Coowonga State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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, safety and responsibility and we endeavour to achieve these values through the implementation of our Responsible Behaviour Plan. Our students are grouped across the seven year levels according to their individual achievement level, creating cohesive curriculum delivery. This small group environment allows us to successfully deliver a curriculum that caters for the individually diverse needs of every student. The central focus of our strategic plan is to continually strive for school improvement in the learning areas of English and Maths and to ensure the seamless integration of technology across all learning areas. All teaching spaces are fitted with interactive whiteboards and we are able to provide frequent computer access with one computer to every two students. To build on existing expertise and confidence and provide the explicit teaching necessary for school improvement, all staff are provided with opportunities for professional development in the key areas. School Camps are held every two years and all students are invited to attend. Improvements in the grounds include a new playground and covered multi-purpose facility. Our new library has been completed as part of the BER project and has provided us with an additional teaching area with all the latest technology. Coowonga State School is the hub of a very supportive, family orientated community who are active participants in the life of the school and support our philosophy 'Learn for Life'.

Principal's Forward

Introduction

Queensland schools annually publish information to parents about student and school performance. This report gives a snapshot of the Coowonga State School's 2016 school year, outlining information about our school curriculum and goals, as well as detailing school achievements over the year. A hard copy of this document can be requested from the school office.

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.

School Progress towards its goals in 2016

The school's 2016 – 2019 Strategic Plan currently forms the basis for all school improvement at Coowonga State School. The following is a reflection of the school's achievement in 2016.

Key Priorities	2016 Achievement
Writing	▪ Reviewed and analysed effectiveness of current spelling program. It was determined that a more relevant, higher yielding and more relevant skills approach should be used. SSP (Speech Sounds Pictures) was introduced. ▪ Staff participated in Cluster Writing Moderation
Reading	▪ SSP (Speech Sound Pictures) was adopted as a whole language approach. ▪ Teacher Aides were timetabled to support all reading groups ▪ Staff were trained in SSP.
Curriculum	▪ Ensured that delivery of Australian Curriculum was matched to guarantee year level curriculum requirements across multi-age classes
Great People = Great Staff	▪ Professional development cluster focus – curriculum, wellbeing, STEM ▪ Professional development school focus – spelling, reading and maths. ▪ Staff feedback discussions implemented and held regularly to drive quality of teaching of the Australian Curriculum.

Future Outlook

Writing improvement	▪ Staff to access professional development through online training and observations of like schools using SSP to further develop their understanding of working and using the SSP

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	method. ▪ Staff to work together to use the SSP way to develop a 'Coowonga' way of working to improve students writing. ▪ I4S money to be used to further develop the skills and capabilities of staff and to purchase more resources to compliment the classroom teaching.
Writing Feedback	▪ Develop a clear feedback format for all staff to provide consistent feedback to students. Students to be a part of this process. ▪ Use verbal feedback daily to allow students to understand the feedback process and to be comfortable with a formal process when developed.
Australian Curriculum	▪ Determine process for school to move to Version 8 Australian Curriculum (AC) after 2017 ▪ Review PE, The Arts, Japanese, Health and Technologies delivery and recommended time allocations across 2017 and implement changes ▪ Staff to unpack, familiarise and embed Australian Curriculum in PE, Visual and Media Arts, Japanese, Health and Technologies
Wellbeing	▪ Staff to participate in Wellbeing professional development each year

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	25	5	20	4	100%
2015*	19	4	15	2	82%
2016	22	7	15	3	84%

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 2016, 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

Overview
Coowonga is located 30 minutes out of Rockhampton and our student population is geographically diverse with families from the Coowonga, Keppel Sands, Emu Park and Yeppoon areas. The majority of students come from rural to semi-rural backgrounds where one or both parents may work in the local regional centre of Rockhampton, primary production or the mining industry. Our school has two multi-age classes with a slightly larger cohort of boys in our total school enrolment. The Indigenous student population is stable and currently at 2%.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	11	11	10
Year 4 – Year 7	6	10	11
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Australian Curriculum is our core curriculum
- Core focus curriculum is English, Maths, and Science. Other Learning Areas include History, Geography, HPE, Music, Visual Arts, Technologies and Japanese.
- Blocks of curriculum delivery for English and Maths is timetabled for morning and middle sessions
- Structured routines build familiarity for students to embed expectations in their learning and stability in behaviours
- National time curriculum delivery allocations are met

- Whole school focus in school improvement focus – writing
- Every staff member knows every student
- Early identification and intervention processes for any student requiring support
- Differentiation in learning is consistent across classes
- Specialist teacher delivers Japanese
- Chaplaincy and Religious Instruction programs

Co-curricular Activities
- Student Leadership opportunities In Year 6
- Swimming program (Term 4 every year for all students)
- Gala Days with small schools cluster across year
- Annual End of Year concert for school and community
- Annual Perpetual Presentation Awards – Academic and Citizenship
- Support to annual P&C for their fundraisers
- Host school ANZAC Day ceremony and participate in annual Rats of Tobruk ANZAC Day Service and March in Rockhampton
- Premier Reading Challenge yearly participant
- Excursions for cultural and extra-curricular focus
- Host for community's playgroup

How Information and Communication Technologies are used to Assist Learning
Information and Communication Technologies are an integral infrastructure in our school to enhance students' learning across all Learning Areas. Students participate in core curricula investigations and research across all learning areas, and, for high achieving students ICTs provide an opportunity for extension tasks.

Research, note taking and digital presentations continued to be an integral part of student learning and assessment tasks across the curriculum.

Web based programs such as Reading Eggs and SSP used by our students are designed to support our reading program.

To decrease 'down-time' in our computer connectivity, all ICT problems are reported immediately by any staff to the Service Centre. Decisions are made about the purchase of technological devices/programs that will have longevity in this small school, be always operational within the limitations of the bandwidth and be cost effective for student learning.

Social Climate

Overview
Coowonga State School provides an inclusive, co-operative, positive and tolerant environment. We believe that every student has the right to attain maximum opportunities to learn without distraction or interruption. Bullying is not tolerated or accepted at our school in any form. Any behaviour that may resemble bullying is swiftly addressed.

The small size of our school makes for more personalised focussed learning where staff can easily and quickly support a student, provide personal and social skills direction, or challenge a student to apply acceptance and support. This approach builds a very cohesive and caring social climate for all. The wellbeing of every child is of utmost importance to staff.

Year 6 students are given the opportunity to develop their leadership skills so they can be positive role models to others through demonstrating proactive attitudes and courteous behaviours.

A school chaplain works at our school one day per week. She supports students in their learning and social behaviours and also promotes a sense of well-being for all.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
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)	100%	100%	67%
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%	67%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	67%
teachers at this school motivate their child to learn* (S2007)	100%	100%	67%
teachers at this school treat students fairly* (S2008)	100%	100%	67%
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%	100%	67%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	87%
they like being at their school* (S2036)	100%	100%	87%
they feel safe at their school* (S2037)	100%	100%	93%
their teachers motivate them to learn* (S2038)	100%	100%	93%
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%	93%
they can talk to their teachers about their concerns* (S2042)	100%	100%	87%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	93%
their school looks for ways to improve* (S2045)	100%	100%	93%
their school is well maintained* (S2046)	100%	100%	87%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	89%
they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
they receive useful feedback about their work at their school (S2071)	100%	88%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
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%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	100%	88%	78%
their school takes staff opinions seriously (S2076)	100%	88%	75%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	88%	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

Parent involvement in their child's education is highly valued at Coowonga State School. Teachers actively encourage parents to discuss formally or informally their child's academic, emotional and behaviour progress.

A student's academic progress is reported four times per year – report card and parent/teacher meeting each semester. At P&C Meetings it is commonplace for school direction, facility improvement, operational plans and policy development to be discussed collaboratively.

Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. These include weekly awards focusing on students demonstrating self- improvement, manners, or role model behaviours; the teaching of our three school rules (Be Safe, Be Responsible and Be Respectful) across all environments in the school and engaging classroom awards systems.

Within the classroom, the teacher and staff provide explicit health lessons on Relationships, Mental Health and Wellbeing. In addition, age appropriate concepts relating to self-awareness, self-management, social awareness and social management are embedded in all Learning Areas as part of the Personal and Social General Capability.

Being a small school, changes in the wellbeing of an individual student/staff can be quickly identified and thus action can be taken to support that person. Outside agencies which support respectful relationships at our school during a year may include Life Education, Bravehearts, and Sporting Schools. The school in 2016 delivered the Daniel Morecombe health units across the school.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

Reducing the 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 and plastics. The cleaner manages the removal of the school's general and recyclable waste and uses the appropriate bins to sort these. Our students are made aware of being effective ecological citizens through this process.

ENVIRONMENTAL FOOTPRINT INDICATORS

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Years	Electricity kWh	Water kL
2013-2014	7,838	0
2014-2015	9,458	
2015-2016	6,817	

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.

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 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.**

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Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	3
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $4619.

The major professional development initiatives are as follows:

- Principal Conference days
- Curriculum Planning and Data Days
- Capricorn cluster and networking
- SSP (Speech Sound Pictures)
- Oneschool/Finance training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	96%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	97%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
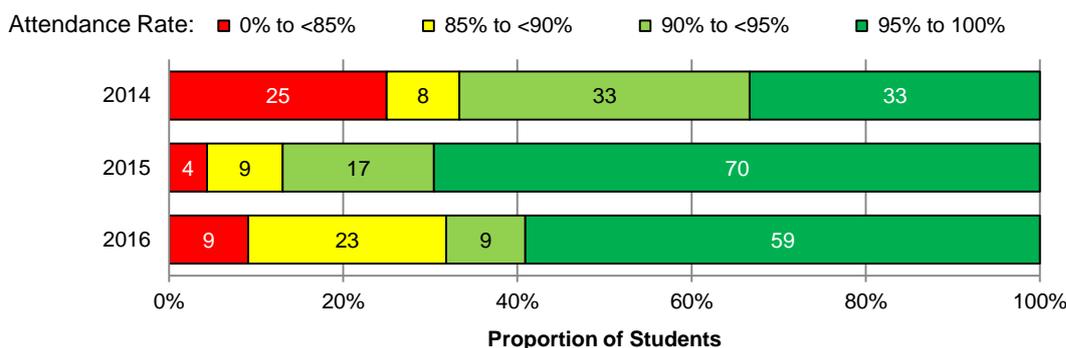
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	87%	95%	86%	98%	90%	94%	94%					
2015	89%	99%	97%	97%	93%	99%	98%						
2016	DW	90%	99%	93%	94%	91%	95%						

*Attendance rates effectively count 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:

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

2014: 25 | 8 | 33 | 33
2015: 4 | 9 | 17 | 70
2016: 9 | 23 | 9 | 59

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.

Rolls are marked twice daily at morning and afternoon timeslots. Notified absences are marked accordingly. Parents are notified each day after 10:00am via text messaging to explain their child's absence if they have not already notified the school. 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 notorised on the e-roll. Students arriving late or leaving early are also notorised on the e-roll with the time recorded.
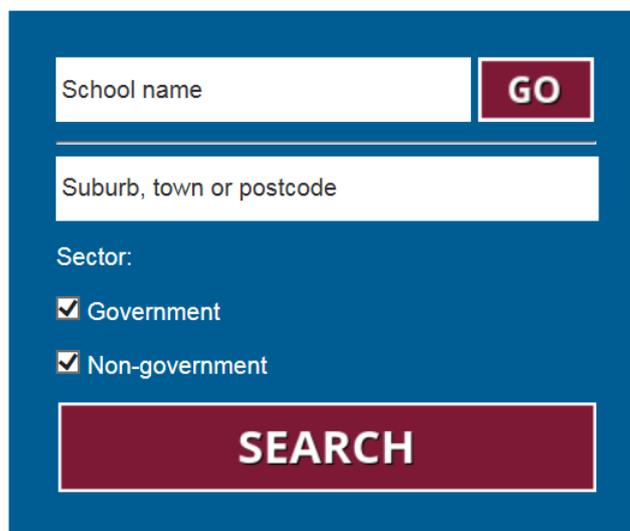
Clear expectations are set for high attendance rates at our school. Information on the impact of poor attendance on a child's learning is included in the Parent's handbook, classroom displays and regularly in newsletters. Parents are regularly reminded of their obligation to inform the school about their child's absence and to supply a medical certificate for prolonged medical absences. The school will initiate rigorous processes for unexplained absences (including non-response to texts) if necessary, especially for absences three days or longer. Parents are encouraged not to book holidays during term and are always offered school work for these times if it occurs.

NAPLAN

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

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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.**

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