Coolnwynpin State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Coolnwynpin State School has proudly been serving the Capalaba community since 1984. We have a rich history or achievement and success in the areas of academic excellence, sporting representations, instrumental music, special education and community engagement. These successes are the end result of our fabulous Coolnwynpin community working together to ensure the very best possible opportunities for all students in our school.

At Coolnwynpin State School, our behaviour management program is derived from a belief that every student can achieve, and that learning is our number one priority. Our positive behaviour for learning approach is steeped in research based decision making. At its root it aims to reward and recognise students for the positive choices they make.

Our excursion and school camp program complements the learning students experience in the classroom. Students in years 4 to 6 participate in competitive interschool sporting carnivals. Instrumental music is a feature of the school and is offered to students from years 3 to 6

Parent and community engagement is a key element in the life of our school Parents are always welcome to become involved in classrooms, tuckshop, fetes, and P&C committees. Our strong working relationship with our parents and local community demonstrates to students the importance of learning and collaboration.
Coolnwynpin State School is considered, by many, the best kept secret in Capalaba.

Principal's Forward

Introduction

It is a pleasure to be able to present to you the Coolnwynpin State School Annual Report for the 2016 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 2017 school year holds for us as we continue to Climb to Success.
Mick Lawrance
Principal

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School Progress towards its goals in 2016

Coolnwynpin State School successfully worked towards strategic goals that were identified in the 2016 Annual Operational Plan.

The school's focus on improving reading outcomes saw vast improvement from 2015 to 2016 in student achievement, particularly as evidenced in the Year 3 NAPLAN Reading Test. The school continued its implementation of the Positive Behaviour for Learning Program and commenced work around collaborative learning partnerships.

Future Outlook

Through 2017 Coolnwynpin State School will:
• continue the Positive Behaviour for Learning journey.
• further develop our guided reading program and practices.
• move to further improve student attendance.
• Establish within the school a collegial coaching team and collegial engagement practices.

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

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	337	163	174	27	94%
2015*	352	185	167	26	93%
2016	356	187	169	27	94%

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

Coolnwynpin State School is a coeducational school with students organised in classes from the Prep to Year Six.
The student population comes from a diverse range of socio-economic and cultural backgrounds. In 2016 approximately 7% 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 2016 this student group accounted for approximately 13.5% 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).

The Schools Index of Community Socio-Educational Advantage (ICSEA) increased from 979 (2015) to 990 (2016). The school is determined under this measure as now having 28% of the student population in the bottom quartile and only 9% in the top quartile.

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	22	24	20
Year 4 – Year 7	27	26	22
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
Our curriculum at Coolnwynpin State School is based on the mandated Key Learning Areas within the Australian Curriculum.

These offerings are inclusive of but not limited to an exceptional early years program, a senior school Italian Program, Instrumental Music, Arts Program, 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.

Co-curricular Activities

Instrumental Music Program.
Instrumental music is a positive feature of the school providing students from 4 – 6 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 2016 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 – 6 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 l days and compete against other local schools in their chosen sport.

School Camp Program – Years 4 to 7
Students in Years 3 – 6 had the opportunity to attend a school camp in 2016. The objectives of the camps are to further develop students' socially, emotionally and academically. Camps ranged in length from a one night sleepover in Year 3 to a 3 day Sunshine Coast experience in Year 6.

Student Leadership
In 2016, students from years 5 to 6 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 2016, were successfully in bringing our community together to celebrate school achievements and fundraising activities.

How Information and Communication Technologies are used to Assist Learning
Coolnwynpin 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 and/or Interactive LED Panels have been installed in every classroom. Every teacher has a laptop. In 2016 a bank of iPads were expanded to support teaching and learning across the school.

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Social Climate

Overview

Coolnwynpin State School boasts a safe and supportive school environment. In 2016 we continued 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 2016 approximately 97% of students participated in our end or term PBL Rewards Days; meaning these students were caught no less than 150 time each term being safe, respectful learners.

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)	92%	98%	90%
this is a good school (S2035)	93%	93%	96%
their child likes being at this school* (S2001)	98%	96%	96%
their child feels safe at this school* (S2002)	95%	91%	98%
their child's learning needs are being met at this school* (S2003)	93%	94%	92%
their child is making good progress at this school* (S2004)	92%	91%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	90%
teachers at this school motivate their child to learn* (S2007)	95%	96%	98%
teachers at this school treat students fairly* (S2008)	90%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	98%
this school works with them to support their child's learning* (S2010)	92%	95%	96%
this school takes parents' opinions seriously* (S2011)	85%	86%	86%
student behaviour is well managed at this school* (S2012)	85%	85%	90%
this school looks for ways to improve* (S2013)	93%	98%	98%
this school is well maintained* (S2014)	90%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	92%	94%
they like being at their school* (S2036)	86%	82%	94%
they feel safe at their school* (S2037)	92%	88%	84%
their teachers motivate them to learn* (S2038)	97%	95%	93%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	90%
teachers treat students fairly at their school* (S2041)	84%	85%	83%
they can talk to their teachers about their concerns* (S2042)	91%	88%	86%
their school takes students' opinions seriously* (S2043)	79%	83%	87%
student behaviour is well managed at their school*	69%	65%	72%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
(S2044)			
their school looks for ways to improve* (S2045)	94%	95%	90%
their school is well maintained* (S2046)	86%	85%	89%
their school gives them opportunities to do interesting things* (S2047)	91%	88%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	86%	96%	93%
they feel that their school is a safe place in which to work (S2070)	83%	96%	95%
they receive useful feedback about their work at their school (S2071)	82%	96%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	91%	89%
student behaviour is well managed at their school (S2074)	83%	88%	82%
staff are well supported at their school (S2075)	77%	80%	69%
their school takes staff opinions seriously (S2076)	79%	84%	75%
their school looks for ways to improve (S2077)	86%	96%	92%
their school is well maintained (S2078)	100%	96%	90%
their school gives them opportunities to do interesting things (S2079)	84%	96%	79%

* 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

In 2016 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school's Positive Behaviour for Learning Program explicitly teaches students how to be safe respectful learners.

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	25	38	64
Long Suspensions – 6 to 20 days	0	1	1
Exclusions	0	5	2
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Our school seeks to reduce its environmental footprint by acting environmentally friendly and engaging in environmental enhancement activities. In 2016 we finalised planting in the school's remnant bushland, the Carramar. This saw over 2000 trees and shrubs planted along with a significant weed eradication program being undertaken. Despite increased enrolments electricity and water consumption fell in the between 2015 and 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	113,474	1,465
2014-2015	118,256	3,364
2015-2016	116,447	2,137

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.
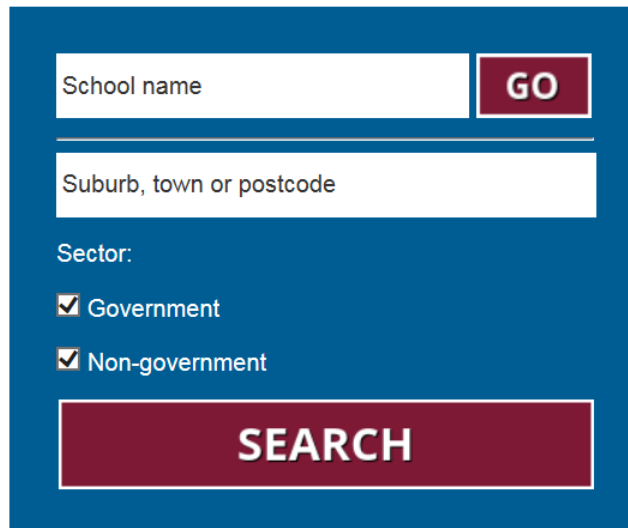
School Funding

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	34	0
Full-time Equivalents	25	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	27
Diploma	0
Certificate	0

*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 $20 475.80

The major professional development initiatives are as follows:

- Planning and implementing Australian Curriculum
- Supporting Beginning and Establishing Teachers
- Building staff capacity around the Positive Behaviour for Learning Program.

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.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	88%

*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	94%	93%	91%	95%	92%	96%	94%	92%					
2015	95%	94%	94%	90%	95%	92%	95%						
2016	93%	94%	95%	94%	93%	93%	91%						

*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 in 2016 was as follows:

Attendance Rate	Proportion of Students at Attendance Category (%)				Attendance Category			
%	< 85%	85% < 90%	90% < 95%	95% - 100%	Attendance Category			
92.4	12.9	11.4	33.3	42.4				
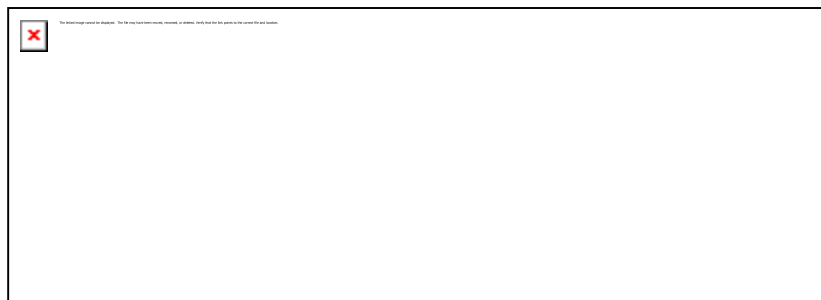
Description of how non-attendance is managed by the school

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.

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.

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.**

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School name	**GO**
Suburb, town or postcode	

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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.

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