

Cooran State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Cooran State School is situated in the hinterland of the Sunshine Coast. Our school currently has an enrolment of around 170 students in classes from Prep to Year 7. The students work in multi-age classes with a group of experienced and dedicated teachers. All classes are co-educational. Cooran State School offers Education Queensland's Key Learning Areas as well as a range of extra-curricular activities. Specialist teachers visit the school to provide Physical Education, Music and Japanese learning experiences. Drama lessons, lunchtime sports, instrumental music and a permaculture garden are a few of the extra-curricular activities. Classes all take turns to work in the permaculture garden developing a strong bond to the environment. Produce from the garden is a feature of the school tuckshop's healthy menu. Technology is incorporated in all classrooms with interactive whiteboards and computer pods in all learning spaces. Our new resource centre contains a teaching computer laboratory catering for whole class groups. School operations are based on acceptance and mutual respect. Community involvement is a feature of our school.

School progress towards its goals in 2018

Student Attendance - Target - 94 % Actual 94.3%

Reading

YEAR LEVEL	Reading Level	GOAL	ACTUAL
Prep	7	85%	70%
Year 1	16	85%	90%
Year 2	21	85%	76%
Year 3	25	85%	87%
Year 4	30	85%	95%
Year 5	Probe 13	85%	65%
Year 6	Probe 15	85%	82%

Target/Actual

U2B	Yr 3	Yr 5
Reading	40/60	40/38
Writing	30/31	30/0
Spelling	30/42	30/19
G&P	40/73	40/25
Numeracy	40/52	40/23

Student Achievement – (A-E)

Target 85% C or better in English, Math and Science

Actual English 85.6%; Math 86.8% Science 93.2%

Future outlook

The explicit improvement goals for 2019 are to

- Improve student reading comprehension, increase number of students achieving PAT-R Stanine 5 and above from 60% to 75%
- Lift the performance of top students, increase student achievement in Upper 2 Bands (U2B) on NAPLAN in Years 3 and Year 5. Target: Minimum 50% on all Domains.

Strategies to achieve these goals include

- Continued development and implementation of the Daily Rapid Reading support program targeting student needs.
- Continue to utilise the Inquiry Cycle to develop and implement support for students
- Continue the implementation of a formalised student extension program to assist in continued numeracy and literacy development of high achieving students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	151	153	134
Girls	80	80	48
Boys	71	73	86
Indigenous	3	5	8
Enrolment continuity (Feb. – Nov.)	92%	90%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	20
Year 4 – Year 6	24	24	26
Year 7 – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Cooran State School consistently implements the Australian Curriculum through all subject areas. Students participate in traditional lessons with their classroom teacher and on occasions through online learning. Subjects such as Music, Dance, Japanese, Technology and ICT's have been delivered using a specialist teacher approach across the year levels.

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 and an additional 30 student laptops 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 is delivering the Australian Curriculum – Technologies subject and is very successfully exploring coding in all year levels. Students have represented the school in a number of coding and robotics competitions. 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 2017 has had a continued positive impact on relationships throughout the school.

The school leadership team and staff members worked hard throughout 2017 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	86%	92%
• this is a good school (S2035)	100%	91%	85%
• their child likes being at this school* (S2001)	96%	91%	100%
• their child feels safe at this school* (S2002)	100%	95%	85%
• their child's learning needs are being met at this school* (S2003)	96%	95%	85%
• their child is making good progress at this school* (S2004)	96%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	85%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	92%
• teachers at this school treat students fairly* (S2008)	96%	91%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
• this school works with them to support their child's learning* (S2010)	100%	91%	85%
• this school takes parents' opinions seriously* (S2011)	88%	82%	85%
• student behaviour is well managed at this school* (S2012)	92%	91%	77%
• this school looks for ways to improve* (S2013)	96%	86%	85%
• this school is well maintained* (S2014)	100%	86%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	100%
• they like being at their school* (S2036)	98%	93%	100%
• they feel safe at their school* (S2037)	100%	100%	94%
• their teachers motivate them to learn* (S2038)	100%	98%	100%
• their teachers expect them to do their best* (S2039)	97%	98%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	94%
• teachers treat students fairly at their school* (S2041)	97%	84%	86%
• they can talk to their teachers about their concerns* (S2042)	95%	90%	94%
• their school takes students' opinions seriously* (S2043)	97%	92%	86%
• student behaviour is well managed at their school* (S2044)	98%	89%	94%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	98%	98%	97%
• their school is well maintained* (S2046)	97%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	86%	100%	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)	94%	94%	100%
• their school takes staff opinions seriously (S2076)	100%	94%	100%
• their school looks for ways to improve (S2077)	94%	100%	100%
• their school is well maintained (S2078)	100%	100%	92%
• their school gives them opportunities to do interesting things (S2079)	94%	100%	92%

* 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 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 utmost importance and every effort is made to cater for all students in an inclusive environment.

Respectful relationships education programs

The school has developed and implemented a programs that focus on appropriate, respectful, equitable and healthy relationships. The Friends program has been implemented to help students develop an understanding and appreciation of others.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

- Awareness of power saving habits in the classrooms and school
- Walk to school days
- Further development of the school orchard and vegetable garden project

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	44,628	11,328	49,036
Water (kL)	1,342		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	10	<5
Full-time equivalents	9	6	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	
Bachelor degree	10
Diploma	
Certificate	

*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 2018 were \$4540

The major professional development initiatives are as follows:

- Programming and planning based on student data
- Targeted teaching lessons using the school's pedagogical policies with major focus on Reading
- Using a variety of differentiation strategies to cater for the vast range of activities and interests in each class.
- Aligning assessment with planning for learning outcomes.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Year level	2016	2017	2018
Prep	93%	92%	94%
Year 1	92%	92%	94%
Year 2	90%	91%	96%
Year 3	94%	91%	93%
Year 4	94%	93%	93%
Year 5	96%	94%	94%
Year 6	96%	95%	96%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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 were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	94%
Attendance rate for Indigenous** students at this school	93%	91%	94%

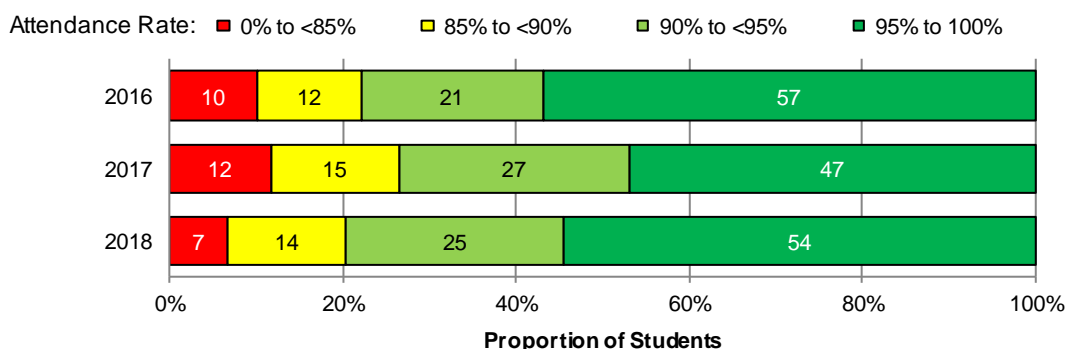
* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.