



Coombabah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Coomababah State School is a co-educational public school located in the South East District of the Department of Education, Queensland. It primarily services the suburbs of Coombabah, Hope Island, Paradise Point, Hollywell and Runaway Bay. School enrolment in 2018 is approximately 730 students which includes 112 Prep students. Thirty classroom teachers operate in single year levels with some composite classes. Coombabah State School aims to achieve highest possible outcomes for all students. Our School values-

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.

The school has a multi-coded Special Education Program that supported approximately 40 students. A number of specialists such as Intervention Teachers, Guidance Officers, Advisory Visiting Teachers, Engagement teacher 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. Other features of our extra-curriculum offerings are: strong Instrumental Music Program; strong Junior and Senior Choir; technology program; strong emphasis on effective behaviour management strategies; school Musical every second year; school camping program in Yrs 5-6 ; positive reward programs and a number of outside of school programs that are offered on the school site.

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. Our recent achievements are related directly to the commitment of the staff and a consistent school wide delivery of highly effective strategies. The results have also been assisted by the effort of staff to effectively engage the students in the learning program and our unrelenting efforts to encourage high attendance.

School progress towards its goals in 2018

In 2018 our school participated in the National School Review process. During the year we worked towards developing and implementing the following school improvement strategies-

- Continued work on the implementation of the New Art and Science of Teaching (Marzano)
- Refinement of the team structure that benefits teachers with their planning, collaboration and understanding of the Australian Curriculum.
- Continued use of a coach to develop teacher capacity and capability across the areas in our School Improvement Agenda.
- Refinement of our Reading practices and the implementation of writing leading to a whole school focus in 2019.
- Numeracy intervention using data.
- Using data to track students and analyse results to improve and adapt programs to meet our student needs.
- Development of a Strategic Plan for the next 4 years.

We attempted to continue to develop our Parental engagement and this is only partially completed. It will be a continued focus in 2019.

In 2018 our school received special commendation from the Australian Curriculum and Reporting Authority for the outstanding growth achieved by our year 5 students across all areas of NAPLAN testing.

Our results are a direct result of the consistent effort of our teachers and our Looping strategy which sees many students moving with the same teacher from years 2 into 3 and years 4 into 5.

Future outlook

As we move into 2019 we will continue with our

- Implementation of the Pedagogical Framework
- Development of a school handbook for staff
- Coaching of teachers (new and existing)
- A stronger focus on the Performance Planning for teachers.
- Reading framework in particular guided reading
- Further development and understanding of the Australian Curriculum
- Effective numeracy intervention
- Parental engagement that is meaningful and aimed at positive student outcomes.
- Focus on attendance.

The school is looking forward to continuing to experience growth in the NAPLAN areas and moving to NAPLAN online.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	701	734	737
Girls	351	370	353
Boys	350	364	384
Indigenous	39	43	39
Enrolment continuity (Feb. – Nov.)	90%	92%	90%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Coomabah State School is a co-education State School located in the Gold Coast North area of the South East Region. We offer instruction from Prep to Year 6. We are one of three State Primary schools that service the areas bounded by the Pacific Highway, the Coomera River, The Broadwater and the old Gold Coast Highway. Specifically we service 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. We are also attracting more Asian families to the school and increasing numbers of EALD students.

Our SEP continues to grow, as does the total number of students. As we move into 2019 this could change as the impact of being enrolment managed catches up with school growth.

Our growth has been occurring in the lower end of the school with Prep enrolments continuing to necessitate the establishment of 5 prep classes.

We have a relatively high transient population however, we are continuing to grow each year. We have a high number of Students in Out of Home Care.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	25	27	26
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 delivery

Our approach to curriculum delivery

Our school adopted C2C as a whole school resource however this has changed significantly and teachers have continued to develop more of their own resources. We value the Assessment items developed through C2C and have robust conversations in relation to the Guide to Making Judgements.

We strongly value our team approach to developing and implementing curriculum and moderating students work. Our teams work cohesively and meet each week. Assessment is agreed upon by the whole team and the assessment items are used to backward map what needs to be done in each unit.

We also use looping as a strategy across the years 2-3 and 4-5. In 2018 we also trialed looping in some classes in the P-1 cohort. This has enabled teachers to know their students very well and allows teachers to develop an understanding of the development of curriculum over a couple of years.

We also offer-

- A strong instrumental music program and choir
- Junior and senior computer labs
- Inclusive practices with our SEP teachers working in classes alongside classroom teachers
- Japanese LOTE and participation in locally organized competitions
- A positive approach to behaviour that encourages respect, safety and how to be a learner
- Encouragement of the arts
- Stephanie Alexander Garden Program implemented into the year 4 curriculum
- School-wide consistent expectations of Daily 3 and CAFÉ strategies
- SSPics in the junior school
- All teachers in a cohort 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

- Implementation of Age Appropriate Pedagogies in the Prep program
- Strong links with the local Kindergartens and their inclusion in our school activities.

Co-curricular activities

- Gifted and Talented activities based on students interests and needs. (Optiminds)
- Participation in Sports for Schools Program
- 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 Solid Pathways (Indigenous students)
- Fun run and fundraising activities organised by the P&C
- Leadership activities
- Swimming program
- Cyber safety sessions for students
- Participation in Active School Travel activities
- School discos
- Chaplain organised activities
- Gold Coast Eisteddfod
- Gold Days for positive behaviour.
- State and Australia wide competitions in Maths, English, Writing and Science.
- Life education
- Assemblies and classroom performances.
- Stephanie Alexander Mothers and Fathers Day morning tea
- Classroom celebrations with Parents
- Chicken Hatching (year 2)
- School camps in year 5 and 6

How information and communication technologies are used to assist learning

The school has a range of ICT resources that are used to assist learning.

Both the school labs are used each day by classes for both skill development and as a tool to present work depending on the unit of work being completed.

We have a number of classes that are developing the BYOX program and this is working very successfully with students using the iPads as a tool to assist learning. Work completed in class is then sent home on student's individual iPads as a means of sharing learning with parents. This is happening in two year 1 classrooms and two year 4 classrooms.

All classrooms have computers linked to the local area network and the internet and these are used in conjunction with interactive and non-interactive whiteboards in the classrooms.

Prep and year 1 are continuing to use XO machines as a tool for learning in their classrooms.

The school has multimedia instruction that covers year 2-6. We have class sets of iPads that are shared across the school and are used for specific tasks found in current units of work.

We rely on 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. We are vigilant in ensuring all our programs and Apps are approved for use and have had risk assessments completed.

We have a variety of robotic devices including BeeBots and Spheros. These are generally used in small group lessons and as part of the junior school program.

We are also preparing for NAPLAN online in 2019.

Social climate

Overview

Our school continues to follow the PBL practices and this is embedded across the school. We have a behaviour teacher who is instrumental in developing behaviour interventions throughout the school.

The students at the school are overwhelmingly friendly and they are generally happy to engage with the learning program. We work together with the students to build a positive attitude and tone and this is reflected in our three rules; be safe, be respectful and be a learner.

We respond to bullying in a number of ways including whole school practices, individual conferences and guest speakers. Mobile phones are not allowed throughout the school to reduce any impact of social networking issues throughout the school day.

Our Chaplain operates a breakfast program and our behaviour teacher offers a breakfast check in each day for some students. This provides them with an opportunity to check in with an adult before they start the school day.

Our guidance officer offers a boys program and a girls program in year 6 that involves the entire cohort of students. There are also small group and individual programs that are offered in conjunction with the guidance officer and the Chaplain.

Our parents continue to rate the school highly in relation to it being a good school and that their child feels safe in the school environment. Parents also believe that as a school, we work with them to support their child's learning and this is encouraged through parent teacher information sessions and parent teacher interviews. Students also appreciate the fact that they know that teachers at school encourage them to do their best.

We also have an assembly each morning across P-6. This enables us to deliver a standard message each day to the students and it encourages students to settle down and prepare for learning. We use this time to award a variety of certificates and we speak each day about our school rules and any particular activities that are happening throughout the school. All teachers report that this is a valuable way to start the day.

We have also been fortunate in securing the services of an indigenous education worker who is heavily involved especially in the cultural awareness aspect of Aboriginal and Torres Strait Islander education. He uses dot painting as a way of building cultural awareness and respect for our indigenous students and elders.

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	98%	91%
• this is a good school (S2035)	96%	98%	90%
• their child likes being at this school* (S2001)	96%	93%	91%
• their child feels safe at this school* (S2002)	96%	98%	89%
• their child's learning needs are being met at this school* (S2003)	92%	95%	81%
• their child is making good progress at this school* (S2004)	92%	95%	87%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	81%
• teachers at this school motivate their child to learn* (S2007)	98%	91%	87%
• teachers at this school treat students fairly* (S2008)	96%	95%	77%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	88%
• this school works with them to support their child's learning* (S2010)	94%	100%	82%
• this school takes parents' opinions seriously* (S2011)	94%	88%	78%
• student behaviour is well managed at this school* (S2012)	88%	81%	75%
• this school looks for ways to improve* (S2013)	96%	93%	90%
• this school is well maintained* (S2014)	88%	86%	85%

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	92%	92%
• they like being at their school* (S2036)	97%	95%	86%
• they feel safe at their school* (S2037)	89%	90%	89%
• their teachers motivate them to learn* (S2038)	96%	90%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	92%	92%
• teachers treat students fairly at their school* (S2041)	93%	71%	80%
• they can talk to their teachers about their concerns* (S2042)	88%	80%	81%
• their school takes students' opinions seriously* (S2043)	91%	82%	79%
• student behaviour is well managed at their school* (S2044)	80%	65%	64%
• their school looks for ways to improve* (S2045)	96%	92%	95%
• their school is well maintained* (S2046)	92%	86%	85%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	92%

* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	93%	87%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	91%
• they receive useful feedback about their work at their school (S2071)	88%	86%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	92%	89%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	92%	95%	96%
• student behaviour is well managed at their school (S2074)	71%	70%	82%
• staff are well supported at their school (S2075)	83%	74%	82%
• their school takes staff opinions seriously (S2076)	80%	81%	76%
• their school looks for ways to improve (S2077)	94%	95%	98%
• their school is well maintained (S2078)	87%	86%	93%
• their school gives them opportunities to do interesting things (S2079)	84%	82%	77%

* 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 successfully holds parent teacher interviews early in term 2. This ensures that parents are aware of how their child is performing prior to the end of semester reports. These interviews are well attended.

Parents are also a key part of our sports days and attend assemblies, awards assemblies and classroom celebrations of work. The parents of students in year 4 also attend mothers and fathers day 'food events' with students doing the cooking as part of the Stephanie Alexander Garden program. Parents are also invited to information sessions regarding various school practices.

We also have parents bring their younger students to be a part of our gross motor program and this is extended to our local childcare and kindergarten providers. This allows us to build strong links with our new families and students.

Parents have also been invited to attend sessions in relation to cyber bullying and are encouraged to attend P&C meetings.

Our SEP teachers keep their parent group well informed in relation to programs that are in place for their students to enable them to achieve to the best of their ability. They regularly, in collaboration with the guidance officer put parents in contact with community groups to best cater for their student's needs.

We are continuing to work on engagement with our local community and this is being strengthened through our chaplaincy program, interaction with local Politicians and support from the community for our behaviour and attendance initiatives.

Respectful relationships education 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 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. This is complimented through the use of the You Can Do It program.

Our teachers are also aware of the mandatory reporting process and student protection.

We run a Boys in Action program and the girls – Chick Chat which are designed to promote students positive relationships and conflict resolution skills.

Students also participate in the Life Education Program.

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	82	103	90
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

We make every attempt to reduce our environmental footprint by regularly reminding teachers to turn off lights and fans when not in the room. Computers and other electronic equipment are also turned off when not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	170,619	167,611	139,604
Water (kL)	4,279	3,021	3,689

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

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

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

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	53	29	1
Full-time equivalents	47	19	0.4

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	5
Bachelor degree	39
Diploma	1
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 funds expended on teacher professional development in 2018 was \$41217.

The major professional development initiatives are as follows:

- Literacy Continuum
- STEM training
- DP Training
- Principals Meetings
- Phonics - SSPics
- Early Start
- The Reading Centre
- Team meetings
- Teacher planning days including data conversations
- Mandatory training as per EQ recommendations
- Guided reading and coaching
- PBL

- Beginning teachers
- Complex texts – EQ Staff trainers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	90%	93%	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

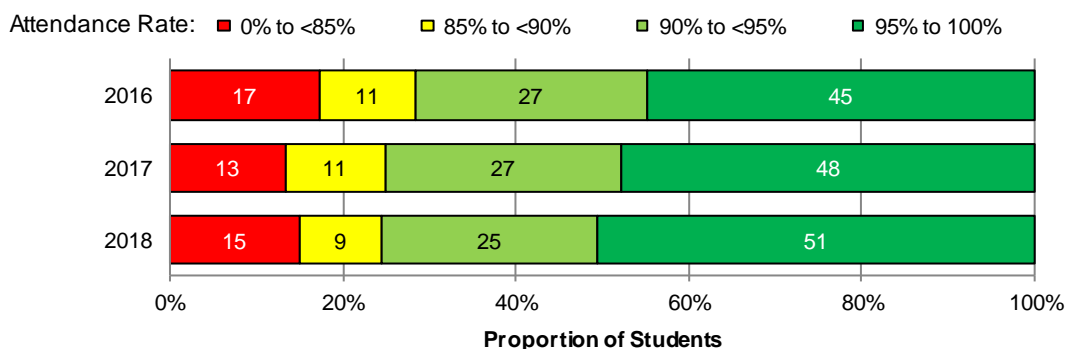
Year level	2016	2017	2018
Prep	93%	95%	93%
Year 1	93%	93%	93%
Year 2	92%	92%	93%
Year 3	91%	93%	92%
Year 4	92%	91%	93%
Year 5	91%	93%	90%
Year 6	91%	91%	90%

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



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.

Our teachers mark a roll twice a day and this is collected by the office staff. This information is uploaded to Oneschool. Parents are then notified if their child is absent and a reason is requested.

Teachers are also encouraged to contact parents if a child is absent for more than three days without the school receiving any notification.

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

The entire school conducts an assembly each morning. This assembly has reduced the number of students arriving late to school. Attendance and behaviour are addressed during this assembly.

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

Classroom engagement is also a strategy we are addressing to encourage students to attend each day. Rewards are given and positive recognition is a key feature of our school to celebrate regular attendance.

We have also introduced recognition of students who have outstanding attendance and they are eligible for a number of different prizes drawn out at the end of each term.

NAPLAN

For parents/caregivers who you have provided a hard copy of your school's Annual Report, you must also provide a copy of your school NAPLAN results (you may wish to copy the information from the *My School* website).

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.

Find a school Search website

Search by school name or suburb Go

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.