Cooran State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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School Overview

Cooran State School is situated in the hinterland of the Sunshine Coast. Our school currently has an enrolment of around 160 students in classes from Prep to Year 6. The students are grouped in straight year level classes with a group of experienced and dedicated teachers. All classes are co-educational. Cooran State School delivers the Australian Curriculum as well as a range of extra-curricular activities. Specialist teachers visit the school to provide Physical Education, Music and Japanese learning experiences. Lunch time sports, instrumental music, Choir, Drawing and Coding Club are a few of the extra-curricular activities available to students. The school resource centre contains a large library and computer laboratory catering for whole class groups. School operations are based on acceptance and mutual respect. Community involvement is a feature of our school.

Principal's Foreword

Introduction

It is with much pleasure that I present the Cooran State School 2016 School Annual Report. Cooran State School is a very warm and inviting educational 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, creative, social and emotional growth of our students.

This report reflects our level of achievement toward prescribed outcomes in the 2016 Annual Implementation Plan. Throughout 2016 the focus was on improving Reading.

At Cooran State School we have the facilities and expertise of staff and support of parents to embrace the 21st century and to ensure Cooran State School keeps pace with the needs of our society in preparing students for the future.

School Progress towards its goals in 2016

Cooran State School maintained a very narrow focus on the improvement of Reading instruction and the lifting of student Reading results. A significant amount of professional development occurred during 2016 and all teaching staff and support staff participated in professional learning in this area. The school Reading program was reviewed and implemented in every classroom. An audit of Reading resources highlighted the need to enhance and broaden the range of Reading material available to students and teachers. Student Reading targets were set higher than in previous years, in line with the schools vision of raising expectations.

Cooran State School successfully achieved the targets and outcomes planned for this Improvement Agenda in 2016 and looks forward to further improvement in 2017.

Future Outlook

Cooran State School will stay focussed on the improvement of Reading in 2017 with the second phase of the Cooran State School Explicit Improvement Agenda being implemented. Cooran State School has set a Target for the number of students achieving end of year Reading benchmarks at 85%. This target can be achieved with quality teaching utilising a wide range of resources including our excellent team of support staff.

Cooran State School 2017 Reading Targets

YEAR LEVEL	2017 TARGET	% ACHEIVED
Prep	PM 7	85%
Year 1	PM 16	85%
Year 2	PM 21	85%
Year 3	PM 25	85%
Year 4	PM 30	85%
Year 5	Probe 13	85%
Year 6	Probe 15	85%

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	161	78	83	5	90%
2015*	145	73	72	4	91%
2016	151	80	71	3	92%

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
Cooran State School students come from a broad range of family backgrounds. A high proportion of students come from households where both parents are employed and/or the family owns a small business. Less than 10% of families have no regular employment. Cooran State School has a small percentage of students which identify as Indigenous. The student population has fluctuated in recent years, and reflects the changes occurring in the wider community. There is a positive growth in the number of young families with children younger than school age and these are beginning to flow through into our school community. Cooran State School student population increased in 2016 allowing for the formation of a 7th class up from six in 2015.

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	19	23	22
Year 4 – Year 7	28	27	24
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
Cooran State School implements the Australian Curriculum and Queensland State Curriculum in many different ways. Students participate in traditional lessons with their classroom teacher and on occasions through online learning.

Some subjects such as History, Technology and ICT's have been delivered using a specialist teacher approach in some year levels.

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In class support is provided for students requiring support and extension and this support is provided by both teaching staff and support staff.

Delivering teaching and learning in an inclusive manner is important to Cooran State School and every effort is made to ensure that all students feel part of our school community.

Co-curricular Activities
Cooran State School students enjoy a range of extra-curricular activities. Examples of these include;
- Student Leadership program, including Youth Parliament
- Student Council
- ICT Club
- Coding Club
- School Choir
- Instrumental Music
- Interschool Sport

How Information and Communication Technologies are used to Assist Learning
Cooran State School utilises a range of ICT resources, including a class set of iPad's. The school has computers located in classrooms and has a computer lab with 30 PC's, all devices are connected to the internet. Student's use the resources to support classroom activities, to conduct research and to present information.

Cooran State School made the leap into coding in 2015 with students and teaching staff exploring the range of possibilities that exist to incorporate coding into our school curriculum program. Ten robotics kits were purchased and workshops were run by key staff from Gympie State High School.

Students also created the Cooran Geek Club, an IT focussed group that works together in their own time creating code based games and completing robotics challenges. The Geek Club also visited the Brisbane City Apple store and participated in Apple workshops.

Cooran State School teachers and students also access online learning resources to enrich the teaching and learning opportunities of all students.

Social Climate

Overview
Cooran State School is a very caring and nurturing school environment and staff members accept responsibility for the well-being of all students. Student behaviour is of a high standard. The school does not tolerate bullying and works hard to ensure a safe and supportive school environment.

The decision to introduce School Wide Positive Behaviour Support in 2014 (now known locally as Positive Behaviour for Learning) was very well received by the wider school community. The ongoing implementation of the program throughout 2016 has had a continued positive impact on relationships throughout the school.

The school leadership team and staff members worked hard throughout 2016 continuing to build and strengthen the partnership between the school and community. The school is very pleased to have such a strong partnership with the school community
.

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)	94%	89%	100%
this is a good school (S2035)	94%	95%	100%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	83%	95%	96%
their child is making good progress at this school* (S2004)	89%	95%	96%
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)	89%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	84%	96%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	89%	100%
this school takes parents' opinions seriously* (S2011)	82%	74%	88%
student behaviour is well managed at this school* (S2012)	94%	89%	92%
this school looks for ways to improve* (S2013)	100%	89%	96%
this school is well maintained* (S2014)	89%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	88%	100%	98%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	96%	98%	100%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	98%
teachers treat students fairly at their school* (S2041)	82%	95%	97%
they can talk to their teachers about their concerns* (S2042)	88%	96%	95%
their school takes students' opinions seriously* (S2043)	73%	94%	97%
student behaviour is well managed at their school* (S2044)	80%	95%	98%
their school looks for ways to improve* (S2045)	94%	100%	98%
their school is well maintained* (S2046)	91%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	84%	100%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	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)	100%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	86%
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%	94%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	94%	100%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	100%	94%

* 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

Cooran State School has made parent engagement a priority. Each class openly encourages parent involvement in day to day classroom activities. Parents are also invited to participate in school planning and information sessions which provide for direct community engagement. Parent skills and expertise are also targeted to support specific programs aimed to improve the education offered at Cooran State School.

Parents are encouraged to participate in Parent, Student and Teacher interviews to strengthen the partnership required between the school and families to ensure educational success.

Students with special needs are catered for in a collaborative manner between parents, external services and school staff. The needs of all students are of the upmost importance and every effort is made to cater for all students.

Respectful relationships programs

The following statement is required and must not be removed. Principals should briefly describe how their programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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

Efforts to reduce water consumption in 2016 were unfortunately impacted by a significant water leak that continued for a number of weeks before being located within the school grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	11,564	88
2014-2015	126	99
2015-2016	44,628	1,342

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.
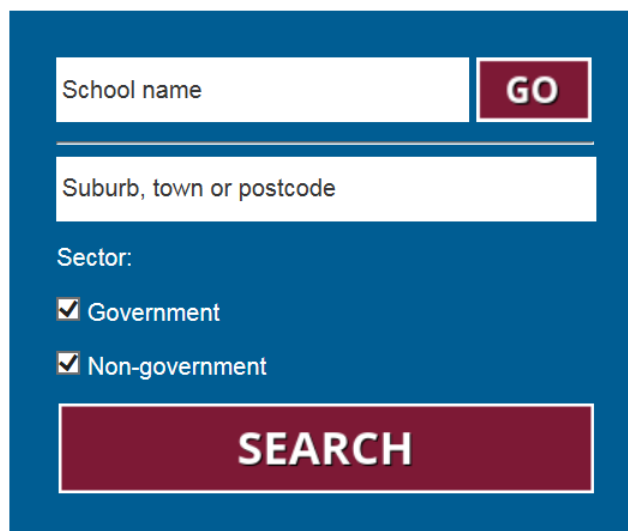
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School Funding

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.**

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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	14	8	<5
Full-time Equivalents	10	5	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	4
Graduate Diploma etc.**	
Bachelor degree	10
Diploma	
Certificate	

*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 $12,540.

The major professional development initiatives are as follows:

- All teachers and support staff trained in Daily Rapid Reading, Reading Links, THRASS and Reading Comprehension (Sheena Cameron strategies)
- All teaching staff participated in professional development in the area of Reading
- Key teacher trained as Pedagogical Coach
- Peer mentoring occurred
- Some teaching staff visited other schools and engaged in peer review processes
- Teaching staff attended a variety of training workshops focussed on effective teaching techniques

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.	98%	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.

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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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	83%	93%

*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%.
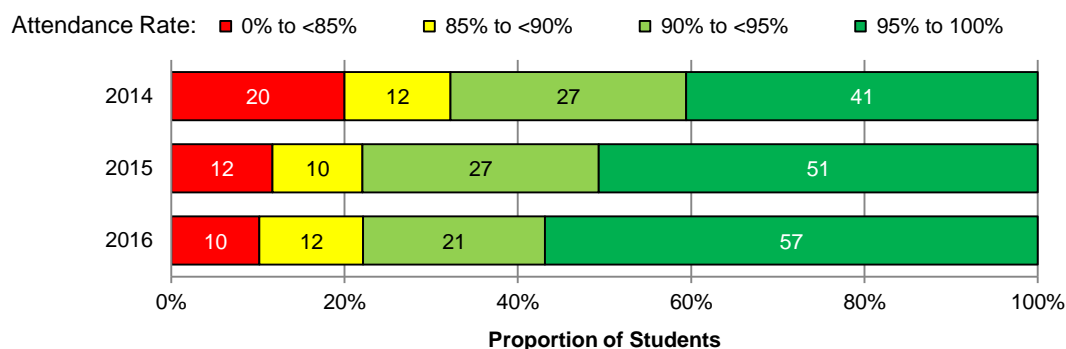
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	87%	89%	90%	93%	91%	89%	93%	93%					
2015	93%	88%	91%	93%	95%	93%	97%						
2016	93%	92%	90%	94%	94%	96%	96%						

*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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	20	12	27	41
2015	12	10	27	51
2016	10	12	21	57

Proportion of Students

Description of how non-attendance is managed by the school

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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.

Student attendance is managed through direct contact with families on the day the student absence occurs. It is an expectation that parents will call the school on the day of the absence, if no call is received by 9:20am the school will phone the parent directly for an explanation.
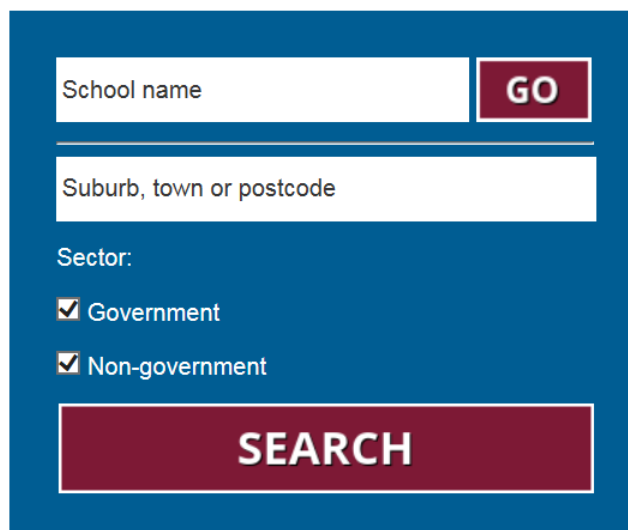
A range of strategies continued to be implemented in 2016 to increase student attendance. Some of the strategies included making contact with families on the day of the absence, and openly rewarding excellent attendance (greater that 97%) each school term. This will continued in 2017.

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/.

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 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 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.