

Coolnwynpin State School

Queensland State School Reporting

2013 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

It is a pleasure to be able to present to you the Coolnwynpin State School Annual Report for the 2013 Academic year.

The School Annual Report provides parents, students and members of the School community with information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved. The School Annual Report also describes features of our school and provides information on progress toward our planned goals and our aspirations for the future.

At Coolnwynpin State School, our vision is to create an innovative, multi-faceted, dynamic learning environment that provides every student with a range of opportunities for success.

I am very pleased to present this report to the Coolnwynpin State School community and I look forward to the exciting challenges the 2014 school year holds for us as we continue to *Climb to Success*.

Sincerely
Mick Lawrance

School progress towards its goals in 2013

Coolnwynpin State School successfully worked towards strategic goals that were identified in the Annual Operational Plan.

- The school continued to review and adjust curriculum programs to align with the National Curriculum.
- On-line learning projects were embedded into curriculum as a means of delivering learning to students across the school
- The Responsible Behaviour Plan for Students was reviewed.
- Coolnwynpin State School has responded to school and systemic data as the catalyst for change. A continued emphasis has been placed on ensuring resources (human, financial, material and vacant classrooms) are utilised effectively and efficiently to support these changes thus ensuring improved student outcomes.

Future outlook

For the 2014 school year Coolnwynpin State School will focus on the development of sustainable practises related to short term data cycles. We will make Explicit Instruction our core pedagogical approach and utilise funds provided through the Great Results Guarantee to maximise student learning in the areas of literacy and numeracy, with a key focus on reading, writing and numeracy.

Our school will become a Positive Behaviour For Learning School and school wide interventions will support the sustainability of positive behaviours which impact positively on learning outcomes.

We look forward to the academic, sporting and cultural events which are ahead of us as we continue to 'Climb to Success'.

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 378 | 177 | 201 | 94% |
| 2012 | 384 | 177 | 207 | 94% |
| 2013 | 349 | 166 | 183 | 88% |

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

Characteristics of the student body:

Coolnwynpin State School is a coeducational school with students organised in classes from the Prep to Year Seven. The student population comes from a diverse range of socio-economic and cultural backgrounds. In 2013 approximately 8.3% of the student population was comprised of students who identify as Aboriginal or Torres Strait Islanders. This represented a 58% growth in this student group from August 2012 to August 2013.

Our school also caters for students with disabilities. In 2013 this student group accounted for approximately 9% of the total student body. Students in our Special Education Program are verified with a range of disability which includes, Physical Impairment (PI), Intellectual Impairment (II) and Autism Spectrum Disorder (ASD). These students are catered for through inclusive practises established across the school.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 23 | 20 | 20 |
| Year 4 – Year 7 Primary | 26 | 26 | 24 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 2 | 9 | 31 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 3 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

The curriculum is based on the mandated Key Learning Areas within the Australian Curriculum and as identified by the Queensland Studies Authority.

- Early Years Curriculum Guidelines (Prep)
- Essential Learnings and the Australian Curriculum
- Italian in Years 6 and 7
- Instrumental Music for students in Years 6 & 7
- Early Intervention Programs (Supporter Talker and Reader)
- Academy Classes for more able students
- Differentiated curriculum and assessment
- Words Their Way Spelling Program

Extra curricula activities

In 2013 student were engaged with a wide variety of extra-curricular activities. These included:

- Online learning extension Literacy and Numeracy Projects
- Instrumental Music Program (Senior Concert Band) – Years 6 and 7
- Piano Keyboard Program – Years 1 to 7
- Visiting sports program, e.g. Auskick, cricket
- Visiting Cultural Performances, e.g. Qld Arts Council
- School Choir – Years 4 to 7 and infant choir
- Inter-school Sports – Years 5 to 7
- School Camp Program – Years 4 to 7
- Health and Fitness Program – Prep to 7
- Athletics – Prep to Year 7
- Academic Competitions, e.g. Australian Maths Competition – Years 3 to 7
- Readers' Cup – Years 6 and 7
- Year Level Excursions – Prep to 7
- Student Leadership Program providing opportunities for our students, e.g. Student Council,
- Playground leaders, music captains, house captains
- National Young Leaders' Day, Dream Conference
- Environment Club
- Celebrations eg Under 8's Day, Qld Day, Education Week, NAIDOC Week, Anzac Day, Awards Day, Christmas concert.
- Links to local High Schools

How Information and Communication Technologies are used to assist learning

Coolnwynpin State School implements a range Information and Communication Technologies which are embedded in classroom practice. In 2013 these include:

- ICTs being embedded in units of work
- ICTs being aligned to the expectations of the Australian Curriculum
- Staff being supported through PD sessions and coaching and modelling of authentic use of ICTs (software and hardware) in teaching and learning
- Maintenance, upgrade and purchase of ICT devices (handheld and fixed) and computer labs within the school
- Supporting and implementing where appropriate, digital practice examples such as Project 600 etc.

Through the continued support of the Computers for Teachers program the teachers at Coolnwynpin State School have also made significant gains in their computer proficiency.

Social climate

In a rapidly changing and challenging world, we aim to foster in our community a life-long love of learning and a sense of responsible citizenship. As a result, we endeavour to design and develop the understanding, skills and attitudes that support this. The school community has the responsibility to create an environment where students feel they belong, where they are happy, extended and safe.

The community of Coolnwynpin State School is committed to learning, respecting, caring and fostering optimism. These are fundamental to creating a positive school culture and ultimately a better society through a secure, supportive and co-operative environment, which recognises and accepts individual differences. As such, students are treated as individuals, with due consideration taken of their particular backgrounds, ages and personalities. Our students are encouraged to take risks and to do their best at all times. Personal success is celebrated and students are assisted in reaching their potential intellectually, emotionally, socially and physically.

At Coolnwynpin State School, each student has the right to the best education which can be provided in a partnership between school, parents and community. The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school. We, therefore, aim through strong, consistent and fair management of student behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential.

By encouraging a supportive school environment, we believe that all students will have the opportunity to aspire towards our school motto, 'Climb to Success.'

The 'You Can Do It' Program has been introduced as the proactive arm of the school's Responsible Behaviour Plan and embeds the 5 Keys to Success of Confidence, Persistence, Organisation, Getting Along and Resilience. This program enables our students to have the strategies to make appropriate behaviour choices.

Parent, student and staff satisfaction with the school

Parent, student and staff overall satisfaction ratings in 2013 indicated very high levels of satisfaction and morale across the three stakeholder groups.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 95% | 100% |
| this is a good school (S2035) | 95% | 100% |
| their child likes being at this school* (S2001) | 90% | 97% |
| their child feels safe at this school* (S2002) | 100% | 97% |
| their child's learning needs are being met at this school* (S2003) | 90% | 100% |
| their child is making good progress at this school* (S2004) | 95% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 95% | 100% |
| teachers at this school treat students fairly* (S2008) | 90% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 90% | 97% |
| this school works with them to support their child's learning* (S2010) | 86% | 100% |
| this school takes parents' opinions seriously* (S2011) | 80% | 100% |
| student behaviour is well managed at this school* (S2012) | 81% | 100% |
| this school looks for ways to improve* (S2013) | 95% | 97% |
| this school is well maintained* (S2014) | 95% | 97% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 94% | 98% |
| they like being at their school* (S2036) | 93% | 95% |
| they feel safe at their school* (S2037) | 92% | 95% |
| their teachers motivate them to learn* (S2038) | 99% | 99% |
| their teachers expect them to do their best* (S2039) | 99% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 96% | 97% |
| teachers treat students fairly at their school* (S2041) | 93% | 91% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 93% |
| their school takes students' opinions seriously* (S2043) | 82% | 93% |
| student behaviour is well managed at their school* (S2044) | 74% | 86% |
| their school looks for ways to improve* (S2045) | 100% | 97% |

Our staff profile

| | | |
|---|-----|-----|
| their school is well maintained* (S2046) | 94% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 97% |

Performance measure

| | |
|--|------|
| Percentage of school staff who agree that: | 2013 |
| they enjoy working at their school (S2069) | 94% |
| they feel that their school is a safe place in which to work (S2070) | 98% |
| they receive useful feedback about their work at their school (S2071) | 87% |
| students are encouraged to do their best at their school (S2072) | 98% |
| students are treated fairly at their school (S2073) | 96% |
| student behaviour is well managed at their school (S2074) | 89% |
| staff are well supported at their school (S2075) | 88% |
| their school takes staff opinions seriously (S2076) | 92% |
| their school looks for ways to improve (S2077) | 98% |
| their school is well maintained (S2078) | 96% |
| their school gives them opportunities to do interesting things (S2079) | 92% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are welcomed and encouraged to participate in student learning, school programs and school initiatives by:

- Volunteering in classrooms and supporting extra-curricular activities such as sport, band, choir, camps and excursions;
- Participating in P&C activities including Instrumental Music Support Group, Tuckshop, Safety House, Uniform Shop and Fundraising activities.

To further encourage parents to celebrate and participate in student learning the school holds a number of days to highlight classroom and student activities. The events and activities include: Sports Carnivals, Commemoration Days, Under 8's day, School Concerts, Discos and Concerts to name but a few.

The P&C meets monthly and assists with the School's strategic planning, policy formulation and fundraising activities. Parent teacher interviews are conducted each semester and all parents are invited to meet with their child's teacher/s to ensure they are well informed about how their child is progressing.

A school newsletter is sent home by hard copy and electronically on a fortnightly basis and helps to keep families connected to school happenings and events. It also helps us to celebrate special achievements.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff procedures have been developed to reduce the usage level of water, electricity across the school. The school's installed solar panels contributed offsetting electricity usage in 2013.

The school began implementing its School Environmental Management Plan in 2013. Staff and students were involved in a variety of projects aimed at decreasing the school's environmental footprint and raising environmental awareness amongst the community. Projects included an Environment Club, Nude Food awareness (reducing packaged food) and bins provided for sorting of recyclable rubbish. Our school has been identified by the Redland's Council as a Land for Wildlife site.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 108,976 | 1,519 |
| 2011-2012 | 112,416 | 2,372 |
| 2012-2013 | 113,987 | 996 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

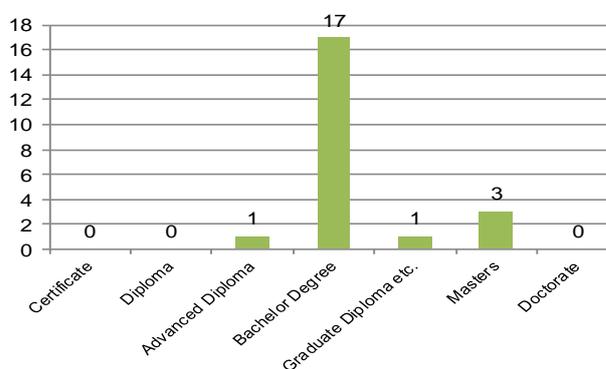
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 34 | 26 | 0 |
| Full-time equivalents | 28 | 18 | 0 |

Qualifications of all teachers.

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 1 |
| Bachelor Degree | 17 |
| Graduate Diploma etc. | 1 |
| Masters | 3 |
| Doctorate | 0 |
| Total | 22 |



* 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 2013 were \$ 12,500.00.

The major professional development initiatives were as follows:

- Australian Curriculum Implementation
- Behaviour Management
- Special Education
- Student Services

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 school year.

Our staff profile

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.

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 93% | 93% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

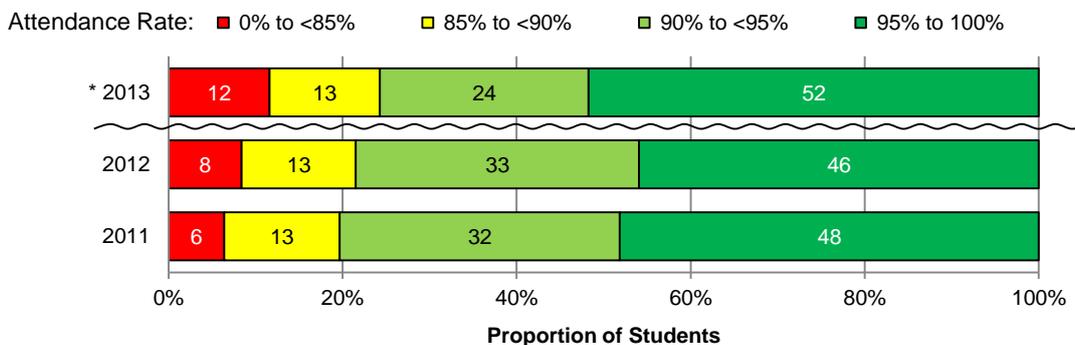
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2011 | 94% | 95% | 92% | 94% | 94% | 95% | 93% |
| 2012 | 94% | 92% | 94% | 93% | 91% | 93% | 94% |
| 2013 | 91% | 94% | 92% | 94% | 94% | 91% | 92% |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

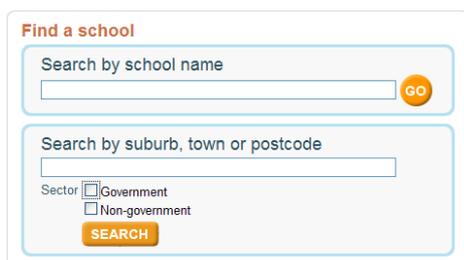
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked each morning and afternoon. If a pattern of unexplained absence is noticed by either a teacher or an office staff member, then this information is passed onto the Principal. The Office staff member makes the initial contact, generally by letter, with the parent/carer seeking a reason for the unexplained absence. A member of the administration team will follow-up further unexplained absences if the pattern of absence continues. For repeated patterns of unexplained absence, correspondence is sent home as per education Queensland policy.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there are radio buttons for "Sector": "Government" (selected) and "Non-government". A "SEARCH" button is located at the bottom of the second section.

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

In 2013 our school catered for both indigenous and non-indigenous students to ensure all learning is based on the student's learning needs. As a school, we are striving to close the gap between our indigenous and non-indigenous students and are proud of the efforts our staff, students and families have made to assist us in achieving this goal. Specialised programs based on diagnostic data, supported by teacher aides have been established to meet the needs of our indigenous students in Literacy and Numeracy.

In 2013 the attendance of our Indigenous Students increased, from 2012, by 0.5%. In 2013 the attendance gap was 3.2%, 0.5% smaller than in 2012.

In Reading, the gap between indigenous and non-indigenous students showed an incline of an 86 point shift with the National Mean Score from -41 to 45.

In Writing, the gap between indigenous and non-indigenous students showed an incline of a 41 point shift with the National Mean Score from -29 to 12.

In Numeracy, the gap between indigenous and non-indigenous students showed an incline of a 9 point shift with the National Mean Score from -16 to -7.