

Coolnwynpin State School

Queensland State School Reporting

2014 School Annual Report



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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 2014 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 2015 school year holds for us as we continue to Climb to Success.

Mick Lawrance
Principal

School progress towards its goals in 2014

Coolnwynpin State School successfully worked towards strategic goals that were identified in the Annual Operation Plan. These successes included:

- Establishment of a professional learning community targeting a positive behaviour for learning culture within the school.
- Establishment of consistent and research based literacy blocks across the school.
- Establishment of Explicit Instruction as a core pedagogical approach across the school.

Future outlook

Through 2015 Coolnwynpin State School will continue to focus on the development of sustainable practises related to short term data cycles. We will establish within the school professional learning communities which meet frequently to discuss and review student data and pedagogical approaches which are leading to success for our diverse range of learners.

Our school will continue the Positive Behaviour For Learning journey 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 school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	384	177	207	94%
2013	349	166	183	88%
2014	337	163	174	94%

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. 2014 will be the last year that Year 7 students attend the school as in 2015 Year 7 will be transitioned to secondary schools.

The student population comes from a diverse range of socio-economic and cultural backgrounds. In 2014 approximately 9% of the student population was comprised of students who identify as Aboriginal or Torres Strait Islanders.

Our school also caters for students with disabilities. In 2014 this student group accounted for approximately 10% of the total student body. Students in our Special Education Program are verified with a range of disability which includes, Physical Impairment (PI), Intellectual Disability (ID), Hearing Impairment (HI), Speech Language Impairment (SLI) and Autism Spectrum Disorder (ASD). These students are catered for through inclusive practises established across the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	20	22
Year 4 – Year 7 Primary	26	24	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	31	25
Long Suspensions - 6 to 20 days	0	3	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum at Coolwynpin State School is based on the mandated Key Learning Areas within the Australian Curriculum and Essential Learnings as identified by the Queensland Curriculum and Assessment Authority.

These offerings are inclusive of but not limited to an exceptional early years program, a senior school Italian Program, Instrumental Music, early intervention programs (support a reader and talker) and intensive learning programs. The school delivers a differentiated curriculum supporting each individual learner with their personal academic goals.

Our school is a positive behaviour for learning school. Through this framework we deliver explicit lessons related positive expected behaviours, we track and manage behaviours supportively and reward those who achieve excellence.

Extra curricula activities

Instrumental Music Program.

Instrumental music is a positive feature of the school providing students from 4 – 7 with the opportunity to learn percussion, woodwind and brass instruments. Students in the Instrumental music program have the opportunity to attend music camps to further their development. Students also have the opportunity to perform on assembly and within the community. In 2014 our School Band went on a local tour and performed at both aged care facilities and at local childcare centres.

Inter-School Sports.

Students in years 4 – 7 participate in our Inter-School Sport Program. The program sees students selecting from a range of sports and learning this sport throughout the course of a semester. At various stages across the semester students attend carnival days and compete against other local schools in their chosen sport.

In 2014 our school performed fantastically and demonstrated exceptional sportsmanship. We won premiership flags for AusTag, Volleyball and European Handball.

School Camp Program – Years 4 to 7

Students in Years 4 – 7 had the opportunity to attend a school camp in 2014. The objectives of the camp are to further develop students' socially, emotionally and academically. Camps ranged in length from a one night sleepover in Year 4 to a 3 day Sunshine Coast experience in Years 6 and 7.

Indigenous Culture

In 2014 we were fortunate to be able to provide an opportunity for student to work with visiting artist in residence, Arthur Conlon. While at the school, Arthur shared his experiences as an aboriginal man from the Wakka Wakka/Kullilla people. He conducted art workshops for students in Prep – Year 7 and contributed to larger mural works around our school.



Readers' Cup – Years 6 and 7

In 2014 our school participated in the Redlands Readers Cup Competition. This was an extension program for our school's top readers. We were delighted when the team placed a very respectable 3rd across the region.

Student Leadership

In 2014, students from years 5 to 7 were involved in our Students Leadership Program. While School Captains visited the GRIPPS Leadership Conference. Other students worked together in their roles as: House Captains, Playground Leaders and Student Council Representatives. Student Leaders, in 2014, were successfully in bringing our community together to raise support and awareness for drought affected farmers, the local homeless community and the Redlands Sporting Fund.

How Information and Communication Technologies are used to assist learning

Coolwypin State School has a purpose built computer lab, which can accommodate a whole class of students. Each student in this class is able to access their own computer. Electronic whiteboards have been installed in every classroom. Every teacher has a laptop. In 2014 significant wireless connectivity upgrades were undertaken to cater for the growing demands on Information Communication Technologies. A bank of iPads have now been purchased and are used to support teaching and learning across the school.

Social Climate

Coolwypin State School boasts a safe and supportive school environment. In 2014 we began our journey as a Positive Behaviour for Learning (PBL) School. Framed against three school rules: We are Safe, We are Respectful and We are Learners, students and staff work together to establish clear expectations for behaviour which are related to these rules across different areas of the school. In 2014 approximately 97% of students participated in our end or term PBL Rewards Days; meaning these students were caught no less than 150 times each term being safe respectful learners.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	100%	92%
this is a good school (S2035)	95%	100%	93%
their child likes being at this school* (S2001)	90%	97%	98%
their child feels safe at this school* (S2002)	100%	97%	95%
their child's learning needs are being met at this school* (S2003)	90%	100%	93%
their child is making good progress at this school* (S2004)	95%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	95%
teachers at this school motivate their child to learn* (S2007)	95%	100%	95%
teachers at this school treat students fairly* (S2008)	90%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%	97%
this school works with them to support their child's learning* (S2010)	86%	100%	92%
this school takes parents' opinions seriously* (S2011)	80%	100%	85%
student behaviour is well managed at this school* (S2012)	81%	100%	85%
this school looks for ways to improve* (S2013)	95%	97%	93%
this school is well maintained* (S2014)	95%	97%	90%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	98%	92%
they like being at their school* (S2036)	93%	95%	86%
they feel safe at their school* (S2037)	92%	95%	92%
their teachers motivate them to learn* (S2038)	99%	99%	97%
their teachers expect them to do their best* (S2039)	99%	99%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	94%
teachers treat students fairly at their school* (S2041)	93%	91%	84%
they can talk to their teachers about their concerns* (S2042)	88%	93%	91%
their school takes students' opinions seriously* (S2043)	82%	93%	79%
student behaviour is well managed at their school* (S2044)	74%	86%	69%
their school looks for ways to improve* (S2045)	100%	97%	94%
their school is well maintained* (S2046)	94%	97%	86%
their school gives them opportunities to do interesting things* (S2047)	91%	97%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	86%
they feel that their school is a safe place in which to work (S2070)		98%	83%
they receive useful feedback about their work at their school (S2071)		87%	82%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		96%	97%
student behaviour is well managed at their school (S2074)		89%	83%
staff are well supported at their school (S2075)		88%	77%
their school takes staff opinions seriously (S2076)		92%	79%
their school looks for ways to improve (S2077)		98%	86%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		92%	84%

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

'Agree' represents the 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

In 2014 our P&C Association were highly visible and active within the school community. The small yet hard working committee of volunteers raised significant funding to support a range of educational and facility developments across the school. Voluntary work is also highly evident within the school with parents being a regular feature within classrooms. The school has a community Facebook Page which brings families together in a supportive and celebratory manner.

Reducing the school's environmental footprint

In 2014, the school ran an environment club which sort to reduce the school's environmental footprint by educating and supporting the school community with: recycling, native tree rehabilitation and energy and water saving initiatives.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	112,416	2,372
2012-2013	113,987	996
2013-2014	113,474	1,465

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.

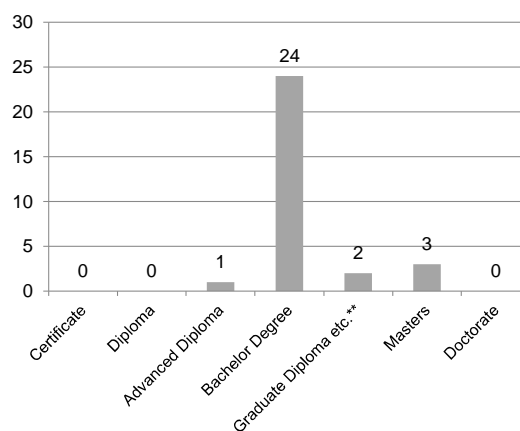
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	27	0
Full-time equivalents	24	19	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	24
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	30



*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 2014 were \$21 271.00

The major professional development initiatives are as follows:

- Positive Behaviour for Learning.
- Literacy Pedagogy Development.
- Reading.
- Australian Curriculum.
- Differentiation.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 81% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%

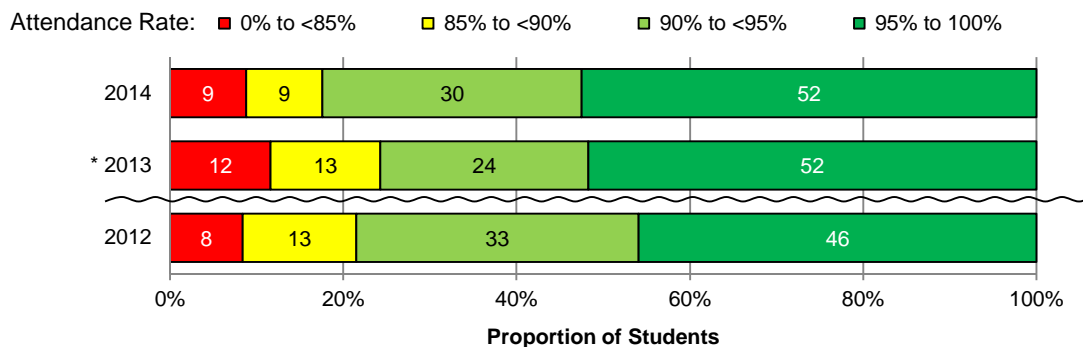
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	92%	94%	93%	91%	93%	94%					
2013	91%	94%	92%	94%	94%	91%	92%					
2014	93%	91%	95%	92%	96%	94%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 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

From 2013 to 2014 the average attendance rate of indigenous students remained the same at 89.8%. This represented an attendance rate gap of 4.2% when compared with non-indigenous students (94.0%).

In specific NAPLAN areas of reading, writing and numeracy, closing the gap data must be withheld due to very small cohort sizes, so that the privacy of individuals are maintained.