

# Queensland State School Reporting – 2011

## Coomera Springs State School (5730)



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## 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 21<sup>st</sup> Century'.

Should you have any questions, I do encourage you to have an in depth look at our school website and to join me for our weekly school tours that are conducted every Monday at 9.30am.

Martine Gill (Principal)

### School progress towards its goals in 2011

Coomera Springs State School sets and maintains high expectations for all areas of school life. Each year, the school establishes an explicit improvement agenda and the focus for 2011 was on student performance in the areas of Literacy and Numeracy.

We aim to be at or above the relevant school, state or National benchmark (whichever is the **highest**). The results achieved by our students in Years 3, 5 and 7 were outstanding. In particular, our Year 7 cohort demonstrated a significant and notable improvement % from their results in Year 5.

Coomera Springs State School also committed to improving the delivery of Science across the school with the introduction of Earth Smart Science. This also demonstrates our commitment to sustainability and the needs of our environment.

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Staff spent a significant portion of 2011 preparing for the successful implementation of the Australian National Curriculum in 2012.

Coomera Springs State School continued to develop and grow its extra curricular program to assist in the holistic development of its students.

### Future outlook

At Coomera Springs State School, we maintain our commitment to building positive partnerships with our parents so that we can work symbiotically in the holistic development of our students. Our P&C remain a significant core within our school development and growth.

In 2012, staff will focus on the implementation of English, Maths and Science within the Australian National Curriculum. Based on the past academic performance of the school and from the results of the Teaching and Learning Audit, the following areas will also be included in the school's explicit improvement agenda.

- \* Review and refinement of the P-7 Assessment and Monitoring Overview
- \* Implementation of a P-7 Reading Comprehension Teaching Framework
- \* Middle Years Strategy

As a highly digital school, we will continue our focus on 'world class learning for the 21<sup>st</sup> century'. We will continue to build on our ICT infrastructure and ways of delivering education through a mobile, digital capacity.

In 2012, we will develop our 4 year vision around the following areas:

- \* 1 Learner
- \* Real Life Learning
- \* Transformational Learning Environments
- \* Mobile Learning

Our 'Out of the Box' gaming program will roll out across the Years 3 – 7 classes.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
595	298	297	90%

**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.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

Phase	Average Class Size
Prep – Year 3	23
Year 4 – Year 10	25.3
Year 11 – Year 12	
All Classes	23.8

**School Disciplinary Absences**

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

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- \* English
- \* Mathematics
- \* Science
- \* Earth Smart Science
- \* Integrated Studies

All of our key learning areas are offered through a digital teaching framework.

Specialist areas include: Physical Education, Music, Library, Languages other than English (Years 6 and 8) Chinese and Japanese.

### Extra curricula activities

In school time:

- \* Instrumental Music
- \* Choir
- \* Eco Warriors
- \* Guitar
- \* Fitness Club
- \* Homework Club
- \* Tournament of the Minds
- \* ICT
- \* Cluster Sport Years 4 - 7

### 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 21<sup>st</sup> 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.

In 2012, we will continue to introduce mobile learning devices to enhance our teaching and learning environments.

## Social climate

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

Through our extra curricular program students are exposed to pastoral care aspects. In 2012, we will be exploring the possibility of establishing a chaplaincy program.

At our school:

95% of our students report that we are a good school

96% of our parents report their child is happy at our school

88% of our parents report they are satisfied with student discipline

95% of our parents report their child is safe

## Our school at a glance

- 95% of our parents report their child is treated fairly
- 97% of our parents that they feel welcome at our school
- 96% of our parents report that our staff are approachable
- 96% of our staff report that our staff and students respect each other
- 95% of our staff report that our school community relationships are good

### Parent, student and teacher 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	94%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	87%
Percentage of staff members satisfied with morale in the school	99%

DW – Data withheld

### 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 6.30pm 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.

Every Monday at 9.30am, our Principal conducts a full school tour, including any nominated classroom

## 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, 2010-2011

	Electricity KwH	Water KL
2011	0	318
2010	70,634	0
% change 10 - 11	-100%	N/A

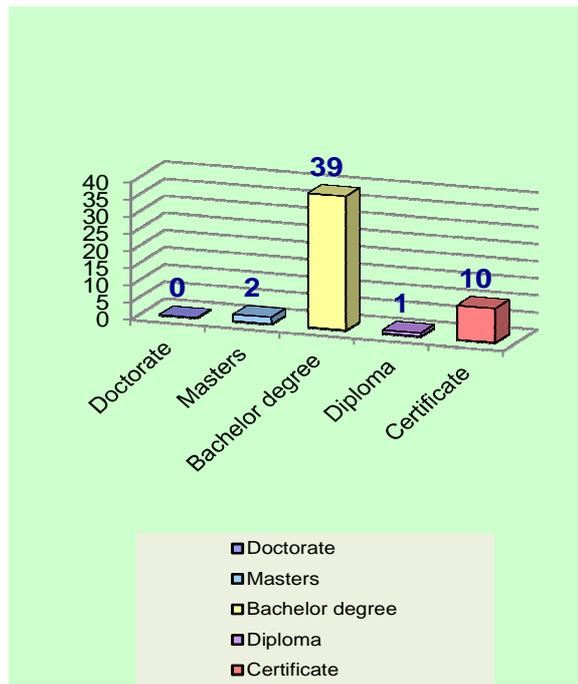
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	42	22	<5
Full-time equivalents	36	17	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	39
Diploma	1
Certificate	10



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$10 907.00.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

### 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 2011 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

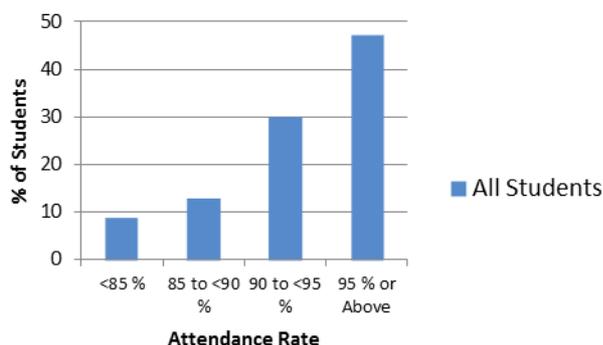
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	95%	93%	95%	93%	93%

### Student Attendance Distribution

The proportions of students by attendance range.



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

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

## Performance of our students

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/>.

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## 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.

2011 data indicates that the identified indigenous students performed as follows'

\* Average attendance rate for Indigenous students: 89.5%

\* No recorded gap in Year 3 / 5/ 7 Literacy or Numeracy results between Indigenous and Non Indigenous students.