

Coomera Springs State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

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 2018, our enrolments have reached 900 students.

Coomera Springs offers programs for Prep to Year 6 students. As well as having a C&K Kindergarten on premises (this does operate separately to the school).

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.

We continue to sharpen the delivery of our 1:1 learning program. In 2018 this is an iPad program and it is offered across our Years 1-6 classes.

We also offer students an opportunity to enrol into our Music Excellence Program, with entry being in Year 4.

We continue to increase the layers of support offered to students in their learning with a strong commitment to Literacy and Numeracy. We work hard to build relationships with our parents as partners in learning.

Our school motto is 'Our Community Creating Futures' and we value the wider partnerships that value add to this. Our school vision is; 'The Coomera Springs State School learning community inspires and motivates all students to discover their futures by making connections that empower personal success and foster lifelong learning.'

Our local community supports our school through a high demand for enrolment. Consequently, our school is an enrolment managed location and we are at building usage capacity.

The following report outlines our school's achievements during 2017.

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

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Following is the School Improvement Plan for 2017:



School Improvement Priorities 2017

Improvement priority - Strengthening Teacher Capacity

Strategy 1: Deepening teacher knowledge and expertise with regard to purpose of planning				
Actions	Targets	Timelines	Responsible Officer/s	
Using gradual release model, create semester overviews to map Literacy and Numeracy curriculum demands and assessment.	100% PLTs create and utilise semester overviews	Literacy Term 1 Literacy & Numeracy Term 2	All	
Targeted instruction on effective planning: All classroom teachers participate in professional development with pedagogical coach and deputy principals to establish processes and protocols to be utilised when constructing unit plans.	100% PLT Members engaging	Begin at end Term 1	All	
Provide targeted professional development to all teaching staff regarding the development of formative and summative assessment.	100% staff are engaged in the purposeful and rigorous development of Literacy and Numeracy assessments	Begin at the end of Term	All	
Strategy 2: Strengthening effective pedago		and Numeracy		
Actions	Targets	Timelines	Responsible Officer/s	
John Fleming – warm up All teaching staff engage with warm ups in Literacy and Numeracy using the Fleming model on a daily basis.	100% of classroom teachers	Sem 2	All	
Coaching / masterclasses Explicit exposure to professional development through the inclusion of masterclasses, pedagogical coaching and internal/external professional observations.	100% participation/ engagement with coaching/ masterclass/ observation	Sem 1	P/DP/Coach/SDRG (School Direction Reference Group)	



Improvement priority – Explicit and Measurable improvement of student learning outcomes in Literacy & Numeracy

Strategy 1: Improve all staff Data Literacies on the impact on teaching and learning			
Actions	Targets	Timelines	Responsible Officer/s
Assessment and Reporting Doc Finalise the expectations and demands of the assessment and reporting document, then establish strong links within the development of semester overviews.	100% Compliance	End Term 1	Administration/ School Direction Reference Group (SDRG)
S2S conversations Continuation and refinement of the S2S conversation and accompanying class profiles.	100% Classroom Teacher engage in discussions	End Term 1	DP
5 week data cycles Conduct 1, 5 week data cycles per term over the course of the year focussing on Literacy and Numeracy and explicit instruction strategies.	 100% PLT participation LOA 80% C or above (Sem 1) LOA 85% C or above (Sem 2) 	1 Per Term	All
Strategy 2: Deepen knowledge and exper	tise around effective p	pedagogies for	U2B
Actions	Targets	Timelines	Responsible Officer/s
Continuation of Master Class model to implement high yield teaching strategies	All staff to engage in one masterclass session	Semester 1 start	DP / STLaN
Engage Regional PEAC Reading team to deliver PD and Modelling	All staff to engage in one masterclass session	Semester 1 start	DP / PEAC
Creation of a program to further extend skills and knowledge to implement across P-6 PLTs and utilise within an U2B extension program	 One member from each PLT to engage U2B Year 3 – 55% (Reading) U2B Year 5 - 51% (Reading) U2B Year 3 - 52% (Number) U2B Year 5 - 50% (Number) 	Begin Term 1	STLaN



Strategy 3: Review and refine school wide school wide support plans and associated programs				
Actions	Targets	Timelines	Responsible Officer/s	
Create an overview of agreed practices	100% CSSS signature programs	Semester 1	P/ SDRG	
Creating an open and honest culture of collegial and peer feedback	100% targeted professional classroom interactions	Begin Term 1	P/DP/PC/CT	
Extend and align existing whole school support model	100% alignment	Begin Semester 2	Admin	

Improvement priority – **Building a positive and supportive environment**

learners				
Actions	Targets	Timelines	Responsible Officer/s	
Continued implementation of PBL – Tier 2	Reduction of 'Red' behaviours Increase in free and frequent reward systems		PBL Committee, All staff	
Continued implementation of You Can Do It program	Common language across the school100% implementation		PBL Committee, All staff	
Ongoing professional development and monthly sharing of behaviour data	2 x Per Term		PBL Committee	
Strategy 2: Develop a Health and W	ellbeing framework			
Actions	Targets	Timelines	Responsible Officer/s	
Develop, implement and review a teacher health and wellbeing framework	100% engagement	Sem 1: Develop Sem 2: Implement	Admin / WH&S Committee	
Strategy 3: Developing a process of supporting positive feedback/interactions with families				
Actions	Targets	Timelines	Responsible Officer/s	

Principal Post Cards – celebrating and reinforcing great achievements and behaviours	1 post card per year level each week	Term 1: Develop Term 2: Start	Principal/DP/Teachers
Positive phone call home from Class	1 positive phone call	Term 1:	All Staff
Teacher, Deputy Principal, Principal	each week	Start	

Future Outlook

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Spring	gs 🌘 🦳	SCHOOL IMP	ROVEMENT PLA
State Sch	nool 🚄		
Priorities	Focused Improvement Practice	Performance Strategies	Success Criteria
We are all improving our	Plan and implement READING and WRITING for learning within our school wide frameworks, focussing	All staff explicitly teach the rigour of reading and writing within the 3 pillars of Coomera Springs pedagogical framework (Clear Lesson Focus, Student Engagement, Effective Feedback, Apply Knowledge, Self-Efficacy).	We all feel confident in the rigorous practices required of reading and writing within the framework of warm ups, expicit instruction and small group guided instruction and practices are consistent across the school.
learning and performance	on raising results and sharpening pedagogical practices with rigour and purpose.	All staff actively access and engage in the professional development plan and coaching model (Rigorous Reading, Seven Steps to Writing and John Fleming mentoring).	 We all set appropriate performance goals in our APRs and evidence our progress towards these goals. There is a strong sense of collaborative learning amongst staff.
N. J.		All staff implement signature programs in reading and writing within balanced literacy and numeracy blocks. Extension and support programs are embedded in practices and inclusive oppor- tunities are provided for all students to succeed.	Every students succeeding in reading and writing, evidenced through an increase in the % of students achieving in U28 and an increase in the school's mean performance compared to national mean scale score, including SWD and ATSI students.
	Teachers use a range of evidence to regu-		
We are all visibly learning	larly reflect on practice and inform their teaching. Differentiation is evidenced and reflected upon within each unit of work.	 All staff regularly collect and interrogate a range of data evidence to reflect on practices, inform their teaching and determine the differentiation strategies and inclusive practices. 	 Staff have completed class/program data profiles that regular ly track individual performance (with a weekly focus on forma tive assessment and differentiation).
Simble 1	Teachers and students actively engage in the learning cycle of: - WALT, WILF, TIB	All staff document and track the differentiation strategies and learning goals of students and develop deeper understanding of inclusive practices.	Student learning goals and performance are clearly articulate and tracked, as well as communicated with parents.
土地	- Formative and Summative Assessment - Feedback and Reflection	All teachers collaboratively engage in the PLT cycle of inquiry process (one per term) to ensure mastery of teaching and learning is occurring.	Teachers work collaboratively and use the professional learning within the PLT cycle of inquiry to improve practice.
We are all	Our school wide and learning cul- ture is enhanced through a compre- hensive focus on well being for stu-	Actively strengthen parent and community engagement through feedback and reflection sessions and promoting student learning and success .	Increase across all categories in the parents School Opinion Survey. As well as an increase in the participation of parent feedback through Feedback Friday and/or surveys.
positive	dents, staff and community. Positive Behaviour for Learning is	Actively strengthen staff wellbeing through building a strong collegial support network, continuing positive recognition and celebrating the learning journey of staff.	We (staff) all feel valued and participate in both the learning and celebratory activities. Increase in the morale and value categories of the School Opinion Survey.
culture	explicitly embedded and enacted upon across all sectors of the school	Continue to embed a comprehensive Positive Behaviour for Learning program focusing on the principles of PBL and You Can Do It. Providing opportunity for success in school life.	Student behaviour data shows a continued increase in positive behaviour recordings. Students success is communicated to parents.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	836	431	405	24	95%
2016	872	434	438	30	95%
2017	902	453	449	36	96%

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

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

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

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

	AVERAGE CLASS SIZI	ES	
Phase	2015	2016	2017
Prep – Year 3	25	23	23
Year 4 – Year 6	25	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

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

- * English
- * Mathematics
- * Science
- * History



^{**} 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 (https://ged.gld.gov.au/earlychildhood/families/pre-prep-indigenous).

- * 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

We also offer a 1:1 iPad program. The main entry points to these programs are in Year 1 and Year 4. However, entry can occur in other year levels.

We also offer an excellence program in the area of Music. This will be based on expression of interest as well as an assessment process. The entry point for this program will be in Year 4.

Co-curricular Activities

- Running Club
- Chess Club
- School Musical
- Choir
- Instrumental and Strings
- Environmental Club
- STEM and Coding Club
- Reading Club
- Skipping Club
- Guitar
- Student Council
- Art Club
- Drum Line
- Ukulele Club
- Dance Troupe
- Debating Club
 Kakada Kida
- Kokoda Kids
- Gala Sports (Interschool Sports for Years 4 6)

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.

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 6 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 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. Since this time we have experienced a number of iterations on our 1:1 program.

In 2013, we introduced our 1:1 laptop classes in Year 4 and our 1:1 program. Our 1:1 iPad program was introduced in 2015 in Year 1.

From 2016, we are solely an iPad 1:1 program. The entry point for these programs is in Years 1 and 4, however, we can offer entry into the program across other year levels.

The use of iPads in learning is to compliment and enhance the experiences of our students. Not to control the experiences.



Social Climate

Overview

At Coomera Springs State School, we value a zero tolerance to bullying approach. This means that we also involve our parents in the discussions with students when required and ask for your support.

Our School's Responsible Behaviour Plan can be located on our school website.

We also offer a range of well being layers of support to students through our Guidance Officer and Chaplain.

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 (now known as PBL). Our transition into PBL began in 2013. As a starting point, we established a Behaviour Review Committee that is comprised of staff, teacher aides, parent representative.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	97%	94%
this is a good school (S2035)	96%	99%	97%
their child likes being at this school* (S2001)	96%	98%	97%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	96%	97%
their child is making good progress at this school* (S2004)	97%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	94%
teachers at this school motivate their child to learn* (S2007)	94%	96%	94%
teachers at this school treat students fairly* (S2008)	94%	91%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	94%
this school works with them to support their child's learning* (S2010)	94%	96%	94%
this school takes parents' opinions seriously* (S2011)	85%	91%	91%
student behaviour is well managed at this school* (S2012)	94%	97%	91%
this school looks for ways to improve* (S2013)	97%	96%	97%
this school is well maintained* (S2014)	94%	94%	97%

Student opinion survey



Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	98%	94%
they like being at their school* (S2036)	90%	94%	90%
they feel safe at their school* (S2037)	94%	96%	92%
their teachers motivate them to learn* (S2038)	98%	95%	89%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	88%
teachers treat students fairly at their school* (S2041)	79%	90%	82%
they can talk to their teachers about their concerns* (S2042)	86%	86%	83%
their school takes students' opinions seriously* (S2043)	92%	87%	74%
student behaviour is well managed at their school* (S2044)	84%	86%	81%
their school looks for ways to improve* (S2045)	98%	94%	93%
their school is well maintained* (S2046)	91%	91%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	98%
they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
they receive useful feedback about their work at their school (S2071)	87%	85%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	88%	89%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	96%	98%	98%
student behaviour is well managed at their school (S2074)	92%	97%	98%
staff are well supported at their school (S2075)	83%	90%	92%
their school takes staff opinions seriously (S2076)	86%	87%	83%
their school looks for ways to improve (S2077)	96%	95%	97%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	87%	89%	95%

^{*} Nationally agreed student and parent/caregiver items

Parent and community engagement

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 maintain regular contact and communication with parents so they are on top of their child's learning and progress. As well as being aware of any concerns.

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 and the many organised events across the school year.

^{# &#}x27;Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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

Members of our school community are encouraged to attend our assemblies held every fortnight on a Friday at 1.35pm (Yrs 4-6) and 2.20pm (P-3).

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 3.20pm in the staff room. The Principal, Deputy Principals 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.

Parents are included in all conversations regarding the development of ICPs for our students, and are always made aware of referrals to our SSC group.

Respectful relationships programs

Through our Positive Behaviour Learning program, our school focuses on developing appropriate social skills in all of our students. We take a fortnightly school wide behaviour focus that is discussed at our weekly assembly, and we have a focus on developing a social skill through the You Can Do It program.

As a PBL school we focus on the positive development of students and working as informed and positive students. We display our 3 universal rules of Be Safe, Be Respectful and Be a Learner all around our school, as well as in every classroom.

Our focus on You Can Do It ensures our students develop appropriate, respectful and healthy relationships.

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

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES										
Type 2015 2016 2017										
Short Suspensions – 1 to 10 days	22	12	26							
Long Suspensions – 11 to 20 days	1	0	1							
Exclusions	0	0	0							
Cancellations of Enrolment	0	0	0							

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS								
Years	Electricity kWh	Water kL						
2014-2015	236,562							
2015-2016	241,896							
2016-2017	260,686	343						

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



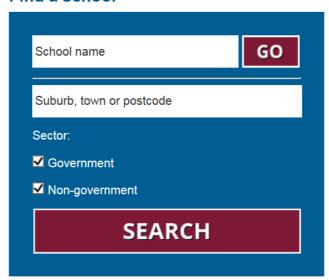
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school



Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school's *profile* webpage.

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



Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION										
Description Teaching Staff Non-Teaching Staff Indigenous Staff										
Headcounts	58	27	0							
Full-time Equivalents	54	20	0							

Qualification of all teachers

TEACHER* QUALIFICATIONS								
Highest level of qualification	Number of classroom teachers and school leaders at the school							
Doctorate								
Masters	1							

TEACHER* QUALIFICATIONS							
Highest level of qualification	Number of classroom teachers and school leaders at the school						
Graduate Diploma etc.**	4						
Bachelor degree	61						
Diploma							
Certificate							

^{*}Teaching staff includes School Leaders

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$102 371.00

The major professional development initiatives are as follows:

- · Guided Reading and Balanced Literacy Blocks
- Explicit Instruction John Fleming
- Haileybury Tour
- School Tours
- Coaching
- Health and Wellbeing
- Literacy Solutions
- Developing Leadership
- U2B Reading/Rigorous Reading
- Mentoring Beginning Teachers
- Monitoring and Assessment
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)								
Description 2015 2016 2017								
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%					

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes



^{**}Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017								
Description	2015	2016	2017					
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).	94%	93%	90%					

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

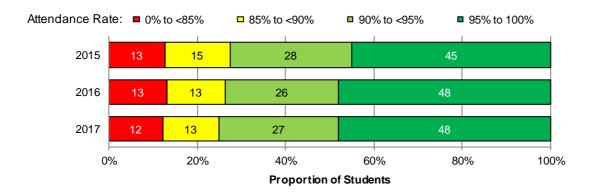
The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	93%	94%	93%	93%	92%						
2016	92%	93%	92%	93%	94%	92%	94%						
2017	93%	92%	93%	92%	93%	93%	92%						

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

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 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.

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.

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.



DW = Data withheld to ensure confidentiality.

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.

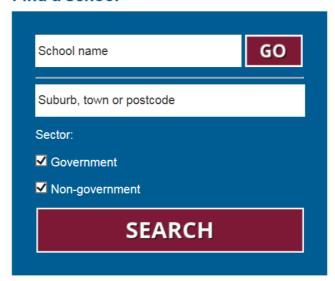
The school will contact parents/carers if there have been a number of unexplained or high absences reported. Coomera Springs also offers same day notification via text messaging to parents for non attendance.

NAPLAN

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

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

Find a school



Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school's *profile* webpage.

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