

Coolum State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report contains information relating to the following aspects:- school profile, student population, class size, school disciplinary absences, extra curricular activities, school climate, parent involvement, staff profile, student academic performance, student attendance and NAPLAN results.

School progress towards its goals in 2015

Priorities	Progress
ASOT – Design Questions 1, 2, 6 & 7	Embedded
Literacy Block	Working effectively especially in P-2.
Master Teacher	Working in a very focused manner through the School Improvement Focus Team.
GRG	Programs working very effectively under the guidance of our Instructional leader.
Data Analysis	Extensive use of Oneschool Class dashboard across the school.
PAT R and PAT M Online	Used for the first time in November 2015. We were able to generate immediate results.
Reporting	Semester Reports sent via email via oneschool for the first time. This happened without any glitches.
Outdoor Learning Area	Completed and is now used by various groups.

Future outlook

School Improvement Priorities 2016: Writing and Spelling

Strategy – Master Teacher				
2015 Data	Actions	Targets	Timeline	Responsible Officer/s
Teachers enacting C2C programs not referencing high stakes data for key teaching foci	Master teacher worked in Years 2, 4 & 6 in semester 2 of 2015 thus ensuring: i) students' development of metalanguage ii) sequential learning foci and delivery model (Gradual Release) in the following year iii) professional development for teachers to create a whole of school pedagogy and learning experience	100% of teachers have Writing PD using Gradual Release model linking in ASoT pedagogies	2016	Linda Morse
Analysis of 2015 NAPLAN Year 3 data using the marking template and scoring rubric showed the <i>biggest difference to nation</i> key areas were: <ul style="list-style-type: none"> • paragraphing - 14.9% below • text structure - 13.3% below. 	Master Teacher focus on Writing – Year 3 Semester 1 focus on paragraphing and text structure	NAPLAN writing mean scale score raised from 405 to 415+	2016	Linda Morse
Analysis of 2015 NAPLAN Year 5 data using the marking template and scoring rubric showed the <i>biggest difference to nation</i> key areas were: <ul style="list-style-type: none"> • sentence structure – 8.1% below • text structure - 7.8% below 	Master Teacher focus on Writing – Year 3 Semester 1 focus on sentence structure and text structure	NAPLAN Writing mean scale score raised from 473.3 to 480	2016	Linda Morse

Strategy – Upper 2 Bands				
2015 Data	Actions	Targets	Timeline	Responsible Officer/s
Analysis of 2015 NAPLAN Year 3 data using the marking template and scoring rubric showed: <ul style="list-style-type: none"> • ideas -10.2% below 	U2Band extension using Deputy Principal; 2016 Year 3 Upper 2 Bands extension focus	Raise MSS to 450	2016	Linda Morse

2015 U2B Year 3 Spelling NAPLAN results and school based testing currently show deficit although 46% of students in Year 3 perform in the U2B. Year 3 MSS was below (393.7) demonstrating the influence of very low achieving students	U2 Bands deploying STLaNs in both years 3 & 5. Year 3 & Year 5 Writing – focus on spelling and vocabulary building 2016			
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Improvement priority SPELLING

Strategy: Redeveloping the Whole School Spelling Program

2015 Data	Actions	Targets	Timeline	Responsible Officer/s
Spelling – NAPLAN Year 3 & 5 Mean Scale Score Achievement at Quartile 2 - mid lower quartile	Revisit the School Spelling Document, investigate current best practices and work with coalition of teachers from every year level to trial strategies and pedagogies.		Terms 2 – 4 2016	Linda Morse
	Rewrite the Whole School Spelling Program to align with current best pedagogical practices and substantive teaching strategies.		Ready to start in 2017	Linda Morse
	Investigate the viable use of the Evidence Data Hub to verify data results to track spelling improvements		2017	Linda Morse

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1052	496	556	37	93%
2014	1081	507	574	48	94%
2015	1021	469	552	41	96%

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 2015, 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:

Coolum State School caters for 1030 students ranging from Prep to Year 6. The school community is committed to generating a culture of learning as well as a place where students, parents and staff can approach each other with dignity and respect. We encourage everyone to participate fully in the life of our school with excitement and vitality so that this is a place where children want to be, where talented staff want to work and where parents/carers will be interested partners in the process.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	20
Year 4 – Year 7 Primary	25	25	19
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	1	7
Long Suspensions - 6 to 20 days	1	0	0

Exclusions	0	0	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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

Coolum State School prides itself on being able to offer a wide range of educational opportunities to our students. The various talents of teaching staff play an instrumental role in offering our students a diverse educational experience. Our school curriculum is enhanced by the following: School Sport, Smart Moves, EdStudios hosted on the Learning Place, Harmony Day celebrations, Surfing, Performing Arts, NAIDOC week and Alternate Activities for Year 6 in Term 4.

Extra curricula activities

Vocal group, Senior & Junior Choirs, Rock Bands, Speech & Drama Eisteddfod, Instrumental Music, Strings, LOTE (Japanese), Japanese Speaking competition, Voices on the Coast, Cheerleading, Science Expo, Verse Speaking, Student Leadership (student councillor, school captains, sport captains), Optiminds, Noosa District Sunshine Coast representatives, Garden Club.

How Information and Communication Technologies are used to improve learning

Coolum State School embraces the Smart Classroom vision by actively embedding ICT in student learning with expectations from ACARA (Australian Curriculum and Reporting Authority) in planning, teaching and learning sequences. Teachers continue to improve their personal knowledge, skills, values and relationships in order to transform teaching and learning. Information and Communication Technologies are embedded, through effective planning, in every unit of work, in every year level. Teachers have access to appropriate hardware, software and other ICT resources so that authentic use of ICTs is ubiquitous in classroom curriculum delivery. During 2015 we had an e-learning trial with our Year 6 students. This proved very effective and we have purchased a second set of LAPTOPS for 2016. We are currently investigating the ICT Skills required for NAPLAN Online.

Social Climate

The school plays a vital role within the Coolum community. There is a strong sense of ownership, belonging and caring within the school community. Parents indicate that they consider the school to be a good school and they are satisfied with their child's well-being at school. Students indicate that they are getting a good education and they feel safe and cared for within the school environment. Enrolments have remained solid indicating that families have a strong belief in their local school and what it achieves for their children. A positive school environment has been created based on mutual trust and respect. Our Student Welfare committee plays a vital role in bringing all the elements of student welfare together. Our P&C Association and P&C Manager play a very important role in maintaining positive relationships within the wider school community. We are looking forward to celebrating our school centenary in 2017.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	89%	95%
this is a good school (S2035)	94%	94%	95%
their child likes being at this school (S2001)	97%	93%	97%
their child feels safe at this school (S2002)	100%	97%	95%
their child's learning needs are being met at this school (S2003)	94%	86%	93%
their child is making good progress at this school (S2004)	91%	85%	94%
teachers at this school expect their child to do his or her best (S2005)	94%	95%	98%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	87%	91%
teachers at this school motivate their child to learn (S2007)	91%	93%	93%
teachers at this school treat students fairly (S2008)	94%	93%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	91%	99%
this school works with them to support their child's learning (S2010)	91%	89%	94%
this school takes parents' opinions seriously (S2011)	90%	88%	94%
student behaviour is well managed at this school (S2012)	91%	94%	88%
this school looks for ways to improve (S2013)	93%	96%	93%
this school is well maintained (S2014)	97%	98%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	100%	99%
they like being at their school (S2036)	97%	98%	98%
they feel safe at their school (S2037)	98%	100%	99%
their teachers motivate them to learn (S2038)	100%	100%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	100%	98%
teachers treat students fairly at their school (S2041)	95%	97%	96%
they can talk to their teachers about their concerns (S2042)	95%	96%	95%
their school takes students' opinions seriously (S2043)	94%	98%	96%
student behaviour is well managed at their school (S2044)	96%	98%	96%
their school looks for ways to improve (S2045)	99%	99%	99%
their school is well maintained (S2046)	99%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	96%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	97%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	99%	97%	99%
their school looks for ways to improve (S2077)	100%	100%	99%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	99%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents are welcome to come and celebrate their child's learning journey through a variety of avenues. Parents can become classroom helpers, assist in the home reading programs, help in the resource centre as volunteers, some attend at camps or help on excursions. Parents attend parent information sessions, parent interviews, sports days and volunteer at tuckshop. Parents are also involved through parade performances and the Coolool Carnival. All parents have the opportunity to participate as part of the P&C Association. Parents are involved in the ICP process through interviews and program planning. They are also involved in school banking, Parent involvement has changed over recent years with many parents returning to the work force. School community events are well supported. We see the school as an extension of the local community and we endeavour to be a school focused on the needs of our local community.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Water use in the school was affected by a number of factors.

The school enrolment continued to grow in 2014 to 1081 at the August Census.

Continued hire of the school facilities by community groups, local clubs and businesses together with the increased use of our Multi-purpose Hall adds to the existing school demands on utilities. Despite this, we value the continued community use of school facilities.

Water saving practices continue with the use of leaf blowers by cleaners to minimise hosing and the upgrade of waterless urinals in the male staff toilet.

Electricity usage is offset by two banks of solar (10kW over 2 systems). Generation from this is monitored on the Solar Schools website.

Use of electricity has occurred due to the use of ICT's in the curriculum program. Electronic resources supporting the C2C program are used extensively by teachers to enhance the curriculum program. Use of the Multipurpose Hall (by both school and community use) has maintained increased power use in the school. There is a measurable increase in the power use in the hall (as indicated on weekend days when the hall is hired). Practices to minimise this includes only using necessary lighting when using the hall for school activities.

Given the increased enrolment and use of school facilities outside school hours, maintaining the amount of kW from the previous year in electrical usage is pleasing given the greater demands.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	264,998	3,103
2013-2014	265,761	3426
2014-2015	262,227	

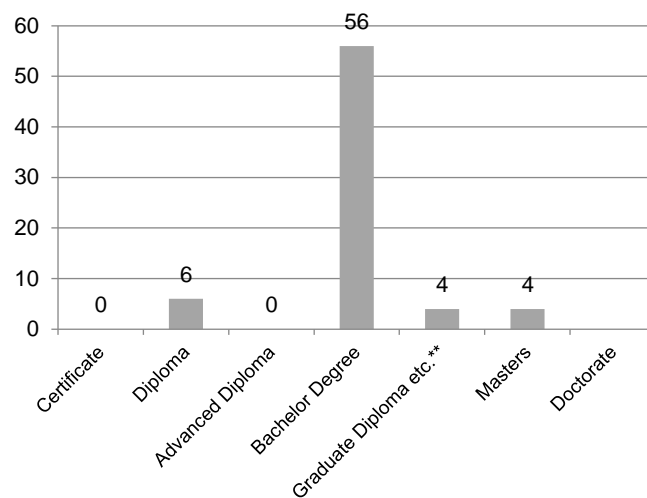
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	40	<5
Full-time equivalents	63	24	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	56
Graduate Diploma etc.**	4
Masters	4
Doctorate	
Total	70



*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 2015 were \$52137.

The major professional development initiatives are as follows:

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- ASOT
- NAPLAN
- ICT
- Curriculum Development
- Mandatory Training Modules
- Fire Safety
- Asbestos Training
- School improvement agenda
- Literacy and Numeracy Inservice
- Master Teacher - Mentoring
- ACARA achievement standards
- Oneschool Assessment and Reporting
- Using Diagnostic Data
- First Aid & CPR training
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

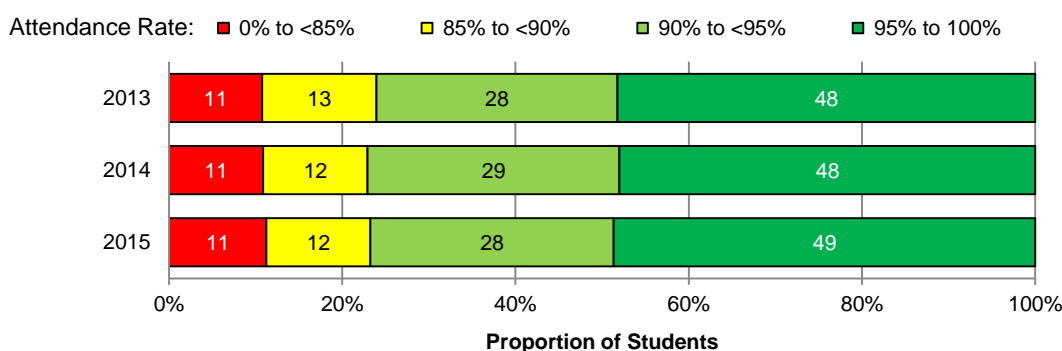
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	92%	93%	93%	93%	93%	93%	93%				
2014	94%	92%	93%	92%	94%	92%	93%	92%					
2015	94%	93%	93%	93%	91%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Coolum State School has developed an Absenteeism Procedure which outlines that rolls be marked at 8.35 am and 1.20pm daily. Roll marking is monitored daily by the Deputy Principal. Students arriving late are required to come to the office to collect a 'Late Slip' and students departing early are required to report to the office to collect an 'Early Departure Slip.' These are recorded on 'OneSchool'

Teachers are required to report any patterns of late arrival, early departure to the Student Welfare Deputy Principal. After two days of unexplained absence, parents are contacted to explain the reason for absence.

Parents are regularly reminded in our school newsletter to report absences and the importance of attendance in terms of educational outcomes. We have developed a recognition certificate for students attending 95% and above for the Semester. We regularly advertise on our School's Electronic Noticeboard re "Every Day Counts". Our DP's are tracking attendance rates against Student Performance. Teachers are required to complete Interviews with parents of students who receive D or E on their reports. We have now included a link on our school webpage for parents to report absences directly and this is now being used widely. We now text parents on a daily basis who have not provided us with an explanation of their child's absence.

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

Sector:

Government

Non-government

Where it says '**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.