



Coombabah State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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



Contact Information

| | |
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School Overview

Coombah State School is a co-educational State School located in the South East District of the Queensland Department of Education. It primarily services the suburbs of Coombabah, Hope Island, Paradise Point, Hollywell and Runaway Bay. School enrolment in January 2016 is 701 students with 121 Prep students and 587 Primary students. Twenty nine classroom teachers operate in single year levels with some composite classes.

Coombah State School aims to achieve highest possible outcomes for all students. We aim to develop resilient students, in uniform, doing their best every day. The school has a multi-coded Special Education Program to support 43 students with a variety of verified impairments.

A number of specialists such as Learning Support Teachers, Guidance Officers, Advisory Visiting Teachers and a Speech Language Pathologist support the educational needs of students. The school offers the normal range of curriculum programs from Prep to Year 6. In 2016 the school has been working with the National Curriculum in Mathematics, English and Science and History. The school delivers programs in Information Technology, Music and Gifted and Talented Education. Other features of our extra-curriculum offerings are: strong Instrumental Music Program; strong Junior, Senior Choir; advanced technology program; strong emphasis on sport and Years 4-6 elective options program; effective behaviour management strategies; school Musical every second year; school camping program in Yrs 4-7 every other year; positive reward programs. Parents are very supportive of the school and large numbers attend all school events. A very active Parents' and Citizens' Association contributes significantly to enhance the educational opportunities for students.

At Coombabah State School we value-

Attendance

Every child matters. Every day counts. Being punctual is important.

Challenging students through the curriculum

Experienced classroom and specialist teachers who provide engaging, inclusive and stimulating programs across all curriculum areas.

Habits that promote well being

A caring and respectful environment that supports students' social, spiritual, mental, emotional and physical well-being.

Inclusion

Personal learning targets for every student. We will work together to develop your child to the best of their ability.

Encouraging students to reach their potential

An inclusive school which delivers a rigorous curriculum through the use of modern technologies and strategies. Learning is differentiated according to student needs.

Variety of classroom practices

Cater to children's individual learning styles and regularly review strategies and delivery of the curriculum.

Effective engagement of students, staff and the community



Our professional staff with help from the community will provide an exciting, engaging and inclusive school experience for your child. We provide a bridge for your child from home to our community

Principal's Forward

Introduction

The school's Annual Report provides information on the achievement of our school's priorities and successes as outlined in the 2016 Annual Improvement 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 2016.

School Progress towards its goals in 2016

Our school worked on developing and implementing the following-

Improve student performance in reading with a key focus on guided reading and comprehension assisted through the employment of coaches to build teacher capacity.

Continue our focus on numeracy coaching and problem solving.

Develop a planned approach to data analysis and implementation of effective classroom practices and strategies through our data conversations.

Continue with the implementation of Words their Way and SSPics to assist in building children's spelling and phonological awareness.

Promote every day at school counts.

Develop our school Pedagogical Framework.

Implement technology into our classroom practices.

Develop the schools wellbeing policy.

The development of the school's Pedagogical Framework is continuing with the development of a concise document outlining our priorities and consistent view of pedagogy across the school.

Future Outlook

The future for the school will see the development of

Reading and numeracy

Engagement strategies for students and parents

Focused intervention strategies in maths

Promotion of 'every day at school counts'

Focus on feedback and goal setting

Building of a strong well being framework and set of strategies for students and parents.

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 722 | 349 | 373 | 31 | 92% |
| 2015* | 688 | 326 | 362 | 37 | 91% |
| 2016 | 701 | 351 | 350 | 39 | 90% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Coombabah State School is a co-educational State School located in the Gold Coast North District of Education Queensland offering instruction from Prep to year 6. 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.

Our ICSEA rating is just below average and the school is attracting more students from culturally diverse backgrounds. We currently have approximately 4% Indigenous enrolments with growth happening in the lower school.

We have a relatively high transient population however we have witnessed some signs of growth for the future. This year we lost 2 Cohorts of year 7 students but only lost one teacher number as a result.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 22 | 24 | 24 |
| Year 4 – Year 7 | 26 | 27 | 25 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school has been a C2C school however changes have occurred as the year progressed to look at a more in-depth focus of a longer unit of work rather than the shorter 5 week units.

We also offer-



- Strong instrumental music program and choir.
- Junior and senior computer labs.
- Catering for individual children's needs 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 trialling planning and teaching individual curriculum areas.
- School-wide consistent expectations of Daily 3 and CAFÉ strategies.
- School-wide focus on POLYA problem solving model.
- SSPics in the junior school.
- All teachers plan together so they have a clear understanding of the assessment tasks and what is required .
- A strong early years program and gross motor program.
- Strong links with the local Kindergartens and their inclusion in our school activities.

Co-curricula activities

- Gifted and talented program
- Students from year 5 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.
- Walk to school day each Friday.
- Ride to school days.
- Participation in Active School Travel activities.
- Cyber safety sessions for students.
- School discos.
- Chaplain organized activities.
- Gold Coast Eisteddfod.
- Gold Days for positive behaviour.
- State and Australia wide competitions in Maths, English and Writing and Science.
- Life Education.
- Assemblies and classroom performances.
- Stephanie Alexander Mothers and Fathers Day morning tea.

How Information and Communication Technologies are used to Assist Learning

The school has continued to upgrade our technology resources. Some classes have started trialing a BYOX program. Our two labs – Junior and Senior are used every day and have laptops available for students. All classrooms have computers linked to the LAN and the internet. We have 50 XO machines that are used in P{rep and Year 1 and are fully functioning machines that students can use for mathletics and other online programs. iPads are used throughout all classes on a roster basis for a range of activities.

We have continued to upgrade machines in the two labs. Both labs now have approximately 30 laptops in each room.

Teachers use their laptop computers in their planning and assessment of students. They use the interactive whiteboards in a variety of ways to suit the teaching and learning situation. The teachers also have access to 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.

Lower school teachers are working with iPads to enhance numeracy and literacy skills. We have an ICT teacher in the lower school to help drive the acquisition of skills so the students are confident users of our school devices. All teachers have been provided with their own iPad for use in the classroom and to familiarize themselves with its capability for class use.

Social Climate

Overview

The social climate of the school is overwhelmingly friendly. Students are happy to engage with teachers and mostly use their manners when dealing with any adults in the school. We work together on a consistent positive attitude and tone and this is reflected in our three rules; Be Safe, Be Respectful and Be a Learner.

The 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 like being at the school. Parents also indicated that they felt comfortable talking to their child's teacher about any concerns. The students agreed that they are getting a good education and that they felt safe while at school. They indicated a desire to see further practices to better manage some of the behaviours at the school.

Staff morale is generally pleasing across most areas with staff also indicating further investigation of better behaviour management strategies needs to be a priority.

Our Chaplaincy service has continued to provide a vital support within the school and the commencement of a playgroup has been encouraging and has seen a core group of mums attend each week. The breakfast program is very successful and our chaplain continues to foster community links for the students. She operates a drop in session during lunch breaks for students who can retreat to a quiet area to play during their breaks.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 93% | 91% | 100% |
| this is a good school (S2035) | 90% | 82% | 96% |
| their child likes being at this school* (S2001) | 91% | 95% | 96% |
| their child feels safe at this school* (S2002) | 93% | 95% | 96% |
| their child's learning needs are being met at this school* (S2003) | 93% | 86% | 92% |
| their child is making good progress at this school* (S2004) | 91% | 86% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 95% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 95% | 98% |
| teachers at this school motivate their child to learn* (S2007) | 91% | 95% | 98% |
| teachers at this school treat students fairly* (S2008) | 90% | 95% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2014 | 2015 | 2016 |
| they can talk to their child's teachers about their concerns* (S2009) | 91% | 100% | 98% |
| this school works with them to support their child's learning* (S2010) | 93% | 86% | 94% |
| this school takes parents' opinions seriously* (S2011) | 93% | 100% | 94% |
| student behaviour is well managed at this school* (S2012) | 81% | 82% | 88% |
| this school looks for ways to improve* (S2013) | 90% | 100% | 96% |
| this school is well maintained* (S2014) | 86% | 91% | 88% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 93% | 98% | 94% |
| they like being at their school* (S2036) | 95% | 95% | 97% |
| they feel safe at their school* (S2037) | 89% | 93% | 89% |
| their teachers motivate them to learn* (S2038) | 96% | 98% | 96% |
| their teachers expect them to do their best* (S2039) | 99% | 97% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 95% | 96% |
| teachers treat students fairly at their school* (S2041) | 90% | 86% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 86% | 92% | 88% |
| their school takes students' opinions seriously* (S2043) | 86% | 89% | 91% |
| student behaviour is well managed at their school* (S2044) | 82% | 73% | 80% |
| their school looks for ways to improve* (S2045) | 96% | 100% | 96% |
| their school is well maintained* (S2046) | 86% | 91% | 92% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 91% | 94% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 94% | 96% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 95% | 88% | 88% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 90% | 86% |
| students are encouraged to do their best at their school (S2072) | 100% | 97% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 92% |
| student behaviour is well managed at their school (S2074) | 93% | 78% | 71% |
| staff are well supported at their school (S2075) | 93% | 94% | 83% |
| their school takes staff opinions seriously (S2076) | 93% | 94% | 80% |
| their school looks for ways to improve (S2077) | 100% | 97% | 94% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| their school is well maintained (S2078) | 88% | 91% | 87% |
| their school gives them opportunities to do interesting things (S2079) | 90% | 91% | 84% |

* 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

The school has commenced an early term 2 reporting process and parents are expected to attend. Most classes have better than 75% attendance at these sessions. This meeting is aimed at providing parents with an 'early' update on their child's progress, in particular their effort before they complete all their assessment for the end of semester reports.

We invite parents into the school for sports days, grandparents day, assemblies, coffee and chat sessions, Under 8's activities and keep them informed with regular newsletters and text messages. Parents regularly walk to school with their children as part of the Active School Travel initiative held each Friday morning.

We also regularly have the local kindergartens involved in the school and they participate in different activities and borrow from the library. This builds and encourages strong links with our new families and students. The school held a very successful Fete that relied on local community support.

Our Stephanie Alexander Garden Program also involves parents and they are invited to morning teas throughout the year to sample the produce and the students cooking.

The SEP holds information sessions for SEP parents to keep them informed of their children's progress and the programs that the school offers.

Respectful relationships programs

Our school has a strong focus on relationships developed through programs run by the Guidance Officer and the Chaplain. We also rely on outside providers to assist in the school setting such as Accoras Unique.

We are also a PBL school and the teachers are actively involved in implementing programs designed with a focus on our three school behaviours – Be Safe, Be Respectful and Be a Learner.

Teachers have been trained in how to report and who to report to in the event that they have students who feel that they are unsafe.

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

School Disciplinary Absences

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

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 51 | 56 | 82 |
| Long Suspensions – 6 to 20 days | 3 | 1 | 0 |
| Exclusions | 0 | 1 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We have made a conscious effort to encourage teachers to turn off computers and power in their rooms. We had a degree of success in 2016 by encouraging teachers to be aware of the power usage in their classrooms.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 194,120 | 1,672 |



| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 192,325 | 2,240 |
| 2015-2016 | 170,619 | 4,279 |

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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 51 | 26 | 0 |
| Full-time Equivalent | 45 | 17 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 5 |
| Graduate Diploma etc.** | 9 |
| Bachelor degree | 39 |
| Diploma | |
| Certificate | |

*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 major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2016 were \$31080

The major professional development initiatives are as follows:

Teacher planning days

Student Protection

Guided Reading

Code of Conduct

PBL

Data Conversations

Coaching – Growth Coaching for all staff.

Complex Texts

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

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92% | 92% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 92% | 90% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

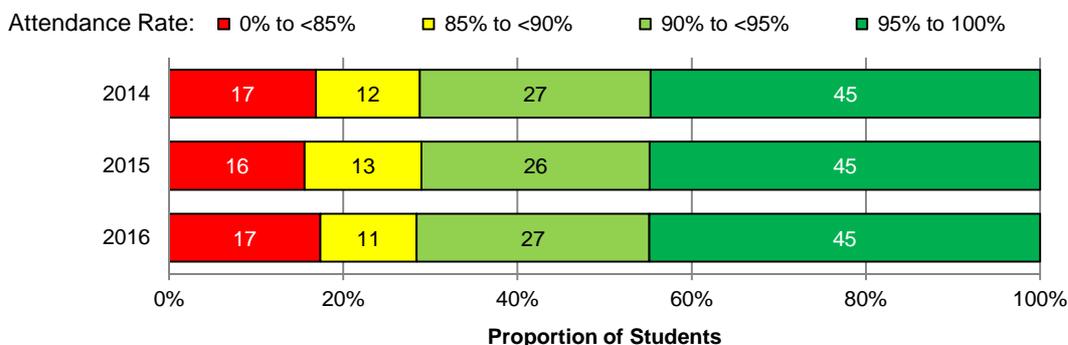
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 92% | 90% | 93% | 92% | 93% | 91% | 91% | 90% | | | | | |
| 2015 | 92% | 93% | 92% | 92% | 91% | 92% | 93% | | | | | | |
| 2016 | 93% | 93% | 92% | 91% | 92% | 91% | 91% | | | | | | |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 outlines 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 are using SMS for schools to manage attendance and parent responses.

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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Suburb, town or postcode

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 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.