Coomera Springs State School (5730)
Queensland State School Reporting
2012 School Annual Report

Postal address	PO Box 1768 Oxenford 4210
Phone	(07) 5519 5300
Fax	(07) 5519 5316
Email	the.principal@coomeraspringsss.eq.edu.au
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 2012

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 2012, our agenda focussed on the following:
1.   Coomera Springs State School – Data and Culture of Improvement
    -    P-7 Assessment and Monitoring Overview
    -    P-7 tracking, analysis and storage of data
    -    Whole school roles and responsibilities within an interactive data model
    -    School wide targets and standards for improvement

- Class targets and standards for improvement
- Individual targets and standards for improvement (Goals for Learning)
2. Middle Years Strategy
3. P-7 Reading Comprehension
   - P-7 pedagogical framework
   - P-7 identified teaching strategies
   - P-7 resourcing

4. P-7 Spelling Focus
   - P-7 Scope and Sequence
   - WTW as diagnostic tool
   - WTW as teaching tool

In 2012, we also developed our Global Vision with the following areas of development:

* 1 Learner : which is focussed on the 5 pillars of academic development, sporting development, cultural development, community leadership and digital citizenship

* Real Life Learning: which focusses on the learning cycle inclusive of our *'We Are Learning To'* program

* Transformational Learning Environment

* Mobile Learning : BYOD program, Out of the Box program (2014 – 1:1 program)

Future outlook

Our 2012 data was used as the basis for the 2013 improvement agenda, which is:

- 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 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)

As a highly digital school, we will continue our focus on 'world class learning for the 21st century'. We have implemented a number of programs including:

- Bring Your Own Device Program

- Out of the Box Program

- iZone Learning (flipped model)

- in 2014 we will be introducing our 1:1 laptop program

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School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	494	254	240	96%
2011	595	298	297	90%
2012	684	336	348	93%

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		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 10	28	25	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	4	1	6
Long Suspensions - 6 to 20 days	0	0	1
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

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

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
- iBoffin Bonanza
- Competition Club
- Skipping Club
- Guitar
- School Newspaper
- Student Council
- Art Club
- Homework Club
- Learning Place Lab
- Drum Line
- 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 Pedagocical 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

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.

We will be basing our rules and expectations around the 3 universal rules of:

BE SAFE

BE RESPECTFUL

BE A LEARNER

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.

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Our school at a glance

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	95.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.3%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	91.3%
they can talk to their child's teachers about their concerns*	87.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	91.3%
this school looks for ways to improve*	95.7%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	96.1%
they like being at their school*	98.1%
they feel safe at their school*	96.1%
their teachers motivate them to learn*	97.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.3%
teachers treat students fairly at their school*	88.5%
they can talk to their teachers about their concerns*	93.0%
their school takes students' opinions seriously*	94.1%

student behaviour is well managed at their school*	88.3%
their school looks for ways to improve*	100.0%
their school is well maintained*	97.1%
their school gives them opportunities to do interesting things*	93.3%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	72.3%
with the individual staff morale items	93.1%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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.

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
2009-2010	70,634	0
2010-2011	0	318
2011-2012	133,248	650

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	44	19	<5
Full-time equivalents	38.9	14.9	<5

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	45
Diploma	5
Certificate	10
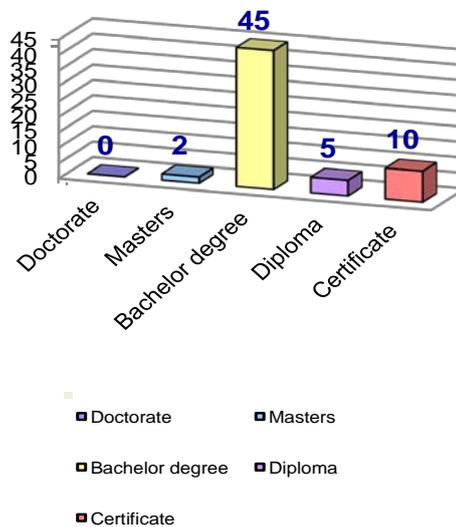
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $11932.

The major professional development initiatives are as follows:

* Reading Comprehension

* Balanced Literacy Programs

* Mathletics

* Data Profiling

* National Curriculum

* Literacy Planet

* School Wide Positive Behaviour

* Microsoft Partners in Learning

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.6%	96.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84.6% of staff was retained by the school for the entire 2012 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

[   ] **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 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.

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Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%

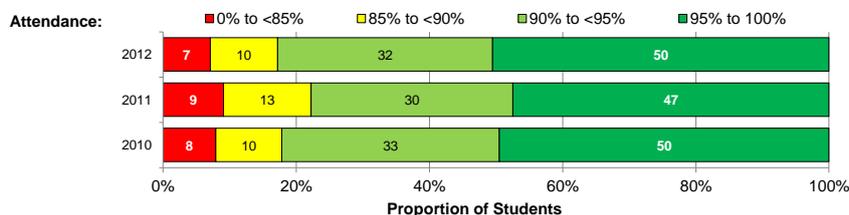The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	94%	95%	93%	93%	94%	93%	95%					
2011	92%	92%	95%	93%	95%	93%	93%					
2012	94%	94%	93%	94%	95%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	7	10	32	50
2011	9	13	30	47
2010	8	10	33	50

Proportion of Students

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.

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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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[   ]

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.
2011 data indicates that the identified indigenous students performed as follows'
* Average attendance rate for Indigenous students: 89.5%

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