Principal’s foreword

Introduction

It is with much pleasure that I present the 2011 School Annual Report although I cannot take credit for the school’s performance for the entire year, having arrived in Term 3 2011. Cooran State School is a very warm and inviting environment in which to work and learn. The School believes in traditional values and has a strong emphasis on creating an environment that enables all students to develop to their full potential. That environment takes into account the intellectual, physical, social and emotional growth of our students. This report reflects our level of achievement toward prescribed outcomes. We have the facilities to embrace the 21st century and have importantly maintained common values of yesteryear.

School progress towards its goals in 2011

An explicit Improvement Agenda is being met through regular review of strategic planning and the setting of targets. Achievement data is analysed by the leadership team and used to inform school wide planning. School commitment is demonstrated through the specific allocation of staffing for Curriculum Co-ordination and a Gifted and Talented Program.

Our Values are evident in all relationships between staff, students and parents. Pride in work, Pride in Self and Pride in our environment is promoted and celebrated.

Resources are developed and aligned with the needs of the school. Literacy and Science coaches work with the school on whole school planning and teaching and learning practices.

Prevention, intervention and extension occurs in every classroom, as the teacher caters for all students. Teachers work to ensure that all students, including high achievers, are appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness, interests and motivations.
Future outlook

Reading:
A major focus on improvement of student performance in areas of reading through targeting teaching strategies, acquisition of reading resources and support materials, provision of teacher support through Professional Development and the continuing Literacy Coach through the National Schools Partnership program.

ACARA:
Implementation of the Australian Curriculum in English, Mathematics and Science through the Curriculum into Classrooms program. Alignment of school based documents to the Australian Curriculum to support implementation and teacher confidence. Maintain staffing in areas of curriculum coordination and learning support to assist teachers with curriculum implementation and planning for differentiation.

Closing the Gap:
Continue to develop school and indigenous community relationships and encourage leadership opportunities for indigenous students e.g. Kleberwun. Whole of school participation in cultural awareness programs delivered by local indigenous identities. Continue to analyse data for all indigenous students and develop individual/group programs. Recognition of importance of our past, our people and our future together.

EarthSmart Science:
Progress the Sustainable Environment Management Plan commenced by the school and community in 2010/11. Employment of a dedicated part-time teacher to focus on science and sose elements relevant to environmental matters, healthy eating and healthy living and integrate with Australian Curriculum across Prep to Yr 7. Progress the school’s Edible Garden Project through classroom and community involvement.
Our school at a glance

School Profile

All classes are co-educational.

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>189</td>
<td>99</td>
<td>90</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students are well mannered and diligent in their approach to schooling. They respond well to a caring environment and have developed student responsibilities in their commitment to their education and developing life skills.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>29.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings:

The standard state school key learning areas are offered at the school.

Music and Physical Education specialists are shared on a circuit with two or three other schools.

Japanese is the LOTE offered to children in Prep to Yr 5 once a week and twice a week for Yrs 6 & 7.

Extra curricula offerings:

A drama specialist conducts a developmental drama program across the year levels 1-7.

Teachers run lunchtime sports and physical activities with boys and girls.

An Instrumental Music Program is conducted for students in Yrs 4-7.

Permaculture gardening is conducted by classroom teachers and community volunteers.

Indigenous Cultural Program is provided for all students.

How Information and Communication Technologies are used to assist learning:

Technology is incorporated into everyday classroom programs with networked workstations in all teaching spaces. Computer skills are taught by classroom teachers in a mini-laboratory. Weekly lessons in the laboratory are programmed in for all classes to promote a healthy attitude towards the use of technological devices.

Interactive whiteboards are available in all classrooms, the Resource Centre and computer lab and are used regularly for a range of instructional purposes.

Social climate

Cooran State School provides a caring environment and endeavours to cater for the academic, social and welfare needs of every child. Our staff works together to deliver quality learning outcomes and develop holistic programs for individuals.
Our school at a glance

Parent, student and teacher satisfaction with the school

Our school is a great place for students to work, learn and develop into active community members. Our teachers and support staff care about our children in the classroom and liaise with parents regularly to ensure each child achieves his or her best.

We believe by going the extra mile we can make a difference for the children. Parental support is strong in the school through volunteering in the classroom, fundraising and supervision of excursions.

We are more than a school. We are a school at the centre of the community fulfilling the school motto of *Working and Learning Together*.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>47%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

The community expectations for the school are extremely high. There is an expectation that the school will deliver a quality education to all students in a safe and supportive environment.

The school and community agree that education at a rural school should be as good an education as offered anywhere else in the state and the ‘geographical isolation’ does not mean that sacrifices are made, or that we are remote or disadvantaged in any way.

The community values good behaviour, sportsmanship, honesty, participation and open communications. As such, the community expects these qualities to be evidenced within the school.

**Strategies**: discussions held at P&C meetings; parents helping with reading in class; parent-teacher interviews; school newsletters; volunteering on sports days and/or tuckshop; parents helping on excursions with travel and assisting with supervision of groups; parents coaching and assisting with swimming and sporting teams; school and community promoting the school.
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has a commitment to reducing the effects of its operations on the environment. Solar Panels are installed on the Resource Centre roof. The Resource Centre has an automated light sensing system. Throughout the school all light bulbs and fluorescent lights have been replaced with energy efficient products. Stored water contributes to maintaining gardens without overusing town water supplies. Stored water also provides water for a four filter septic system and the filtered water is pumped to a location above the oval and will be available for future garden projects. Recycling programs have commenced for the re-using of paper and food scraps. Printer cartridges are recycled through Planet Ark. The school is committed to incorporating other ‘reducing’ strategies in the future.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0</td>
<td>1,125</td>
</tr>
<tr>
<td>2010</td>
<td>33,241</td>
<td>1,007</td>
</tr>
<tr>
<td>% change</td>
<td>10 - 11</td>
<td>-100%</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>12</td>
<td>9</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11</td>
<td>6</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $4600.
The major professional development initiatives are as follows: literacy training and coaching, science pedagogical coaching, implementation of ACARA for 2012.
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

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.

School's Non-Attendance Procedures: Rolls are marked Twice Daily by class teachers; for Second day of Unexplained absences teachers notify administration and parents/guardians are contacted. Contact is recorded in the school register; Monitor student attendance twice per term and send letters home to families where students have missed more than 10% of days available without formal evidence; beyond this we follow procedure outlined in SMS-PR-017: Enforcement of Compulsory Schooling and Compulsory Participation Phase.
Performance of our students

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.

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

We have a small percentage of approximately 2.5% indigenous students in our school. Their attendance is exemplary and absenteeism is at a lesser level than that of the non-indigenous population. Work ethic and achievement are also at a high level through high motivation and recognized leadership capabilities.