas 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	22
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	48	39	51
Long Suspensions - 6 to 20 days	2	2	3
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Strong instrumental music program and choir
- Junior and Senior Computer Labs
- Catering for individual children's need through inclusive classroom methodologies
- 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 school expectation to participate in school activities
- Stephanie Alexander Garden Program implemented into the year 4 curriculum
- Teachers actively trialing planning and teaching individual curriculum areas.
- School-wide consistent expectations of Daily 5 and CAFÉ strategies
- School-wide focus on POLYA Problem solving model

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.
- 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
- 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 behaviour
- State an Australia wide competitions in Math's, English and Writing and Science
- Life Education
- Assemblies and classroom performances
- Stephanie Alexander Mothers and Father's day morning tea.

How Information and Communication Technologies are used to assist learning

The school has a large number of computers for students use. During 2014 we upgraded two labs – one with laptops and the other with recently refurbished machines. 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 math concepts and is used to support the school curriculum. Teachers integrate learning technology into their teaching

programs where this inclusion enhances learning opportunities. Interactive whiteboard are in every classroom and provide students with modern and engaging resources to assist their learning.

We purchased a number of machines for exclusive use in the early childhood area of the school to encourage learning through interactive games and sharing.

Lower school teacher are working with iPads to enhance numeracy and literacy skills. The intention is for the school 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.

Social Climate

Coomabah 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 school score. Parents show a high level of satisfaction in that teachers at this school expect children to do their best. We have been working hard to set high expectations in both academic, social and attendance areas of a child's schooling.

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

Our student's also accept that the teachers expect them to do their best and that they like being at their school. Their communication with their teachers is something that needs to be further investigated.

Our staff morale is showing a steady improvement and this will be reflected in future student's perceptions of the school.

We operate a School Chaplaincy Service through support from the Federal Government, our P&C Association and local Churches. Our chaplain supports a number of students in both formal and informal ways when needed. She operates a very successful breakfast program, has links with the Men's Shed who work with a small group of students and is proactive in being a part of the school's day to day programs.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	85%	95%	93%
this is a good school (S2035)	85%	95%	90%
their child likes being at this school* (S2001)	100%	91%	91%
their child feels safe at this school* (S2002)	95%	95%	93%
their child's learning needs are being met at this school* (S2003)	90%	95%	93%
their child is making good progress at this school* (S2004)	85%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	90%
teachers at this school motivate their child to learn* (S2007)	95%	95%	91%
teachers at this school treat students fairly* (S2008)	95%	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	91%
this school works with them to support their child's learning* (S2010)	95%	95%	93%
this school takes parents' opinions seriously* (S2011)	90%	91%	93%
student behaviour is well managed at this school* (S2012)	85%	77%	81%
this school looks for ways to improve* (S2013)	90%	90%	90%
this school is well maintained* (S2014)	89%	95%	86%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	93%	93%
they like being at their school* (S2036)	89%	95%	95%
they feel safe at their school* (S2037)	96%	96%	89%
their teachers motivate them to learn* (S2038)	90%	98%	96%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	94%	93%
teachers treat students fairly at their school* (S2041)	81%	92%	90%
they can talk to their teachers about their concerns* (S2042)	78%	92%	86%
their school takes students' opinions seriously* (S2043)	88%	93%	86%
student behaviour is well managed at their school* (S2044)	81%	86%	82%
their school looks for ways to improve* (S2045)	98%	98%	96%
their school is well maintained* (S2046)	95%	96%	86%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		81%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		94%	100%
student behaviour is well managed at their school (S2074)		70%	93%
staff are well supported at their school (S2075)		80%	93%
their school takes staff opinions seriously (S2076)		86%	93%
their school looks for ways to improve (S2077)		92%	100%
their school is well maintained (S2078)		86%	88%
their school gives them opportunities to do interesting things (S2079)		81%	90%

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

'Agree' represents the 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.

Involving parents in their child's education

Our parent body have the opportunity to be involved in their child's education in the following ways-

- Coffee and Chat sessions
- Gross motor program
- As classroom volunteers
- Assemblies and other school celebrations
- Special classroom activities
- Stephanie Alexander morning teas
- School discos and P&C events
- School Sports days
- Fortnightly newsletters and class newsletters

We also actively encourage parents to attend functions by using a SMS messaging service to get information to parents. Parents were asked to be involved in the school's Quadrennial School Review. Parents were also expected to attend parent teacher interviews to discuss their child's first semester report. This was very successful with over 80% of parents attending.

Reducing the school's environmental footprint

The school is attempting to reduce its environmental footprint. There has been a reduction in the amount of energy used considering there are more electronic devices (computers, iPads)

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	149,349	1,153
2012-2013	180,800	1,216
2013-2014	194,120	1,672

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

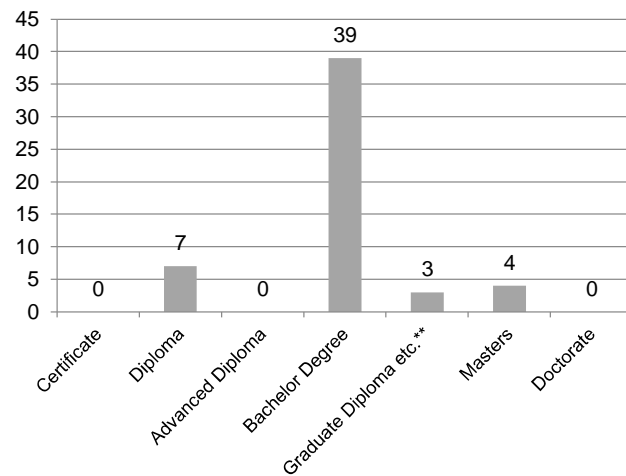
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	22	0
Full-time equivalents	45	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	53



*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 2014 were \$ 32918

The major professional development initiatives are as follows:

Teacher planning days to visit other peers and schools.

Student Protection

Numeracy – Problem solving

Code of Conduct

SWPBS

School Values and Expectations

Guided Reading

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
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 was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

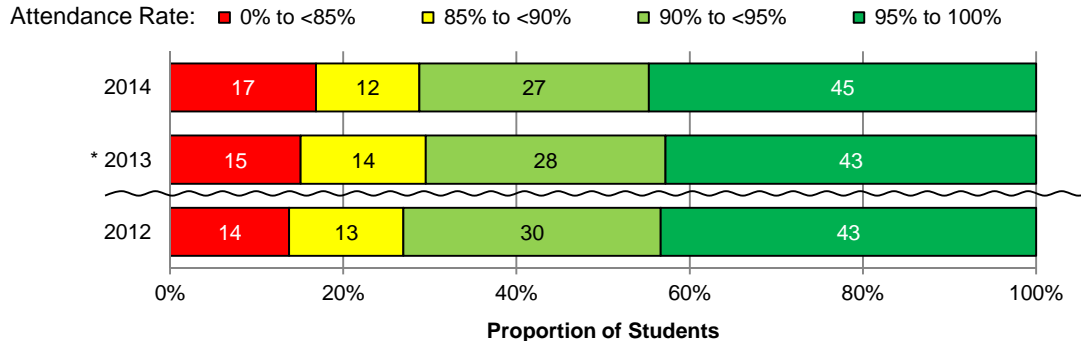
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	92%	93%	93%	90%	93%	92%					
2013	92%	91%	91%	92%	92%	91%	91%					
2014	90%	93%	92%	93%	91%	91%	90%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 roll 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.

We also introduced some random awards throughout the year for students with high attendance rates.

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.

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 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 2014 attendance of indigenous students increased from the previous year in 4 out of the 7 year levels.

In the year levels that showed a drop in enrolment it was only a very small amount.

Student achievement has been varied across year levels. Our indigenous students performed well in year 3 and year 7 however did not do as well in year 5. This was evident in the non-indigenous cohort as well.