



Coomera Springs State School

School annual report

Queensland state school reporting

2020



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School overview

Coomera Springs State School has been delivering excellent learning and rich co-curricular programs to cater for the whole child since 2008. This school is held in very high esteem throughout the local community and all enrolment places are quickly taken up.

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 2020, our enrolments have exceeded 900 students. Coomera Springs offers programs for Prep to Year 6 students. A C&K Kindergarten is also located within the campus.

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 2020 this is an iPad program and it is offered across our Years 1-6 classes.

Coomera Springs State School teachers provide high level teaching that responds to the needs of the students. During 2020, Coomera Springs students achieved levels of achievement in the highest possible state category in English, Mathematics and Science. (QED Headline Indicators)

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.

Chris McMillan - Principal

School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	136	129	121	138	129	122
Year 1	117	135	133	120	134	133
Year 2	119	125	133	119	123	132
Year 3	157	118	123	152	119	123
Year 4	129	154	120	127	157	118
Year 5	122	130	149	122	131	147
Year 6	119	114	131	121	115	130
Total	899	905	910	899	908	905

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2018	2019	2020
Prep – Year 3	23	23	24
Year 4 – Year 6	26	27	25

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	97.8%	96.9%	
This is a good school.	94.6%	95.3%	
My child likes being at this school. ²	95.7%	96.9%	
My child feels safe at this school. ²	94.6%	95.3%	
My child's learning needs are being met at this school. ²	95.7%	93.8%	
My child is making good progress at this school. ²	92.5%	100.0%	
Teachers at this school expect my child to do his or her best. ²	97.8%	98.4%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	91.2%	96.8%	
Teachers at this school motivate my child to learn. ²	94.6%	96.9%	
Teachers at this school treat students fairly. ²	89.2%	91.9%	
I can talk to my child's teachers about my concerns. ²	95.7%	96.9%	
This school works with me to support my child's learning. ²	97.8%	92.1%	
This school takes parents' opinions seriously. ²	85.2%	91.2%	
Student behaviour is well managed at this school. ²	87.8%	93.3%	
This school looks for ways to improve. ²	91.1%	95.1%	
This school is well maintained. ²	91.2%	92.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	96.9%	96.5%	
I like being at my school. ²	88.9%	90.7%	
I feel safe at my school. ²	92.8%	94.0%	
My teachers motivate me to learn. ²	94.9%	94.1%	
My teachers expect me to do my best. ²	94.9%	100.0%	
My teachers provide me with useful feedback about my school work. ²	94.9%	95.2%	
Teachers at my school treat students fairly. ²	85.9%	83.5%	
I can talk to my teachers about my concerns. ²	89.6%	86.7%	
My school takes students' opinions seriously. ²	87.4%	73.5%	
Student behaviour is well managed at my school. ²	81.6%	78.0%	
My school looks for ways to improve. ²	95.8%	94.0%	
My school is well maintained. ²	94.8%	91.5%	
My school gives me opportunities to do interesting things. ²	97.9%	88.4%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	98.0%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	88.7%	84.3%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.7%	93.8%	
Students are treated fairly at this school.	100.0%	98.0%	
Student behaviour is well managed at this school.	98.4%	94.0%	
Staff are well supported at this school.	90.5%	90.0%	
This school takes staff opinions seriously.	73.8%	91.5%	
This school looks for ways to improve.	100.0%	98.0%	
This school is well maintained.	96.8%	94.1%	
This school gives me opportunities to do interesting things.	90.5%	92.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	52	42	45
Long Suspension	0	0	0
Exclusion	0	0	0
Total	52	42	45

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

3. Click on *View School Profile* to access the school's profile.

[View School Profile](#)

4. Click on *Finances* and select the appropriate year to view school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted), "VET in schools", "Senior secondary", and "Schools map".

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	59	59	63	28	33	32	<5	<5	<5
FTE	56	56	59	22	24	24	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	92%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	93%	93%	90%
Year 1	92%	93%	89%
Year 2	93%	91%	91%
Year 3	92%	92%	91%
Year 4	92%	92%	90%
Year 5	92%	91%	91%
Year 6	93%	92%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown menu.

3. Click on *View School Profile* of the appropriate school to access the school's profile.



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.