

# Coowonga State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This 2015 Annual School Report provides specific and detailed information regarding our school's current achievements, performance and progress towards achieving our shared goals and priorities as well as our future outlook. Coowonga State School is a small community oriented school, with a family like atmosphere. High expectations are set at Coowonga State School which include student academic performance, student behaviour and staff capability. The school is proud to be identified as the hub of the community and community involvement in the school is strongly encouraged. Coowonga State School continues to transform, increasing our capacity to deliver a defined, inclusive and distinctive approach to teaching and learning. This report provides detailed academic, student and staff data for Coowonga State School for the 2015 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 2015

Key goals in 2015 in response to school data and school priorities are set out below

Goal	Progress
Reading Reading Comprehension improvement through school wide guided reading processes.	Reading continues to be a major school wide priority. Coowonga State School continues to work in partnership with Keppel Coast Cluster schools to implement a reading program based on John Munro strategies. Professional development and building capability in the teaching of reading and assessment continues to be a focus for all staff. Reading achievement is captured and reported every five weeks against school benchmarks using a range of diagnostic assessment tools. Individual learning goals are collaboratively developed, shared, monitored and reported on for every learner.
Writing Incorporating Spelling, Grammar and Punctuation, Sentence Structure and Vocabulary	A school wide daily writing program is completed to promote retention of basic skills and development of vocabulary. Writing tasks are completed every 5 weeks as part of the school's data cycle and assessed against a Marking Guide, aligned to NAPLAN. Staff capacity continues to be built in the teaching of writing through modelled lessons, professional development, feedback and coaching. Writing Moderation is conducted once a term with partner schools to promote consistency in teacher judgment and professional development. Individual writing goals are collaboratively developed, monitored and reviewed.
Numeracy	Skill development to promote fluency continues to be a strong focus. Daily rapid recalls, to promote retention of facts, have been introduced and are returning positive results. A focus of embedding understanding, reasoning and problem solving skills, based on the teaching of leading professional Paul Sumpter, has been introduced to promote higher order thinking. Ann Baker's Natural Maths Mental Computation Strategies have been adopted to compliment the school's Mathematics Program

### Future outlook

Key 2016 focus areas based on school data sets and departmental priorities include

- Consolidate Reading program across school in partnership with John Munro and Keppel Coast Cluster schools
- Develop digital and technological confidence by upgrading and purchasing resources, improving staff capability and embedding effective use of technologies in curriculum planning
- Building team capability and collaboration with other schools to build practice.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	24	6	18	3	86%
2014	25	5	20	4	100%
2015	19	4	15	2	82%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Our student population generally comes from long-term residents in our rural community. We have a consistent enrolment with most students completing their primary education at the school.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	11	11
Year 4 – Year 7 Primary	10	6	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Coowonga State School's vision statement is **Learning For Life**. We value developing a student's independent learning skills to ensure students learning can continue beyond the walls of the classroom. As well as using the National Curriculum, C2C documents and Essential Learnings and Standards from the Queensland Studies Authority, we develop curriculum and school programs to meet our school needs.

Teaching and learning at Coowonga State School in 2015 incorporated

- English, Mathematics, Science, History and Geography delivered as distinct learning area following the National Curriculum and school programs.
- Related tasks incorporating Technology and The Arts
- Lessons taught by specialist staff in Music and LOTE (Japanese).

Our Pedagogical Framework is based on two overarching beliefs

- Teachers **believe** that all students can achieve high academic results
- Teachers **believe** that all students matter, everyday

To demonstrate this belief staff embrace the following School Wide Pedagogy

- Build strong, respectful relationships with every student
- Be accountable for the learning of every student
- Use data effectively to inform teaching and monitor student learning
- Plan and teach each lesson using explicit instruction pedagogy of 'I do, we do, you do'
- Move knowledge from short term to long term memory through Explicit Instruction and rapid recalls
- Use differentiation strategies to cater for individual needs

### Extra curricula activities

Coowonga State School is very proud to offer a range of extra curriculum offerings to broaden the experiences of our students and provided opportunities for successes.

- Junior Landcare – Students are encouraged and supported to become Junior Landcarers, demonstrating an understanding of a sustainable future. This includes caring for, and developing an interest in, environmental issues, actively participating in a sustainable gardening program, maintaining a fruit and vegie garden for the student market
- Project Club –The senior class run a Project Club to raise money for gardening resources, school resources, donations to charity and VIP guests and excursions.
- Anzac Day – we have adopted the Rats of Tobruk and participate in their service. The school has its own Poem dedicated to the Rats of Tobruk which is read at the school ceremony by the senior class and the community are privileged to be invited to march with the Rats of Tobruk on ANZAC Day each year.
- 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 Capricorn 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.
- School Camp – All students and staff were invited to attend the Seaforth Pines Outdoor Education Centre. Through the 4 day camp, students were able to access a wide variety of hands-on experiences including obstacle course, adventure ropes, archery, bush walking and beach activities. They also visited The Mackay Sugar Mill and Eungella National Park.
- End of Year Performance/ Graduation dinner – At the culmination of the year, students perform in a class play which is presented to parents at our annual awards ceremony.
- Playgroup every Thursday for pre-prep children and their parents, as well as a pre-prep transition program that commences in term 3.

### How Information and Communication Technologies are used to improve learning

ICTs are a major focus of Coowonga State School in 2015-2016. Interactive white-boards are located in all teaching spaces and we provide wireless connectivity across the school, as well as hard wired points for higher end projects. Students across the school are consistently engaged with technology and at Coowonga, we embed the use of computers and other ICT devices into daily planning to provide a high standard of digital pedagogy across the curriculum. Students have been provided with enhanced online learning experiences through the use of Ed Alive and online programs such StudyLadder, Reading Eggs and Virtual Classrooms. Our iPod touches and iPads are utilised in the classroom almost on a daily basis with apps bought to support and enhance lessons. A major upgrade to our network, as well as a fleet of new computers are due in 2016, under the Asset Replacement Scheme.

## 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.

We believe that the best way of promoting positive behaviour is through a proactive, rather than a reactive approach. We regularly acknowledge good behaviours through a trophy reward system and a 'Gotcha' award, which is awarded to students demonstrating one of our 3 mottos - respecting self, respecting others, respecting property.

Coowonga State School strives to ensure all students, staff, parents/carers and visitors feel welcome to our school.

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.

One of the valuable members of the Coowonga community is Chappy Deb. She visits our school at least 1 day a week. Her role is to provide all students, staff and community members with social and emotional support when required as well as academic support for the students. She is also instrumental in organising and implementing the weekly Playgroup for our pre-preppies.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> 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)	89%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	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)	89%	100%	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)	89%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
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)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	89%	100%	100%
their school takes students' opinions seriously (S2043)	89%	100%	100%
student behaviour is well managed at their school (S2044)	88%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	89%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	100%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	88%
their school takes staff opinions seriously (S2076)	100%	100%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	88%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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 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 website.

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.

## Reducing the school's environmental footprint

In 2015, 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. We are also a proud member of the Reef Guardians Project, which encourages a sustainable future.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	12,349	0
2013-2014	7,838	0
2014-2015	9,458	

\*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.

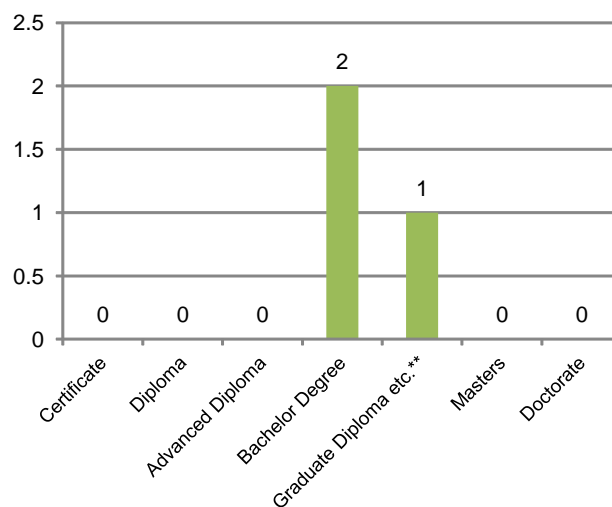
## Our staff profile

### Staff composition, including Indigenous staff

2015 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
<b>Total</b>	<b>3</b>



\*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 2015 were \$4774.70

The major professional development initiatives are as follows:

- Seven Steps to Writing
- Paul Sumpter Numeracy
- Literacy Leader Training and Development with Dr John Munro Leadership Capability Development
- Collegial visits, peer coaching and feedback
- First Aid
- Code of Conduct & Ethical Decision Making and Student Protection Training
- Asbestos Awareness and Workplace, Health and Safety/Wellness training
- Curriculum Activity Risk Assessment Training (CARA)
- OneSchool Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.





Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 55% of staff was retained by the school for the entire 2015 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/>.

Net recurrent income 2014		\$Total	\$ Per student
	Australian Government recurrent funding	88,512	3,540
	State/territory government recurrent funding	412,314	16,493
	Fees, charges and parent contributions	2,115	85
	Other private sources	5,451	218
<b>Total gross income</b> (excluding income from government capital grants)		<b>508,392</b>	<b>20,336</b>
Less <a href="#">deductions</a>		0	0
<b>Total net recurrent income</b>		<b>508,392</b>	<b>20,336</b>

#### Capital expenditure 2014

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

Sector:

Government

Non-government

SEARCH

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	90%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	93%	97%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

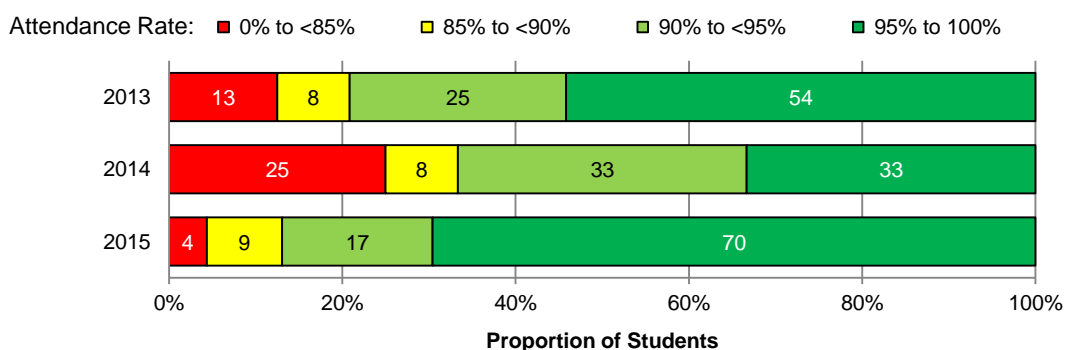
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	92%	96%	95%	96%	92%	DW					
2014	DW	87%	95%	86%	98%	90%	94%	94%					
2015	89%	99%	97%	97%	93%	99%	98%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



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

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



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.

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

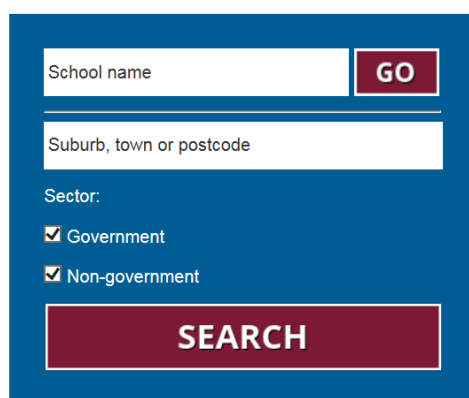
At Coowonga State School, we encourage full attendance and recognise those students with high levels of attendance. At the end of the school year, students with attendance higher than 98% are awarded with a prize (movie vouchers in 2012, 2013) donated by the P&C.

### 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.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.