



Coolnwynpin State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	6 Telaska Court Capalaba 4157
Phone:	(07) 3906 4333
Fax:	(07) 3906 4300
Email:	principal@coolnwynss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Paul Russo (Deputy Principal).

School Overview

Coolnwynpin State School has proudly served the Capalaba area since 1984. The school's central belief is 'Your child is visible and valued every lesson every day.'

The school's key values are Care and Compassion, Fair Go, Doing our best. Our School motto, 'Climb to Success', is embedded in all that we do.

Our Prep to Year 7 curriculum is based on the Essential Learnings across Key learning areas and the Australian Curriculum in the areas of English, Maths and Science. The curriculum is supplemented by an extension and enrichment program including an Academy Class, Early Intervention programs and Online Learning projects along with special needs support provided in a model of inclusion.

All classrooms have access to computers and interactive whiteboards. There are two computer labs. There is an extensive Performing Arts program incorporating a senior concert band, choirs and piano keyboarding program. Our school is active in the community participating in a variety of events and competitions. The value of the parental role in education is well recognised at Coolnwynpin State School. We recognize that a strong partnership between the school and home is essential for optimum learning for each and every student.

Principal's Foreword

Introduction

It is a pleasure to be able to present to you the Coolnwynpin State School Annual Report for the 2017 Academic year. This report provides parents, students and members of the School community with information about our achievements over the past year. 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 a dynamic learning environment that provides every student with 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 2018 school year holds for us as we continue to Climb to Success.

Janet Tucker

Acting Principal 2018

School Progress towards its goals in 2017

Coolnwynpin State School successfully worked towards strategic goals that were identified in the 2017 Annual Operational Plan. The results were as follows:

- Reading

91% of Year 3 and 86% of Year 5 students achieved NMS or had an individual plan.

34% of students sitting the Year 3 2017 NAPLAN Reading Test achieved in the U2Bs.

17% of students sitting the Year 5 2017 NAPLAN Reading Test will achieve in the U2Bs.

A number of teachers across the 2017 school year had the opportunity to participate in collegial engagement activities related to the teaching of reading.

- Maths

93% of Year 3 and 89% of Year 5 students achieved NMS or had an individual plan in place.

28% of students sitting the Year 3 NAPLAN Numeracy Test achieved in the U2Bs.

6% of students sitting the Year 5 NAPLAN Numeracy Test achieved in the U2Bs.

100% of teachers have the opportunity to 'watch others work' within the area of mathematics.

However, there were a number of areas where we have re-evaluated our strategies to achieve the outcomes needed.

Consequently reviews of the following have been undertaken:

- PBL school wide processes and structures and how these align with classroom behaviour management practices.
- Teaching of reading.
- Intervention strategies and differentiation within the classroom.
- Rigour in the recording and analysis of data.
- SOS feedback.

Future Outlook

In 2018, Coolnwynpin SS has a sharp and narrow focus on improving student outcomes in Reading. The school's Annual Improvement Plan (see table below) outlines how this will be achieved and the targets that have been set.

The school will also address a number of schoolwide strategies to improve student support and build collegial practices:

- Implementation of targeted intervention programs – OLEY (prep), Multi-lit (Yr. 3 and 4), B4School Reading and in class for the teaching of comprehension across P-6.
- Restructuring of the schoolwide PBL to align more closely with in class strategies to teach positive behaviours.
- Developing high performance teams in each year level and across cohorts to improve the teaching of Reading.
- Imbed a coaching framework that supports best practice models of the teaching of reading and comprehension.
- Developed, in consultation with staff and the SER Literacy advisors, a Coolnwynpin SS Reading Framework, Pedagogical Framework and EIA focused on Reading.

Focus Area	2018 School Priorities	Strategies	Actions	Targets
STRATEGIC DIRECTION	Develop an explicit improvement agenda in school or school reading	Consistently develop a plan, monitor and report on it reading, including a set of targets a timeline and communicate to all stakeholders.	<ul style="list-style-type: none"> Communicate the reading improvement agenda and progress to all staff and the school community on a regular basis through staff meetings, PLC meetings, twilight sessions, newsletters and PLC meetings. Consistently develop outcomes targets based on the 2018 reading improvement agenda. Consistently develop an explicit reading improvement framework to ensure all teachers have a clear understanding of agreed high-level strategies for student representation in all classrooms. Teachers and teacher aides to undertake training focused on reading measures, literacy continuum and early start. Monitor student progress through PLC, cohort meetings, data analysis meetings and staff meetings to ensure a consistent understanding across all year levels and throughout the school. Conduct teacher professional practice through observations and feedback of the day by principals, principal deputy, staff meetings and PLC meetings. Monitor progress and achievement of the plan with staff, students and the community. 	<ul style="list-style-type: none"> 80% of school or year 2 and year 3 students achieve high for reading. Improve % of year 2 students in the top for reading from 34-5% to 40%. Improve % of year 3 students in the top for reading from 17% to 20%. 80% of students operating at their year level benchmarks. Consistent across literacy year per semester across the school and cluster, and informally, which report after summative assessments.
ACCOUNTABILITY	Reading program data capture - school or school	Improve student reading through school-wide practice models of teaching reading that is responsive to reading data.	<ul style="list-style-type: none"> Review Coolwinypin reading program and school-wide practice of guided, shared, independent and modeled reading. Develop consistent data collection and reporting practices. Develop data action plans across all year levels, including the use of high level data across data and classroom practices to target improvement. Develop action plan for PLC. Develop data improvement outcomes for students. 	<ul style="list-style-type: none"> Consistent reading framework document. Core reading. Highly data driven across all cohorts. Data reviewed consistently. 80% of students. 80% of students improvement of 2 year or more per data.
CAPABILITY	PLC reading PLC - professional learning & teacher development & reading	Engage in research based professional learning focused on reading to develop best practice models of teaching reading.	<ul style="list-style-type: none"> Use research to develop best practice models appropriate to CDE. Provide staff with PD and support to develop their capacity to teach reading based on best practice. Implement CDE signature reading strategies across PLC in line with CDE Reading Framework. 	<ul style="list-style-type: none"> Signature practice identified. CDE reading framework implemented. Highly data driven across all cohorts. 80% of students. 80% of students improvement of 2 year or more per data.
	PLC reading PLC - teacher differentiation capability	Differentiate and personalise the teaching of reading for all students.	<ul style="list-style-type: none"> Develop reading action plan. Identify students who need extra year level expectations. Implement targeted interventions for reading for students identified as at-risk or year level. 	<ul style="list-style-type: none"> 4 sessions per week. Data used to inform. Targeted classroom support. Support in action plan. 80% of students.
COLLABORATION	Collaborative Practice - PLC development and PLC Systems	Develop processes for teachers to collaborate regularly regarding student achievement data, to include regular discussions relating to the effectiveness of teaching practice and the collective responsibility for student improvement.	<ul style="list-style-type: none"> Develop PLC model that will be implemented across the school to address the problems of practice in teaching reading. Identify and share best practice for current PLC to build capability in supporting teachers to improve their capacity to work collaboratively. Implement processes that support collaborative decision making/assessment of student learning PLC of cohort, year level and cross cohort levels. Build data literacy capability for all staff to ensure consistency. 	<ul style="list-style-type: none"> 80% of classroom teachers involved in a PLC. 80% of teachers in more than 2 collaborative group. Improve student outcomes in reading. Improvement in PLCs regarding data literacy.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	352	185	167	26	93%
2016	356	187	169	27	94%
2017	397	206	191	29	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 2017 approximately 7.3% 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 2017 this student group accounted for approximately 11.5% 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) remains at 990. 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	2015	2016	2017
Prep – Year 3	24	20	19
Year 4 – Year 6	26	22	26
Year 7 – Year 10			NA
Year 11 – Year 12			NA

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 and intensive learning programs. The school delivers a differentiated curriculum supporting each individual learner.

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 2017 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 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 2017. 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 2017, 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 2017, 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 2 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 2017 a bank of iPads were expanded to support teaching and learning across the school.

Social Climate

Overview

Coolnwynpin State School boasts a safe and supportive school environment. In 2017 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 2017 approximately 97% of students participated in our end of 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	90%	85%
this is a good school (S2035)	93%	96%	81%
their child likes being at this school* (S2001)	96%	96%	81%
their child feels safe at this school* (S2002)	91%	98%	81%
their child's learning needs are being met at this school* (S2003)	94%	92%	77%
their child is making good progress at this school* (S2004)	91%	88%	81%
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)	96%	90%	96%
teachers at this school motivate their child to learn* (S2007)	96%	98%	96%
teachers at this school treat students fairly* (S2008)	91%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	96%
this school works with them to support their child's learning* (S2010)	95%	96%	84%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	86%	86%	75%
student behaviour is well managed at this school* (S2012)	85%	90%	73%
this school looks for ways to improve* (S2013)	98%	98%	88%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	94%	93%
they like being at their school* (S2036)	82%	94%	87%
they feel safe at their school* (S2037)	88%	84%	85%
their teachers motivate them to learn* (S2038)	95%	93%	97%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	90%
teachers treat students fairly at their school* (S2041)	85%	83%	85%
they can talk to their teachers about their concerns* (S2042)	88%	86%	88%
their school takes students' opinions seriously* (S2043)	83%	87%	84%
student behaviour is well managed at their school* (S2044)	65%	72%	71%
their school looks for ways to improve* (S2045)	95%	90%	92%
their school is well maintained* (S2046)	85%	89%	87%
their school gives them opportunities to do interesting things* (S2047)	88%	85%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	93%	72%
they feel that their school is a safe place in which to work (S2070)	96%	95%	64%
they receive useful feedback about their work at their school (S2071)	96%	89%	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	91%	89%	76%
student behaviour is well managed at their school (S2074)	88%	82%	64%
staff are well supported at their school (S2075)	80%	69%	52%
their school takes staff opinions seriously (S2076)	84%	75%	46%
their school looks for ways to improve (S2077)	96%	92%	72%
their school is well maintained (S2078)	96%	90%	88%
their school gives them opportunities to do interesting things (S2079)	96%	79%	68%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
[#] '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 2017 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	2015	2016	2017
Short Suspensions – 1 to 10 days	38	64	48
Long Suspensions – 11 to 20 days	1	1	8
Exclusions	5	2	2
Cancellations of Enrolment	0	0	0

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 2017 we finalised planting in the school's remnant bushland, the Carramar and have expanded this program to other key areas in the school. This saw over 2000 trees and shrubs planted along with a significant weed eradication program being undertaken.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	118,256	3,364
2015-2016	116,447	2,137
2016-2017	114,415	1,409

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

Sector:

☒ Government

☒ Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	33	0
Full-time Equivalents	28	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	28
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 2017 were \$19,391.52.

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 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	91%

*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 2017 for all Queensland Primary schools was 93%.

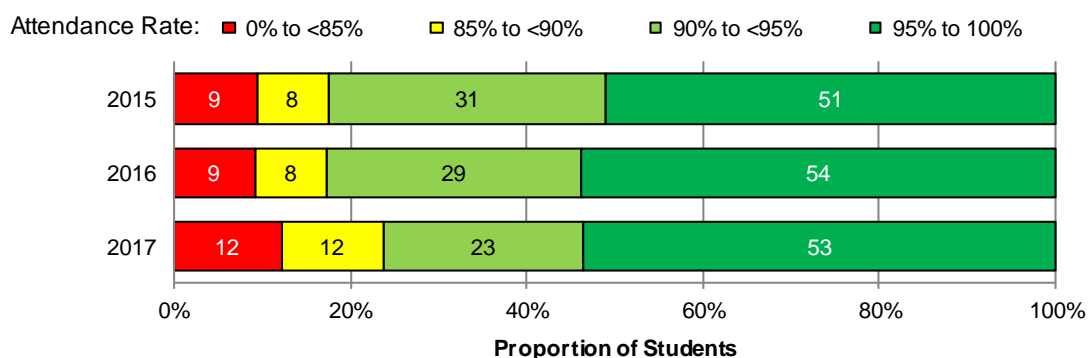
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	94%	90%	95%	92%	95%						
2016	93%	94%	95%	94%	93%	93%	91%						
2017	94%	93%	94%	94%	94%	92%	91%						

*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:



Description of how non-attendance is managed by the school

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

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.

Find a school

Sector:

☒ Government

☒ Non-government

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.