



Coowonga State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1897, Coowonga State School is a multi-age, co-educational rural school situated thirty kilometres from Rockhampton along the Emu Park Road. The core values of the school are respect, responsibility and safety. These are the foundations upon which our inclusive and supportive school thrives. Our vision statement is 'Learn for Life' and we work closely with the broader community to ensure students build their self confidence and passion for learning within school and beyond. Our students are supported to achieve success within a multi-level classroom. This environment is structured to successfully deliver a curriculum that is universally designed for the diverse needs, interests and strengths of every student. The Australian Curriculum is implemented across all year levels and is enhanced through opportunities for real-life application. Our students also have the opportunity to participate in a variety of interschool activities and regional competitions to develop strong relationships with peers from around the region and further ingrain a value of the far reaching benefits of education. Coowonga State School is the hub of a very supportive, family orientated community who support our philosophy 'Learn for Life'. We are extremely proud of our students, our staff, our community and our school and all that we continue to achieve together.

School progress towards its goals in 2018

Priority 1 – Creating literate individuals

Teachers and teacher aides unpacked the reading requirements detailed within the Australian Curriculum and worked collaboratively to identify ways reading could be embedded in curriculum activities across learning areas. We continued to implement the Speech Sound Pics approach to teaching literacy, focusing on linking reading, writing and spelling. We engaged a regional speech and language pathologist to provide individualised reports and support to identified students. Resources from these programs were selected and implemented by staff to best support each student's progression. Through professional development opportunities, we developed familiarity with the literacy continuum and used this to select differentiation opportunities for a small number of identified students. Engaging in this process increased staff confidence with the teaching of reading based on feedback provided and improved our whole school level within the CQ Australian Curriculum Scan – Moving literacy forward. This has led to an increase in the Mean Scale Score of 18.5 for year 3 and 36.3 for year 5 on the NAPLAN reading test since 2017, with the

year 5 mean scale score increasing by 161.2 since 2008. This improvement has also been reflected in the A to E data, with 100% of students in year 1 to 6 receiving a C or higher in English.

Priority 2 – Implementing the Australian Curriculum

Teachers collaboratively developed year level and band plans for all learning areas in 2018. This ensures students have access to the full scope and sequence of the Australian Curriculum each year and there is consistency in teaching practices. Staff also engaged in regular collaboration with other schools to develop their capability in implementing the Australian Curriculum. Engaging in planning days each term enabled our teachers to contextualise learning for our local area and individual students and connect learning across learning areas and teachers. Participating in inter-school before moderation provided teachers with the opportunity to ensure assessment tasks were effectively aligned to the Achievement Standards of the Australian Curriculum, whilst participating in after moderation allowed teachers to receive feedback on the level students were demonstrating in assessment tasks and gather strategies to support students in their next steps of learning. In addition to this intentional collaboration, a staff member actively engaged each term in the Rockhampton Area Curriculum Leaders' Forum and accessed regional Principal Advisors: Teaching and Learning. This allowed us to quality assure the curriculum decisions being made and ensured our practices were aligned to other state schools in the region. In the School Opinion Survey, 100% of teachers indicated they now felt confident in their knowledge of the Australian Curriculum and were confident in applying evidence-based teaching and learning practices. This has also had a positive impact upon A to E data for our students with 100% of students in year 1 to 6 receiving a C or higher in English and mathematics.

Priority 3 – Student Wellbeing

In 2018 we established an inclusive whole school approach to supporting students' wellbeing. All staff were trained in the Zones of Regulation to ensure consistent, shared language around self-regulation and behaviour to support our students and colleagues in being ready for learning. Teachers and teacher aides also collaborated with teachers from other schools as well as specialists, including Occupational Therapists, Speech and Language Pathologists and an Autism Coach, to plan and embed effective and positive wellbeing strategies into daily routines and health lessons. This included:

- regular check-ins with all students to develop their awareness of emotions, enable teachers to support students in using strategies to remain in or return to the green learning zone and provide staff with an insight into patterns of emotions experienced by students.
- explicit lessons regarding elements of self-regulation and growth mindset, delivered at the whole class level initially to develop familiarity with the concepts and then to focus on aspects identified by students and staff.
- explicit, small group sessions for selected groups of students who required more targeted intervention on specific concepts.
- crisis plans for a small number of students who required additional support to regulate emotions. These plans unpack indicators of escalating behaviours and strategies that have been effective for supporting the student at each level.
- functional behaviour analysis of demonstrated repeated undesired behaviours to support staff in understanding the function behind behaviours and how to support students in replacing these behaviours with school appropriate behaviours.
- mindfulness and Rock and Water sessions after first break each day to support students develop positive strategies and habits and be ready to learn.
- Using the Personal and Social Capability scope and sequence from the Australian Curriculum to identify age appropriate behaviours and set goals for identified students.

Time was also dedicated at each staff meeting to share, support and challenge current social and emotional strategies being implemented in order to ensure there was consistency in language and practice across staff. Teachers also attended professional development run by Rock and Water, HeadSpace and psychologists to further develop their understandings and capabilities. All students with an Individual Support Plan responded to these strategies and achieved the goals set throughout the year. These strategies also resulted in an increase in attendance data from 86% in 2017 to 91% in 2018.

Future outlook

Priority 1 – Implementing the Australian Curriculum

We are continuing to implement the Australian Curriculum across all year levels in 2019. To ensure consistent teaching and learning expectations, we are developing a Whole School Curriculum Plan that outlines the teaching of content across year levels, learning areas and calendar years as well as a Pedagogical Framework that outlines the evidence-based teaching approaches enacted across classes. Our target is to establish processes to monitor the implementation of these frameworks and ensure all teachers are supported to use these to inform their planning. We are also collaborating with other schools to enhance visible learning and assessment procedures within our teaching practices to ensure every student is provided with the support they require to achieve success. This is through participation in inter-school moderation, the Curriculum Leader's Community of Practice, regular cluster meetings and planning days. Our target is to have visible learning walls for English and Mathematics embedded into each classroom and consistent curriculum knowledge across staff. In doing so, we hope to increase our A to E results in each learning area.

Priority 2 – Student Wellbeing

We are continuing implementation of the inclusive whole school approach to supporting students' wellbeing that we developed in 2018. We are working to strengthen our relationships with specialists including the Occupational Therapist, Speech Pathologist, visiting Support Teacher and Autism Coach with a focus on developing a process for monitoring student progress and providing targeted responsive support to identified students. Our target is that using these strategies will enable 92% or higher whole school attendance and students with Individual Support Plans will achieve all of their goals. We are also establishing student profiles for each student to foster professional conversations around patterns and trends we can identify and supports that may benefit each individual. Time is dedicated at each staff meeting to share, support and challenge current social and emotional strategies being implemented in order to ensure there is consistency in language and practice across staff. Staff will use the Student Learning and Well-being Framework Reflection and Implementation Tool to reflect upon progress throughout the year. We will update the school-wide Responsible Behaviour Plan to reflect these changes in how we respond to behaviour at Coowonga State School.

Priority 3 – Creating a capable and robust organisation

Developing the capability of our team is at the centre of our improvement agenda in 2019. We will continue to participate in inter-school moderation, the Curriculum Leader's Forum, regular cluster meetings and planning days to ensure teachers are upskilled in the requirements of teaching the Australian Curriculum. We will also formalise our coaching and feedback processes, building upon individuals' Annual Performance Development Plans, with the aim of ensuring all staff are able to engage in observation, feedback and coaching of colleagues within our cluster at least once a semester. In doing so, we aim to increase the depth and clarity at which staff are able to articulate what they need to teach students to do and describe how they know what they need to teach students next. We have also established a Staff OneNote to allow for unit planning and information to be stored digitally so all teaching staff are able to access information. By the end of the year, all staff will be expected to upload their documentation prior to the term commencing to enable high levels of collaboration and shared ownership of implementation.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	22	23	16
Girls	7	11	6
Boys	15	12	10
Indigenous	3	3	3
Enrolment continuity (Feb. – Nov.)	84%	80%	56%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program. Four students participated in our Step into Prep Program during Term 3 and 4.

Characteristics of the student body

Overview

Coowonga State School is located 30 minutes out of Rockhampton off the Emu Park Road. Students traditionally come from the rural properties within the Coowonga locality however our population is becoming increasingly more geographically diverse with families enrolled from the Coowonga, Keppel Sands, Emu Park and Yeppoon areas. The majority of students come from rural to semi-rural backgrounds with parents whose primary occupations are in primary production, mining or health care industries.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	11
Year 4 – Year 6			9

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Coowonga State School we believe that every child matters every day and that all students can achieve success. Our vision is to provide personalised learning that inspires every student to embrace opportunities now and into their future. Our goal is for every child to leave Coowonga State School with the skills required to engage with further learning opportunities throughout the rest of their lives.

We achieve this through:

- Teaching the full scope and sequence of Version 8 of the Australian Curriculum.
- Providing structured routines to build familiarity for students.
- Small class sizes that enable high student-teacher interaction.
- Personalised learning focused on each student's strengths, preferred learning styles, personality, interests and areas for improvement.

- Using age appropriate pedagogies to ensure students are engaged in developmentally appropriate activities.
- Pre-Prep transition programs that engage students in an extended introduction to the school environment and are based on strong relationships between early childhood providers and our teachers.
- High school transition program where year 5 and 6 students are engaged in interschool activities, leadership camps and high school experience days with a consistent approach to building independent learning habits throughout their final primary school years.
- Regular consultation with our cluster Support Teacher, Autism Coach, Speech and Language Therapist and Occupational Therapist. This allows for early identification and intervention for students requiring support.
- Universally designed learning environments and activities to ensure all students are engaged in learning.

English	<ul style="list-style-type: none"> • Implemented by core teachers. • Taught each day in peak learning times. • Targeted teacher-aide support during this time to allow for small, focused groups working at students' own levels. • Skills extended across other learning areas through the use of SSP learning tools and the literacy continuum.
Maths	<ul style="list-style-type: none"> • Implemented by core teachers. • Taught each day in peak learning times. • Targeted teacher-aide support during this time to allow for small, focused groups working at students' own levels. • Skills extended across other learning areas through emphasis on developing efficient mental computation strategies.
Science	<ul style="list-style-type: none"> • Implemented as a specialist subject for Juniors. • Implemented by core teacher for Seniors. • Biological Sciences, Earth and Space Sciences, Chemical Sciences and Physical Sciences are each taught for one term each year. • Learning covers the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.
Humanities and Social Sciences (HASS)	<ul style="list-style-type: none"> • Implemented as a specialist subject for Juniors. • Implemented by core teacher for Seniors. • Knowledge and understandings of history, geography, civics and citizenship and economics and business are embedded within units. • Inquiry skills and concepts of disciplinary thinking are explicitly taught and used to engage with the content presented in HASS.
The Arts	<ul style="list-style-type: none"> • Implemented by both core and specialist teachers. • Covers five arts subjects including dance, drama, music, visual arts and media arts. • Each subject is taught once across the year level band. • External specialists enhance learning in this area.
Technologies	<ul style="list-style-type: none"> • Implemented by both core and specialist teachers. • Covers both Design and Technologies and Digital Technologies. • Enhanced through engagement with the Stephanie Alexander Program, RoboCup competition and various agricultural activities. • Skills extended across other areas through the use of design and technology skills. • Complimented by the development of ICT skills across the curriculum.
Health & Physical Education (HPE)	<ul style="list-style-type: none"> • Physical Education is implemented by a specialist teacher. • Enhanced through engagement with the Sporting Schools program, connecting with external specialists and engaging with interschool activities and competitions. • Students participate in 3 carnivals a year with lead up skill training – Swimming, Athletics and Cross Country. • Health is implemented by the core teacher. • Enhanced by the Zones of Regulation being embedded within classrooms. • External specialists and programs enhance learning in this area.
Languages Japanese	<ul style="list-style-type: none"> • Japanese is implemented by a specialist teacher. • Covers understanding and communicating using the Japanese language as well as developing cultural awareness. • Enhanced through engagement with external programs and interschool activities.

Co-curricular activities

At Coowonga State School we believe that contextualised learning experiences enhance engagement and understanding of concepts and skills. As such, we provide a range of co-curricular activities based on the units taught each year to enhance students' learning.

In 2018, all students were provided with the opportunity to engage with the following programs:

- Stephanie Alexander Program
- RSPCA Emu Program
- Reef Guardians Program
- Swimming and Water Safety Program
- Life Education Program
- Sporting Schools Program including Sailing, AFL and Basketball
- Athletics Training
- Religious Instruction

Students were also provided with the opportunity to engage with the following competitions:

- Farm Safety Calendar
- Country Women's Association International Country Competition
- Department of Agriculture and Fisheries Game of Drones
- Interschool Sports Gala Days
- Opti-MINDS

We also ran or participated in the following events, which students were encouraged to participate in:

- Book Week Celebrations
- School Discos
- Day for Daniel
- Beef to Beach Festival
- Beef Week
- Capricorn Coast STEM Gala Day
- Rats of Tobruk ANZAC Day Service
- Landcare Community Workshops
- Bunnings Garden Workshops
- Japanese Cultural Activities

Junior students were provided with the opportunity to engage with:

- Under 8's Romp in the Park
- Playgroup
- Emu Park Museum Excursion
- Joskeleigh Excursion
- Pre-Prep Transition Program

Senior students were provided with the opportunity to engage with:

- RoboCup
- Rockhampton Eisteddfod
- Weekly Interschool Friday Sport
- Rugby League Development Cup
- Weekly Interschool Robotics Workshops
- Cluster Leadership Days
- GRIP Leadership Conference
- Dreamtime Cultural Centre Excursion

How information and communication technologies are used to assist learning

Coowonga State School increased the access students have to digital technologies in 2018. We now have 1 to 1 devices for all students with additional specialised equipment also available. In 2018 we also developed a relationship with the University of Adelaide's Computer Science Education Research Lending Library which enables us to access a variety of other digital resources include Osobots, Beebots and Makey Makeys.

Coowonga State School students have access to:

- 1 large and mobile ActivInspire Interactive Whiteboard
- 1 to 1 iPads for Prep to Year 3 students
- 1 to 1 Laptops for Year 4 to Year 6 students
- A bank of 4 iPads
- A bank of desktop computers in the library
- A bank of Lego Mindstorm & EV3 Robotics Kits
- A bank of Mousebot Kits

Students utilise these tools across all learning areas with explicit support from teachers. Staff are proficient in embedding the use of ICT skills into everyday learning and have worked collaboratively with staff from other schools to develop a variety of activities that explicitly teach, consolidate and extend students' knowledge of the topics being learnt across learning areas. Students are taught to communicate their ideas digitally, manipulate images and texts, program robots and software and use assistive functions to improve access to learning activities. Using these skills allows students to showcase the learning they are doing across learning areas, including English, maths, science and the arts through the development of multi-modal presentations. Our students construct and present information for parent information nights and other community events using digital software. Students in Year 4 to Year 6 compete in regional competitions to showcase these skills including the CWA International Countries Competition and RoboCup. We will continue building our students' ICT capabilities to prepare them for the future, with a focus on individualised and frequent engagement with these tools.

Social climate

Overview

Coowonga State School's Responsible Behaviour Plan outlines the high expectations we have for our students to follow the values of respect, responsibility and safety in all of their activities. These values are known and enacted by all school community members and form the foundations upon which our inclusive and supportive school thrives. We set clear expectations for behaviour within each area of the school and all staff are expected to engage in constant positive role modelling of what is expected.

Due to the close knit nature of our school, we are able to personalise our approach to student wellbeing. Teachers work closely with parents and other support staff when needed to identify student needs and understand the function behind student behaviours. Through being proactive, we are able to efficiently provide the support students need to positively engage with learning and peers. At Coowonga State School we pride ourselves on being an inclusive and supportive community and therefore bullying is not accepted. Any reported incident of bullying will be investigated and actions taken will include targeted support for victims and perpetrators in line with our Responsible Behaviour Plan.

We explicitly focus on student wellbeing through our whole school approach utilising the Zones of Regulation across both classes. This provides a framework for students to identify their emotions, utilise strategies for self-regulating their behaviours and take responsibility for their actions. Each day students track their emotions and identify strategies to enable them to work effectively on given tasks. Each week teachers explicitly focus on developing positive strategies for dealing with different emotions, situations and behaviours as part of our Health curriculum. We also focus time during staff meetings to discuss the wellbeing of members of our school community and ensure our practices are meeting the needs of each individual.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	80%	DW
• this is a good school (S2035)	100%	80%	DW
• their child likes being at this school* (S2001)	67%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	80%	DW
• their child is making good progress at this school* (S2004)	67%	75%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	75%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	67%	DW

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	67%	80%	DW
• teachers at this school treat students fairly* (S2008)	67%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	80%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW
• this school takes parents' opinions seriously* (S2011)	100%	100%	DW
• student behaviour is well managed at this school* (S2012)	67%	100%	DW
• this school looks for ways to improve* (S2013)	100%	75%	DW
• this school is well maintained* (S2014)	100%	60%	DW

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld due to less than 5 participants to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	100%	100%
• they like being at their school* (S2036)	87%	100%	100%
• they feel safe at their school* (S2037)	93%	100%	100%
• their teachers motivate them to learn* (S2038)	93%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	93%	100%	90%
• they can talk to their teachers about their concerns* (S2042)	87%	100%	90%
• their school takes students' opinions seriously* (S2043)	100%	100%	90%
• student behaviour is well managed at their school* (S2044)	93%	83%	100%
• their school looks for ways to improve* (S2045)	93%	100%	90%
• their school is well maintained* (S2046)	87%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	78%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	78%	100%	100%
• their school takes staff opinions seriously (S2076)	75%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Coowonga State School works closely with parents and the wider community to enhance student learning and wellbeing. We value the role of parents and families as integral members of the school community and as partners in their children's education and, as such, take deliberate actions to maintain and build effective relationships.

Communication

We encourage and pursue regular communication with parents and community members. We facilitate this through fortnightly newsletters and parades which share school events, classroom learning, community events, advice from experts, P&C news, unpacking of the language of learning and celebrations of student success with parents and community members. Our school's Facebook page is also active with photos from events, reminders of dates and celebrations of success shared regularly. The close knit nature of our school community enables frequent interaction with parents face-to-face, with a focus on sharing positives about students' progress and goals and monitoring student wellbeing. SMS and phone calls are also used to contact parents and ensure all families are kept up to date with student learning and wellbeing.

Partnerships with Parents

Coowonga State School values the vital role of parents as first educators in their children's lives. As such, we believe it is integral to develop parents' awareness of their ability to improve their children's learning and wellbeing. We do this through offering termly meetings with teachers to discuss individual goals and strategies to facilitate success in these areas. To gather further information about what parents would like further information or support with, we send home surveys each term and offer workshops for parents on a focus areas of the school based on these responses.

Community Collaboration

Coowonga State School collaborates with many community organisations to enhance student wellbeing and make learning more authentic and connected for our students. We have longstanding relationships with the following organisations:

- Rats of Tobruk – Student engagement in annual ANZAC Day ceremony and activities throughout the year to develop students' resilience, bravery and courage.
- Darumbal Elders – Engagement with NAIDOC week activities, development of a yarning circle and commemoration of Coowonga State School's heritage in conjunction with adopted elder Aunty Joyce.
- Don Ireland Swimming Pool – Facilitates our term long swimming program and hosts the Small School's Swimming Carnival.

We also regularly engage with Life Education, the Rockhampton Eisteddfod, the Dreamtime Cultural Centre, Landcare, the RSPCA, OPTI-MINDS, local schools and various departments of the Livingstone Shire Council to enable our students to engage with events and other opportunities to extend their learning. Individual volunteers also play a valuable role in enhancing our students' learning. We have a Religious Instructor who visits our school once a week, a chaplain who supports our community one day a week and a volunteer who supports us to implement the Stephanie Alexander Program.

Decision Making

Our P&C involves the majority of our families. This group of dedicated community members collaborates with the principal and school staff to inform important decisions about the future of our school. We support P&C members to develop their skills through accessing P&C QLD training and workshops. All families are encouraged to provide feedback and recommendations on how we can continue to grow and develop our school as a place of learning for our students and as a hub for the community. Through collaborating together we are able to host events that benefit our students, such as discos and fortnightly tuck-shop, fundraise to purchase items that extend the opportunities our students have access to, such as robotics kits and sports equipment, and hold working bees to improve elements of the school environment. Our monthly P&C meetings allow an opportunity for staff to gather feedback to inform school policies and practices and these are enacted to ensure the local needs are being met.

School Culture

Coowonga State School welcomes all families and aims to facilitate mutually respectful relationships across its community. Staff are conscientious of the backgrounds, beliefs and cultures of our students and work closely with parents to ensure school activities meet the needs of all students. We celebrate significant cultural days and encourage parents to be involved with these events. We work closely with parents whose children have diverse needs and require adjustments to access and fully participate in school. This includes daily feedback and regular discussion of progress made and changes required. Students are engaged with a variety of activities within curriculum learning to enhance awareness, acceptance and inclusion of students with diverse learning needs, backgrounds, cultures and beliefs to ensure all students feel safe and supported at school.

Respectful relationships education programs

Coowonga State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships as part of our Health program. This is based on the Australian Curriculum and engages students with concepts such as personal safety and awareness, increasing gender equality and conflict resolution. Through engaging with these concepts, students are taught how to identify, prevent and respond to abuse and violence, resolve conflict without violence, and recognise, react and report when they, or others, are unsafe. This is enhanced through the explicit teaching of our school values of respect, responsibility and safety, the High 5 Strategy as well as our implementation of the Zones of Regulation.

Being a small school, changes in the wellbeing of students or staff can be quickly identified and thus action can be taken quickly to support that person. Our school chaplain provides support services to our students once a week including breakfast club, craft workshops and personal pastoral care conversations. Outside agencies which support respectful relationships at our school during the year include Life Education, the Smith Family, Centacare, Brave hearts, Sporting Schools and the Daniel Morecombe Foundation.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Coowonga State School is committed to reducing our environmental footprint through a variety of strategies. The school's solar panels, rainwater tanks and power-saving processes (turning off unused lights, fans and air-conditioners) are the backbone to reducing this. The students have recycle bins to separate paper, plastics and food scraps. The cleaner manages the removal of the school's general and recyclable waste and uses the appropriate bins to sort these. Our food scraps are placed in compost bins and used to fertilise our garden beds after thorough decomposing has taken place. Our students are engaged in the process of being effective ecological citizens through this process with continuous learning occurring through our involvement in the Reef Guardian program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	6,817	15,500	17,570
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	4	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	4
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11 556.58.

The major professional development initiatives were as follows:

- Collaborative planning sessions for all teachers
- Before and After Moderation led by Rockhampton Area Principals and Principal Advisors
- Cognitive Thinking run by Queensland Curriculum and Assessment Authority
- Creating Inclusive Futures run by the Capricorn Coast Cluster
- Teaching Languages run by Modern Language Teachers' Association of Queensland
- Central Queensland's Principal Conference in Longreach
- Queensland Association of State School Principals' Conference
- Headspace and Mindfulness Training
- Rock and Water Training
- First Aid and CPR Training
- Cleaners Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	92%	89%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	86%	91%
Attendance rate for Indigenous** students at this school	89%	71%	76%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

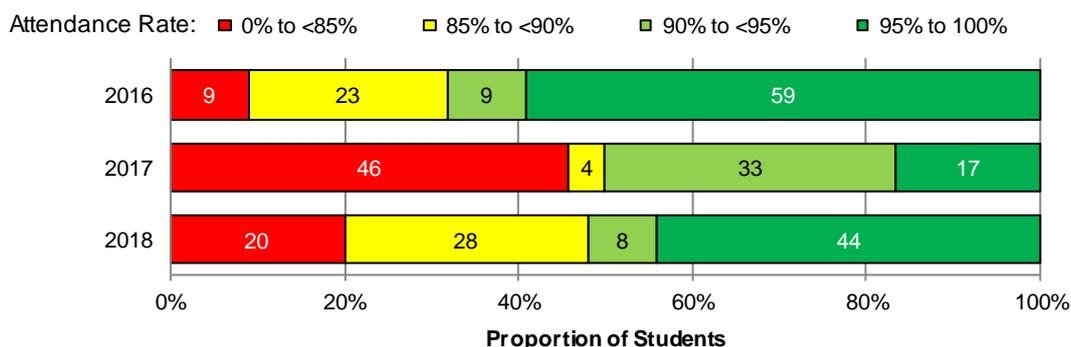
Year level	2016	2017	2018
Prep	DW	77%	91%
Year 1	90%	88%	86%
Year 2	99%	82%	91%
Year 3	93%	90%	87%
Year 4	94%	97%	92%
Year 5	91%	85%	98%
Year 6	95%	79%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Class rolls are electronically marked every morning and afternoon. Notified absences are marked accordingly. If there is an unexplained absence, parents are contacted via text message or phone call on the same day to explain their child's absence. This is part of our Same Day Notification process. The school's mobile thus holds the record of evidence of this contact and messages are recorded on OneSchool. Students arriving late or leaving early are required to be signed in or out in a Student Absences Book in the office. These are also recorded on OneSchool with the time of arrival or departure noted.

In the case of repeated non-attendance, the school contacts parents personally to address the reasons for the repeated non-attendance and organises to meet with the student's parent or carer to seek out a solution. Positive pro-active strategies are utilised as much as possible including regular face-to-face discussions of student progress with parents, rewards for regular attendance, champions for students of concern, regularly engaging in conversations with students and parents about interests and experiences outside of school to build relationships and advertising the benefits of attendance and risks of non-attendance in newsletters. Should the issue still not be resolved, the school follows all DoE policies, including formal letters to parents and notifying the Department of Communities (Child Safety) regarding the issue.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.

Conclusion

Our school is progressing towards our goal of fully implementing the Australian Curriculum by 2020 and successfully engaging each student in every lesson through the use of Universal Design for Learning. We are proud of the progress we have made towards these goals and towards developing strong relationships with parents, community organisations and schools around the region to enhance the opportunities our students have had access to throughout 2018. We believe these are integral to enacting our school's vision of 'Learn for Life' and to ensuring every student is succeeding in our school.