

# Coomera Springs State School

## Queensland State School Reporting

### 2014 School Annual Report



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Contact person	Martine Gill - Principal

## 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 2015, our enrolments have reached 845. Despite the introduction of Flying Start, our enrolment number is expected to grow further over the next couple of years. In particular, we have experienced high growth in our Prep cohort.

We offer programs for students in Prep to Year 6.

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 have developed a strong extra curricular program to ensure that we provide multiple developmental and learning opportunities for our students.

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 2014.

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 2014

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, Education Queensland's priorities and school needs. For 2014, our agenda focussed on the following:

1. To support every student to be on a trajectory of sustained improvement in reading
2. To support every students to be on a trajectory of sustained improvement in number
3. To support engagement, focused learning episodes and a P-7 personalised learning model through the Learning to Learn (L2L) Model and SWPBS

I am happy to share with our community that are well and truly immersed in these 3 goals, and will continue towards our targets for improvement during the 2015 school year.

### Future outlook

During the 2015 school year, our explicit improvement agenda will focus on sharpening what is happening with reading in our school with a specific focus on the classroom practices. During 2015, the English Committee will implement the P-6 Reading Framework.

Our school wide focus will be on implementing –

- Daily 5
- The CAFÉ Model
- Assessment and Monitoring in Reading

During 2015, we will also be looking at different ways in which we can engage our parent and wider community into our reading focus.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	684	336	348	93%
2013	733	361	372	95%
2014	805	402	403	94%

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		
	2012	2013	2014
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	26	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	3	15
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### 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**

- 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 Club
- Dance Troupe
- Debating Club
- Rocket to Success
- 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 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. Our 1:1 iPad program will be introduced in 2015 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 began in 2013 and is a significant part of our student welfare program.

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 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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	96%	98%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	100%	93%	89%
their child is making good progress at this school* (S2004)	95%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	97%	92%
teachers at this school motivate their child to learn* (S2007)	96%	97%	94%
teachers at this school treat students fairly* (S2008)	91%	97%	92%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	87%	97%	94%
this school works with them to support their child's learning* (S2010)	100%	100%	91%
this school takes parents' opinions seriously* (S2011)	91%	96%	89%
student behaviour is well managed at this school* (S2012)	91%	93%	92%
this school looks for ways to improve* (S2013)	96%	96%	90%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school* (S2036)	98%	94%	91%
they feel safe at their school* (S2037)	96%	93%	90%
their teachers motivate them to learn* (S2038)	97%	94%	97%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	94%
teachers treat students fairly at their school* (S2041)	88%	89%	88%
they can talk to their teachers about their concerns* (S2042)	93%	87%	94%
their school takes students' opinions seriously* (S2043)	94%	93%	91%
student behaviour is well managed at their school* (S2044)	88%	83%	81%
their school looks for ways to improve* (S2045)	100%	95%	97%
their school is well maintained* (S2046)	97%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		82%	88%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		94%	98%
staff are well supported at their school (S2075)		85%	86%
their school takes staff opinions seriously (S2076)		88%	85%
their school looks for ways to improve (S2077)		100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		96%	98%

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

# 'Agree' represents the 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.

### 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 assemblies held every Monday at 2.00pm (Yrs 4-6) and 2.30pm (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 6.00pm 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.

### 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	133,248	650
2012-2013	214,405	697
2013-2014	230,821	0

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.

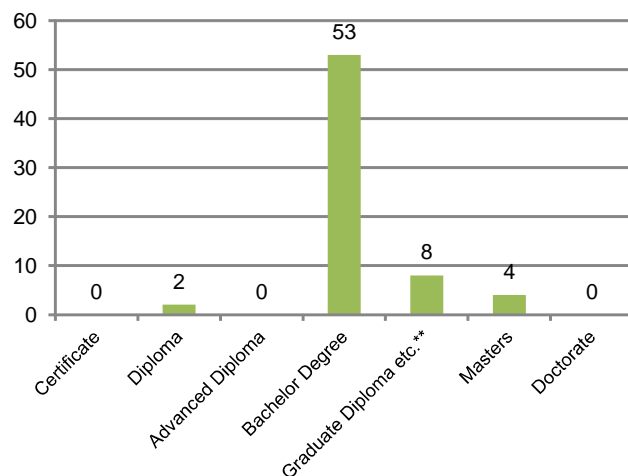
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	24	<5
Full-time equivalents	47	18	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	8
Masters	4
Doctorate	0
<b>Total</b>	<b>67</b>



\*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 2014 were \$ 15000

The major professional development initiatives are as follows:

#### \* Reading Comprehension

\* Balanced Literacy Programs

\* Mathletics

\* 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 2014 was 100%

Average staff attendance	2012	2013	2014
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, 92% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

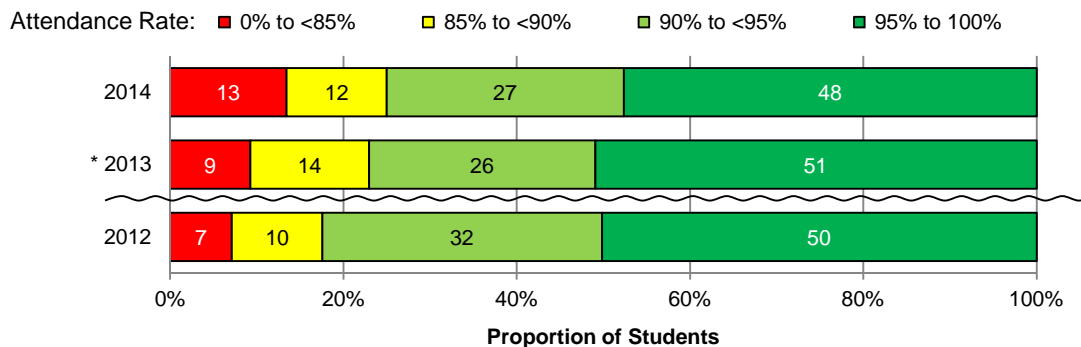
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	94%	93%	94%	95%	93%	93%					
2013	93%	93%	94%	93%	94%	94%	93%					
2014	92%	93%	93%	93%	92%	94%	89%					

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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Sector  Government  
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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.

2013 data indicates that the identified indigenous students performed as follows'

\* Average attendance rate for Indigenous students: 93%