



Coolum State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Coolum State School's vision is 'Working in partnership with our community to provide quality educational outcomes for our students'. It has an enrolment of 1,010 students and a very positive school climate with a caring staff with a supportive feel to it. The local community has confidence in their school. Staff members are a remarkable group of professionals - approachable, caring and happy in their working environment - who strive to make the children's education productive and fun. Our students have access to excellence in teaching and learning, a rich cultural life, an extensive sport and health program, quality resources and modern facilities. It could best be described as having a vibrant and positive school spirit characterised by a sense of belonging and a strong sense of ownership. We value the past; our students enjoy learning in the present as we prepare them for the future. Coolum State School is a great place to be!

School progress towards its goals in 2018

Strategy: Explicit Teaching: teachers and students			
Actions: Master Teacher	Targets	Timelines	Responsible Officer/s
Enact school wide approach of using warm-up routines to engage students in writing (ASoT DQ 5 & 6) - Achieved	100% of classroom use	Yr 3 & 5 – Sem 1 Yr 6 – post NAPLAN Yr 2 & 4 – Sem 2	Steve Burnett <i>Master Teacher</i>
Model evidence-based, high yield strategies in writing and embed student feedback within the structure of the gradual release model - Achieved	As above	As above	
Identify staff development requirements as part of the Professional Framework and provide support where required - Achieved	Uptake in APDF plans	Term 1 - 4	Pat Cavanagh <i>Principal</i> Steve Burnett <i>Master Teacher</i>
Strategy : Explicit Teaching: teachers and students			
Actions: Instructional Leader P-1	Targets	Timelines	Responsible Officer/s
Improved teacher capability and student learning via use of targeted warm-up strategy in the teaching of writing - Achieved	100% of classroom use	Term 1-4	Megan Tucker <i>Instructional Leader</i>
Introduce explicit learning goals for writing as a focus for student feedback (ASoT DQ 1) - Achieved			
Strategy: Explicit teaching of students			
Actions: Student Support	Targets	Timelines	Responsible Officer/s
Analysing learning based data to identify students to participate in rigorous programs to lift the achievement of students into U2B - Ongoing	NAPLAN U2B Yr 5 25%	Yr 3 & 5 – Sem 1 (up to NAPLAN) Yr 4 & 6 – Sem 2	<i>Instructional Leader – Extension & Enrichment</i>
Identify and engage students in a range of learning opportunities for high performing students - Ongoing			
Strategy: Engaging students in learning: ASoT – DQ5			
Actions: All staff	Targets	Timelines	Responsible Officer/s

Provide professional learning opportunities for teachers to identify and implement key actions/strategies to supporting student engagement - Achieved	100% of staff	Opportunities provided each term	<i>Deputy Principal Karen Hatchman</i>
Enact ASoT actions steps identified in DQ5 with increasing automaticity to engage students - Achieved		By end of 2018	<i>All staff</i>
Teachers engage in observation/feedback cycle – Working towards		Each Term	

Strategy : Staff Professional Development

Actions	Targets	Timelines	Responsible Officer/s
Transition to the embedding phase of the Coolum State School Spelling program with core areas being enacted consistently in every classroom - Achieved	100% class implementation NAPLAN Yr 5 spelling MSS	Term 1, 2017	Karen Hatchman <i>Deputy Principal</i>
Utilize ASoT strategies (DQ5 & 6) as a focus for instructional leadership to build teacher capacity - Achieved		ongoing	
Provide opportunities for Spelling Team to lead and model learning in Spelling - Ongoing		ongoing	

Strategy: Professional development and feedback on embedding spelling into writing tasks

Actions	Targets	Timelines	Responsible Officer/s
Instructional Leaders to implement spelling as integral to the writing process. - Ongoing	100% uptake in class	ongoing	Steve Burnett <i>Master Teacher</i> Megan Tucker <i>Instructional Leader</i>

Strategy: Explicit teaching & learning: Number

Actions	Targets	Timelines	Responsible Officer/s
Re-visit and prioritise the school's approach to teaching numeracy lesson components warm-ups & explicit teaching - Achieved	100% uptake in class	ongoing	Karen Hatchman <i>Deputy Principal</i>
Provide numeracy feedback to students using class learning goals based on NCR Diagnostic Data - Achieved		Term 1-4	

Future outlook

Improvement Priority 1

<i>Differentiated Curriculum: Catering for all learners</i>			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Provide professional learning opportunities for teaching staff to develop knowledge of evidence based, high yield processes to support high achieving learners 	100% staff uptake and engagement	Commence Term 1, 2019	Karen Hatchman & Beth Sharry <i>Deputy Principals</i>
<ul style="list-style-type: none"> Adopt and enact school wide use of the Maker Model during all phases of the teaching process 			Terry O'Brien <i>HOC:School Improvement</i>
<ul style="list-style-type: none"> Promote a professional learning culture through teacher exchange and observation/feedback cycles 			
<ul style="list-style-type: none"> 			Andrew Grummitt <i>STEM & eLearning</i>
<ul style="list-style-type: none"> Identify and enact staff development requirements as an integral part of the Professional framework 	Uptake in APD plans		Pat Cavanagh <i>Principal</i>

Improvement Priority 2

<i>Australian Curriculum: Building depth of knowledge</i>			
Actions	Targets	Timelines	Responsible Officer/s
<i>STEM: an approach to learning</i>			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Promote and engage staff in a STEM approach to teaching and learning through the development of aligned curriculum planning 	All year levels engaged in planning	Term 1-4	Karen Hatchman <i>Deputy Principal</i> Andrew Grummitt <i>STEM & eLearning</i>
<ul style="list-style-type: none"> Develop pedagogical practice of all staff through coaching, modelling and in-class support 	All Staff to have access to support as required	ongoing	
<ul style="list-style-type: none"> Build resource bank to support a STEM approach and student engagement 	Resources purchased to align with priority area		

Improvement Priority 3

<i>Professional Learning: through feedback models</i>			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Enhance the professional capability development of staff through a range of feedback models 	100% of staff engagement	Commence Term 1, 2019	Pat Cavanagh <i>Principal</i>

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	1020	1027	1025
Girls	478	479	473
Boys	542	548	552
Indigenous	32	39	35
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

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

Coolum State School caters for 1028 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

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

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

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.

Co-curricular activities

Vocal group, Senior and Junior Choirs, Rock Bands, Speech and 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), TOM, Noosa District Sunshine Coast representatives., Garden Club, STEAM Club, Chess Club.

How information and communication technologies are used to assist learning

Coolool State School embraces the Smart Classroom vision by actively embedding Student ICT 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 2017 we had an e-learning trial with our Year 6 students. This proved very effective and we have purchased a third set of LAPTOPS for 2018. We are currently investigating the ICT Skills and how they relate to STEM.

Social climate

Overview

School Review 2018 – Key Findings as listed in the Executive Summary

- The positive and nurturing culture is reflected in all aspects of school life.
- The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.
- The leadership team is facilitating the development of a culture of collegiality and professional collaboration amongst staff members.
- The leadership team, teachers and support staff members are committed to the success of all students.
- Teaching staff demonstrate a commitment to the learning of all students.
- There is a vibrant Parents and Citizens' Association (P&C) in the school.
- School staff members willingly provide a broad range of co-curricular learning experiences for students that assist them to develop skills in areas of enthusiasm and interest.

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)	95%	100%	95%
• this is a good school (S2035)	97%	99%	98%
• their child likes being at this school* (S2001)	95%	99%	97%
• their child feels safe at this school* (S2002)	98%	98%	99%
• their child's learning needs are being met at this school* (S2003)	93%	97%	97%
• their child is making good progress at this school* (S2004)	93%	99%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	98%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	98%
• teachers at this school treat students fairly* (S2008)	92%	95%	97%
• they can talk to their child's teachers about their concerns* (S2009)	93%	98%	98%
• this school works with them to support their child's learning* (S2010)	93%	97%	97%
• this school takes parents' opinions seriously* (S2011)	91%	93%	98%
• student behaviour is well managed at this school* (S2012)	91%	92%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	95%	95%	97%
• this school is well maintained* (S2014)	97%	98%	99%

* 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)	100%	95%	98%
• they like being at their school* (S2036)	99%	92%	97%
• they feel safe at their school* (S2037)	100%	93%	97%
• their teachers motivate them to learn* (S2038)	100%	97%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	95%
• teachers treat students fairly at their school* (S2041)	100%	91%	93%
• they can talk to their teachers about their concerns* (S2042)	99%	87%	87%
• their school takes students' opinions seriously* (S2043)	99%	93%	93%
• student behaviour is well managed at their school* (S2044)	97%	83%	89%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	100%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	98%	97%

* 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)	99%	99%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	98%	99%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	98%	98%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	100%
• student behaviour is well managed at their school (S2074)	99%	99%	100%
• staff are well supported at their school (S2075)	96%	98%	98%
• their school takes staff opinions seriously (S2076)	95%	96%	98%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	98%	99%	99%
• their school gives them opportunities to do interesting things (S2079)	96%	95%	98%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

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 Coolum 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.

Respectful relationships education programs

Coolum State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The school has developed and implemented programs that focus on appropriate, respectful 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	6	10	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Data is sourced from 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:

Continued hire of the school facilities by community groups, local clubs and businesses together with the increased use of our Multipurpose 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 enrolment and use of school facilities outside school hours, reducing the amount of kW from the previous year in electrical usage is pleasing given the greater demands.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	262,081	255,780	253,967
Water (kL)			

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	69	43	0
Full-time equivalents	63	27	0

*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	
Masters	4
Graduate Diploma etc.*	13
Bachelor degree	47
Diploma	5
Certificate	

*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 were \$ 58621.86.

The major professional development initiatives are as follows:

- ASOT
- NAPLAN
- ICT
- STEM
- 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

- Principal Leadership Days
- School Review

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	93%	94%	93%
Attendance rate for Indigenous** students at this school	89%	92%	94%

* 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

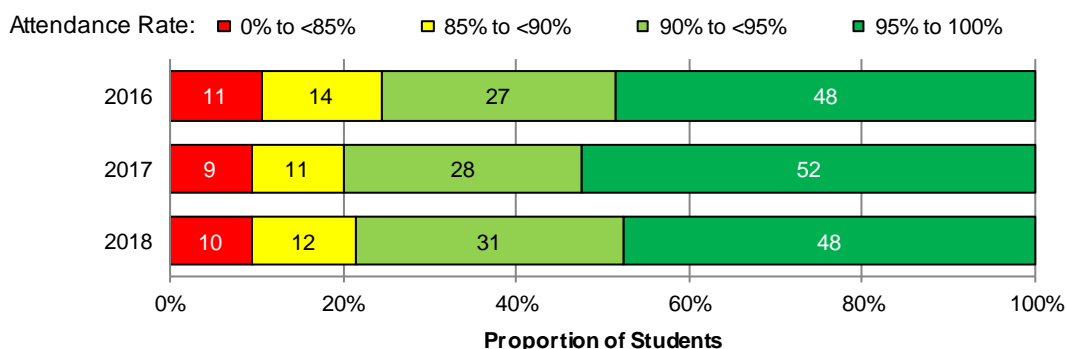
Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	94%	94%	94%
Year 2	93%	94%	93%
Year 3	93%	94%	94%
Year 4	93%	93%	94%
Year 5	92%	93%	93%
Year 6	93%	92%	92%

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.

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 and early departure to the Student Welfare Deputy Principal. After two days of unexplained absence, parents are contacted and asked 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 that "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.

NAPLAN

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

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.

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.

Conclusion

The positive culture of the school is reflected in all aspects of school life. The school is driven by a deep belief that every student is capable of successful learning. There are high expectations for student learning, behaviour and wellbeing. Positive and respectful relationships are established between staff members, students and parents. There is a strong sense of partnership between staff members and parents in maintaining the school as a safe, supportive and disciplined environment. The school is well known and respected in the community for its high standards.