

Coowonga State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Coowonga State School is a small community oriented school, with a family like atmosphere. High expectations are set at Coowonga State School which include:

- A clear teacher and student commitment to high academic performance
- High standards of student behaviour
- Emphasis on student values and a high level of respect
- High attendance >95% and punctuality expectations
- High student engagement
- Feedback for learning is valued and practiced at all levels
- Teachers constantly employ 'Check For Understanding' strategies
- Emphasis on uniform code
- School leaders actively coach and support teachers in their skill development

This report provides detailed academic, student and staff data for Coowonga State School for the 2014 year. A copy of this report has been made available through our school website, and a hard copy can be obtained from our office.

School progress towards its goals in 2014

Key goals in 2014 in response to school data and school priorities are set out below

Goal	Progress
Literacy improvement in Reading and Writing	100% of students who participated in NAPLAN reached National Minimum Standards (NMS) in Reading and Writing. 50% of students who participated in NAPLAN achieved Upper 2 Bands (U2B) for Reading.
Student improvement within 5 strands of NAPLAN	Positive achievements in data sets for year three and five in 2014 were evident. 100% achievement at NMS in 11 of 15 domains of NAPLAN testing
High Quality Teaching Practices - Developing Mastery in Explicit Instruction and embed ACARA (Australian Curriculum and Reporting Agency) into school curriculum	Teachers again invested significant time reviewing their pedagogy and providing collegial feedback to their peers in 2014. Staff members worked together to consolidate the implementation of school models and to implement professional development activities. Staff worked with Professor John Munro from the University of Melbourne and the Seven Steps to Writing program to enhance vocabulary and writing outcomes. Explicit Instruction is the basis strategy of lesson delivery in all classrooms. All school planning is informed by ACARA content descriptors.
School Promotion and Communication with the Community	Signage has been erected on main access roads and the school to raise public profile within the wider community as to the school's presence and ongoing activities. Newsletters, flyers and P&C meetings communicate a collaborative and shared vision for the community

Future outlook

Key 2015 focus areas, for Coowonga State School, based on school data sets and departmental priorities include:

- Explore and implement higher order thinking strategies to increase students achieving in U2B across all domains.
- Introduce Natural Maths strategies, complementing existing Numeracy curriculum, to promote mental strategies, higher order thinking and mathematical understanding
- 5 week cycles of performance measure in writing, assessed using NAPLAN marking guide.
- Utilise data collection tools such as OneSchool and CQ3S to inform planning
- Increase student disposition towards assessment, challenges, improvement and achievement
- Continued focus on increasing attendance, participation and engagement of students

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	26	8	18	100%
2013	24	6	18	86%
2014	25	5	20	100%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

- most of the student cohort are from long-term residents in our very proud rural community
- consistent enrolment with most students completing their primary education at the school.
- 16% of the student cohort identify as being of Aboriginal and/or Islander descent.
- a broad range of socio-economic backgrounds is represented in the Coowonga enrolment cohort.

At Coowonga State School we believe that every child matters every day and that all students can achieve high academic results. We value high standards of effort in work and behaviour, and are proud that all students achieve high levels of respect and responsibility at Coowonga State School.

It is our vision that every child leave our school at the end of Year 6 with the skills above and beyond what is required to succeed in future. High expectations and Explicit Instruction are the keys to student success at Coowonga State School.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	13	9	11
Year 4 – Year 7 Primary	12	10	6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

Coowonga State School has an established vision statement **Learn For Life** and five principles of school-wide pedagogy. These principles of school wide pedagogy are incorporated into the curriculum to position Coowonga children to be life-long learners, with the skills and attributes we value now and in the future.

The school-wide pedagogical principles are:

- Valuing self and others
- Being active local and global citizens
- Being responsible risk takers
- Being effective communicators
- Engaging in challenging thinking

Teaching and learning at Coowonga State School in 2014 incorporated:

- English, mathematics, science, history and geography delivered as discrete learning areas, following the ACARA content descriptors, using the 'Curriculum into the Classroom' (C2C) materials
- Related tasks incorporating The Arts and Technology
- Specialist lessons taught by specialist staff in Music and LOTE (Japanese)

Extra curricula activities

Coowonga is very proud to offer a broad range of extra curricula activities across cultural and sporting domains including participation in a range of competitions, Small Schools Swimming, Athletics and Cross Country Carnivals. Gala Days, Book Week, premier's Reading Challenge and our annual End of Year concert.

Anzac Day – we are proud of our affiliation with the Rats of Tobruk in Central Queensland. The school has its own Poem dedicated to the Rats of Tobruk which is read at the school ceremony by the senior class. School leaders are guest presenters at the official Rats of Tobruk ceremony on ANZAC Day and are given the honour of marching with them in the annual parade.

NAIDOC Day – Each year NAIDOC day is celebrated at Coowonga State School with a variety of traditional activities and guests including our Artist in Residence Aunty Pam (Dr Pamela Croft-Warcon).

School Leadership Program – Combined with the other Capricorn Coast Leaders, students meet once a term to engage in community work and activities.

Small School Curriculum (Gala) Days – All students from the Keppel Coast Small Schools combine once a term for curriculum events including Science, HPE, Indigenous Culture, Dancing and Art days. Specialist visitors are brought in for these days.

Various sports programs – Each year, Coowonga promotes sport participation by inviting and holding sports clinics such as soccer, golf, NRL and AFL clinics.

End of Year Performance – At the culmination of the year, students perform in a class play which is presented to parents at our annual awards ceremony.

How Information and Communication Technologies are used to assist learning

With a ratio of more than one computer for every two students, we are able to provide seamless integration of computer technologies across all Key Learning Areas. A set of 16 ActivExpressions to be used with the interactive whiteboards, which are installed in each learning area. Access to interactive whiteboards in all learning areas provides for greater access to digital technologies. All staff have been trained in their use and they have become an integral part of our daily teaching. Students have been provided with enhanced online learning experiences through the use of Ed Alive and online programs such as StudyLadder and Reading Eggs. Our iPod touches and iPads are utilised in the classroom almost on a daily basis with apps bought to support and enhance lessons.

Social Climate

Coowonga State School is the hub of this small rural community. It provides a social meeting place for parents who are fully committed to the ongoing learning and general life at the school. They demonstrate their commitment through their participation in school fund-raising and community activities and their willingness to support school initiatives with transportation or supervision of students.

The Coowonga School's Responsible Choices Plan promotes high standards of positive, safe, responsible and respectful behaviours in both the classroom and social learning environment. Our restorative justice approach to solve minor disputes and consistency with the behaviour plan resulted in no behaviour or disciplinary problems in the last year. Bullying is not tolerated at Coowonga State School and any incidences are dealt with swiftly in line with the schools Responsible Choices Plan.

Our school chaplain is Chappy Deb who works at our school for a day a week. She is a tireless worker who supports our community in the classroom, cooking breakfast during NAPLAN week and participating in Coowonga fund-raising activities.

Parent, student and staff satisfaction with the school

We are encouraged by the fact that the school opinion survey indicates that parents are 100% satisfied that their children are getting a good education at this school and that Coowonga State School is a good school. Results from our survey show that 100% of parents are satisfied that their children are progressing and that they are expected to do their best.

Our student data overwhelming indicates that the students feel motivated and are getting a good education at our school. Our Staff Survey indicates that staff are 100% satisfied with the morale in the school and that they have access to quality professional development.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	83%	89%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	89%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	91%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	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)	91%	100%	100%
they can talk to their teachers about their concerns* (S2042)	91%	89%	100%
their school takes students' opinions seriously* (S2043)	100%	89%	100%
student behaviour is well managed at their school* (S2044)	100%	88%	100%
their school looks for ways to improve* (S2045)	91%	100%	100%
their school is well maintained* (S2046)	100%	89%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Coowonga State School actively encourages parents and the school community to be involved in all aspects of school life through the P&C, school functions, parent help groups, direct classroom visitation and direct involvement in students learning activities including school camp. Together we share the successes of every child. We employ a collaborative approach to decision making and keep our parents informed of both local and departmental issues through our fortnightly newsletter and our website.

Reducing the school's environmental footprint

In 2014 we continued to be a part of the Earth Smart Program focusing on reducing our school's environmental footprint. Each year we have created a School Environmental Management Plan (SEMP) in which we set targets to reduce our environmental footprints. We have also been a part of the National Solar School initiative which has provided us with solar panels and water tanks for both energy reduction and water conservation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	11,529	0
2012-2013	12,349	0
2013-2014	7,838	0

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

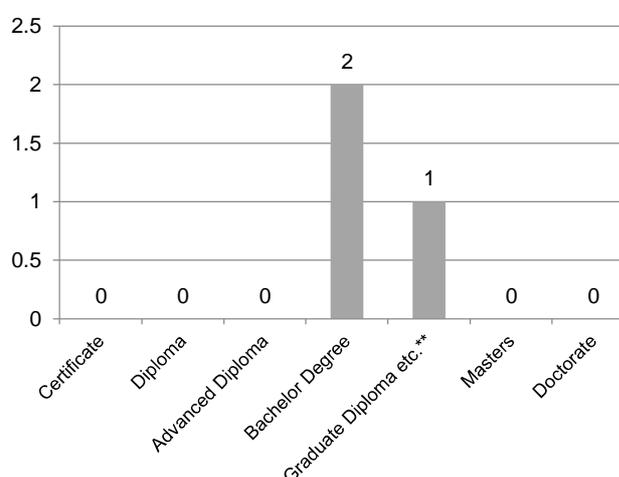
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	3



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$8 657.

The major professional development initiatives are as follows:

- Collaborative project with cluster schools and Dr John Munro (University of Melbourne) in reading comprehension and vocabulary development
- 7 Steps of Writing workshops
- First Aid
- Explicit instruction
- Code of Conduct & Ethical Decision Making and Student Protection Training

- Asbestos Awareness and Workplace, Health and Safety/ Wellness training
- Collegial visits, peer coaching and feedback

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	90%

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	94%	96%	94%	90%	DW	91%					
2013	94%	92%	96%	95%	96%	92%	DW					
2014	87%	95%	86%	98%	90%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

Due to the small cohort, data is withheld due to privacy issues. Students attending less than 90% increased during 2014 and attendance is now a key school focus

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked every morning and afternoon. If a child's absence is unexplained a phone call is made to the parents.

At Coowonga State School, we encourage full attendance and recognize those students with high levels of attendance. At the end of the school year, students with attendance higher than 98% are awarded with a prize donated by the P&C. We also encourage student attendance through 'On Time, All the Time' weekly awards.

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.

If there are cohorts in Year 3, 5 or 7 of less than 5 students, data is withheld on the MySchool website due to privacy issues. However, the year 5 and 7 cohort had 100% above the National Minimum Standards. The year 3 cohort managed to gain 100% above National Minimum Standard in Spelling. Writing and Numeracy have become key focus areas in 2015.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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 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

Coowonga State School is committed to meeting the Queensland Government's challenge to close the gap between indigenous and non-indigenous student outcomes. Due to our small cohort, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made however collectively, between 2009 and 2014, attendance rates of indigenous students has consistently remained above the attendance rate for all students in Queensland State Schools. Indigenous perspectives are incorporated into daily lessons to ensure that diverse cultural view-points are embedded in our teachings.