

Coomera Springs State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Martine Gill

Principal's foreword

Introduction

Coomera Springs State School opened in January 2008. We are located amongst a rapidly growing residential area within the beautiful Gold Coast. In 2008, the school opened with 90 students and now in 2011, our enrolments have reached 595. This number is expected to grow each year.

We offer programs for students in Prep to Year 7.

Coomera Springs State School opened as a highly digital, flexible learning environment as well as being a family orientated school that offers the best of the past with the best of the future. What this means in our day to day delivery is that we maintain a strong and committed focus to the teaching and learning of Literacy and Numeracy. We hold high expectations on behaviour and uniform policy as well as a strong commitment and focus on digital literacies and the innovative teaching and learning that this approach affords our students and wider community.

Our local community supports our school through a high demand for enrolment. Consequently, our school is an enrolment managed location.

The following report outlines our school's achievements during 2011. We are both proud and pleased with the continued progress that we make as a school, particularly in our performance in NAPLAN. In addition, we are very proud of how our school continues to grow and develop in its vision towards 'World Class Learning for the 21st Century'.

Should you have any questions, I do encourage you to have an in depth look at our school website and make contact with the school for further information.

Martine Gill (Principal)

School progress towards its goals in 2013

Coomera Springs State School sets and maintains high expectations for all areas of school life. Each year, the school establishes an explicit improvement agenda that has been determined by our school data and Education Queensland's priorities. For 2013, our agenda focussed on the following:

Improvement Agenda

- Specific improvement in Reading through: Balanced Literacy Blocks, P-7 Reading Comprehension Teaching Strategy, P-7 Reading Challenge
- Specific improvement in Number through: Balanced Numeracy Blocks, P-7 Maths Mentals Program (mental computation)

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- focus)
- Improved engagement in learning through: P-7 Schoolwide Behaviour Focus, P-7 Intervention Program (data informed and focussed)
- Help students to practise and deepen knowledge through: Learning to Learn Focus

Priority Areas of Development

- Number Study and Reading - 21st century pedagogical practices to help students engage and improve in specific strategies to learning
- Engagement - School Wide Positive Behaviour Support to help students engage with all learning tasks, become more accountable for their own learning and to share in the school culture
- Number Study and Reading - Data Culture and Wellbeing to inform all school decisions (resourcing, staffing, programs, external partnerships, community engagement, pedagogy and learning)

Future outlook

In 2014, we will be focussing on the following areas as part of our school's improvement agenda:

- To support every student to be on a trajectory of sustained improvement in READING
- To support every student to be on a trajectory of sustained improvement in NUMBER
- To support engagement, focused learning episodes and a P-7 personalised learning model through LEARNING TO LEARN (L2I School Wide Positive Behaviour Program (SWPBS)
- To continue developing parent and wider community partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	595	298	297	90%
2012	684	336	348	93%
2013	733	361	372	95%

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

Characteristics of the student body:

As an 'enrolment managed school' our students live locally. We welcome into our school any student who lives within our enrolment catchment boundary. Consequently, we enjoy the richness of a full range of students' abilities and backgrounds.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	25	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	6	3
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

As a part of our daily teaching and learning we offer the following:

- * English
- * Mathematics
- * Science
- * History
- * Health
- * Technology
- * Integrated Studies
- * Specialist areas include – Physical Education, Music, Digital Literacies, Language Other Than English: Chinese (Years 5 – 7), Instrumental Music
- * Literacy and Numeracy Intervention
- * Support A Talker, Support A Reader, Support A Writer
- * Gifted and Talented
- * Sport

Extra curricula activities

Our extra curricula program is extensive and fits into our 1 Learner pillar, which is a part of our Global Vision. Following is a sample of what is offered across the school year. These activities are offered above and beyond our curriculum offerings.

- Fit Club
- Chess Club
- School Musical
- Choir
- Instrumental and Strings
- Mathletes Club
- Environmental Club
- Science Club
- Reading Club
- Competition Club
- Skipping Club
- Guitar
- School Newspaper
- Student Council
- Art Club
- Homework Club
- Learning Place Lab
- Drum Line
- Ukulele Clu
- Dance Troupe
- Debating Club
- Gala Sports (Interschool Sports for Years 4 – 7)

After School Private Supplier Options

- Siba Soccer
- Martial Arts
- Dance
- Cheerleading
- Boot Camp

How Information and Communication Technologies are used to assist learning

Staff and students use a full range of tools, including digital, when and where appropriate to assist the learning process at Coomera Springs State School.

Our school motto is 'World Class Learning for the 21st Century'. The school has been built with a strong ICT infrastructure and this has been improved each year. All of our teaching areas from Prep to Year 7 are digitally rich (Interactive whiteboards, data projectors, laptops for students and teacher, internet cabling, wireless access, floor boxes providing power and data).

All of our teaching staff are required to have an ICT Digital Pedagogical Licence. All of our students have access to a three level Student ICT Licence program.

We work from a multi platform basis, this decision has been made due to the wide range of devices that are available to students outside of school.

In 2012, we introduced mobile learning devices to enhance our teaching and learning environments. These programs have been extremely successful to assist learning. These programs include our 'Out of the Box' program and our BYOD gaming program.

In 2013, we have introduced our 1:1 laptop classes in Year 4 and our 1:1 program will be further enhanced in 2015 with our iPad classes in Year 1.

Social climate

At Coomera Springs State School, we value a zero tolerance to bullying approach. Our School's Responsible Behaviour Plan can be located on our school website.

In 2012, we undertook the process of applying for a school chaplain, and have been successful in this application. Our chaplaincy program will begin in 2013.

Through our extensive extra curricular program, students also receive pastoral care.

In 2012, our school also applied to become a part of the **School Wide Positive Behaviour Support** program. Our transition into SWPBS will begin in 2013. As a starting point, we established a Behaviour Review Committee that is comprised of staff, teacher aides, parent representative.

During 2013, Coomera Springs undertook Tier 1 training for SWPBS.

Our 3 universal rules are:

BE SAFE

BE RESPECTFUL

BE A LEARNER

We run an extensive and Gotcha program that celebrates a bronze, silver and gold status throughout the term. This program recognises the positive behaviour of the students and rewards this with free and frequent acknowledgements, certificates, small group celebrations and whole school celebrations.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction in our school, as measured by the annual School Opinion Survey is statistically above state average.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	96%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%
their child is making good progress at this school* (S2004)	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	97%
teachers at this school motivate their child to learn* (S2007)	96%	97%
teachers at this school treat students fairly* (S2008)	91%	97%
they can talk to their child's teachers about their concerns* (S2009)	87%	97%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	91%	96%
student behaviour is well managed at this school* (S2012)	91%	93%
this school looks for ways to improve* (S2013)	96%	96%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	95%
they like being at their school* (S2036)	98%	94%
they feel safe at their school* (S2037)	96%	93%
their teachers motivate them to learn* (S2038)	97%	94%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%
teachers treat students fairly at their school* (S2041)	88%	89%
they can talk to their teachers about their concerns* (S2042)	93%	87%
their school takes students' opinions seriously* (S2043)	94%	93%
student behaviour is well managed at their school* (S2044)	88%	83%
their school looks for ways to improve* (S2045)	100%	95%
their school is well maintained* (S2046)	97%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	93%



Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	82%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	85%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	96%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We seek to develop a positive partnership with all of our parents and wider community. From this partnership we set high expectations for learning and behaviour, and develop a shared explicit language of schooling between home and our school. Parent training programs, especially in Literacy and Numeracy support are offered regularly.

Class Teachers use Edstudios, which parents can visit to check their child's learning program, homework and assessment. Parents may request a meeting with a teacher at any time. Appointments, as a courtesy and to assist with preparation, are requested.

Parent volunteers are encouraged to help in classrooms, plus support the P&C with Tuckshop and Uniform Shop.

Formal reporting to parents is done at interview at the end of Term 1 and 3. Formal written reports are provided at the end of Term 2 and 4.

Members of our school community are encouraged to attend our whole school Assemblies held every Monday at 2.30pm.

A free E Newsletter is emailed to all parents once a fortnight and available via our school website. The school also uses a FaceBook and Twitter account to share information.

Our school website is regularly maintained to provide up to date, easy access information for parents.

Parent and Citizen (P&C) meetings are held on the second Wednesday of the month at 6.00pm in the staff room. The Principal, Deputy Principal and Business Services Manager attend these meetings. All parents are invited and welcome.

Our school hosts numerous functions during the year and members of our school community are encouraged to attend. We seek to develop a positive partnership with all of our parents. From this partnership, we seek to set high expectations for learning and behaviour, and develop a shared explicit language of schooling between home and our school.

During 2013, we also introduced Feedback Friday Forums, where parents are invited into school to discuss one topic in depth. We also invite parents in to our Tech Brekkies to share programs that we are using in our school and assist parents in ways to use these programs at home with their children.

Reducing the school's environmental footprint

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

Our campus has the following green credentials:

* Electricity: our buildings are designed to minimise the requirement for heating and cooling (orientation, large thermal mass, large overhangs, insulation). We have solar panels on Administration, dimmable fluoro lights in all teaching areas, movement activated lighting.

* Water: we harvest our storm water, we're connected to GCCC recycled water supply, we have timed taps in our toilets and drink bubblers, dual flush cisterns, underground irrigation to turf and gardens.

* Paper: we have implemented many paperless office and teaching innovations to significantly reduce our use of paper.

* Waste: our Eco Warriors recycle food waste (to our worm farm and our edible gardens), batteries, paper and cardboard. We want to become a Recycling Hub for our community.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	318
2011-2012	133,248	650
2012-2013	214,405	697

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

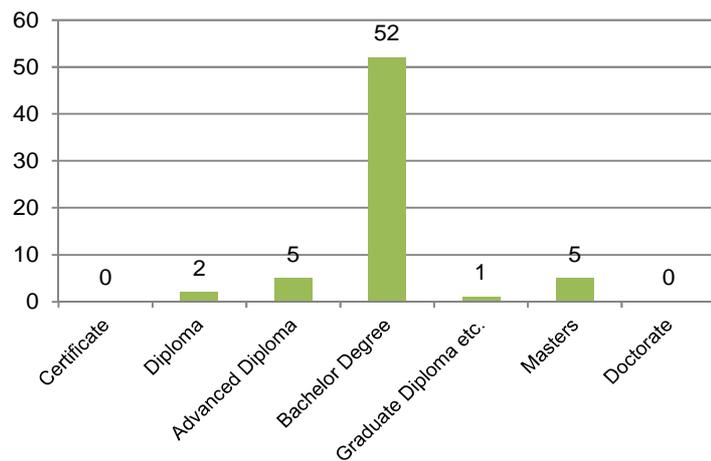
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	21	<5
Full-time equivalents	40	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	5
Bachelor Degree	52
Graduate Diploma etc.	1
Masters	5
Doctorate	0
Total	65



* 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 2013 were \$ 12584.10

The major professional development initiatives are as follows:

Our staff profile

- * Reading Comprehension
- * Balanced Literacy Programs
- * Athletics
- * Data Profiling
- * National Curriculum
- * Literacy Planet
- * School Wide Positive Behaviour
- * Numeacy Blocks
- * Digital Learning Platforms

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
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, 90% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

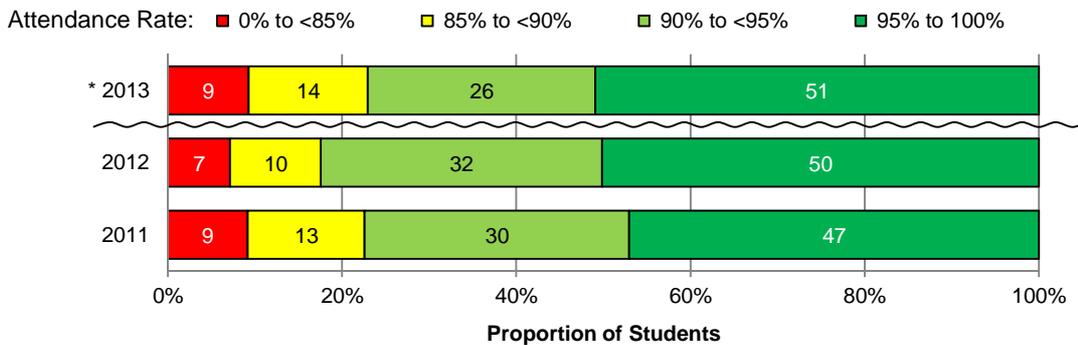
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	95%	93%	95%	93%	93%					
2012	94%	94%	93%	94%	95%	93%	93%					
2013	93%	93%	94%	93%	94%	94%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked at the beginning of the day and at the commencement of the afternoon session.

Attendance is reported each semester on the student report card.

Children who arrive late (after 8.40am) have the time of arrival recorded and any reason given for the lateness.

If a student is absent from school parents are able to notify the school by written note, the office phone number, absenteeism phone number or email.

The school will contact parents/carers if there have been a number of unexplained or high absences reported.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Coomera Springs State School has a percentage of less than 5% identified indigenous students.

Student attendance and academic achievement are tracked through a 'Principal's Markbook' initiative and through our 'Closing the Gap' data sets.

2012 data indicates that the identified indigenous students performed as follows'

* Average attendance rate for Indigenous students: 92.4%

