Coolnwynpin State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Coolnwynpin State School has proudly served the Capalaba area since 1984. 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 6 curriculum is based on the Australian Curriculum, with a focus key learnings in the areas of English, Maths, Science, Technology and HASS. The curriculum is supplemented by a range of Early Intervention and extension programs, technology, an integrated Arts program and a rangew of extra curricular activities. Students from years 4-6 are also able to participate in the schools instrumental music program.

 Technology:
- All classrooms have interactive whiteboards and access to iPads and desktop computers.
- There are two computer labs.

The Arts Program:
- senior concert band
- junior choir and senior choir.
- Hip hop dance.

Extra Curricula:
- Sports – cluster gala days including soccer, netball and basketball.
- Debating – lessons and competion.
- Gardening club
- Eco club
- Craft club
- C Gen (Creative Generations).

A fully inclusive model supports Students with Disabilitiies (SWD). Overseen by the Head of Special Education, student's needs are met by a team of s[pecial education teachers and teacher aides in collaboration with classroom teachers. External support is provided by part-time visiting Physiotherapist, Occcupational Therapist and Speech Language Pathologist. Advisory visiting teachers for Physical Impairment and Hearing Impairment work with staff for programming and access.

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.

School progress towards its goals in 2018

Coolnwynpin State School successfully worked towards strategic goals that were identified in the 2018 Annual Operational Plan. The key focus was in building collegial relationships and a sharp and narrow focus on the teaching of reading. The results were as follows:

The school addressed and implemented a number of school-wide strategies to improve student support and build collegial practices:

- Implementation of targeted intervention programs – OLEY (prep), Mini-lit (Yr. 1-2), Multi-lit (Yr. 3and 4), Before School Reading (B4S reading).
- Implementation of Sheena Cameron strategies for the teaching of comprehension across P-6.
- Review of the school-wide PBL and implementation of a framework for teaching positive behaviours.
- Establishment of PLTs (Professional learning Teams) across the school and imbedded collaborative practices using the HPT (High Performing Teams) Framework.
- Reviewed Pedagogical framework and imbedded the Gradual Release of Responsibility (GRR) model to explicit instruction.
- Implemented coaching framework that supports best practice models of the teaching of reading and comprehension using the Watching Others Work (WOW) framework.
- Implemented, in consultation with staff and the SER Literacy advisors, a Coolnwynpin SS Reading Framework, Pedagogical Framework and EIA focused on Reading.

- Achieved all 2018 AIP targets.

Future outlook

In 2018, the school developed a sharp and narrow focus on improving student outcomes in Reading. The 2018 Priority School Review acknowledged our achievement in establishing classroom routines and practices for the teaching of reading and the intervention strategies we had implemented, as key to improving outcomes in Reading for students.

Consequently, Coolnwynpin is maintaining the focus on Reading to ensure these practices are imbedded. The targets for 2019 are:

- 100% NMS in Year 5

- Maintain 100% NMS in Year 3

- 38% U2B Reading Year 3 and Year 5

- Relative Gain 2017-2019 Above SQSS

Whole School strategies for 2019 will include:

➢ Building teacher capacity will focus on the use of technology in classrooms including the use of interactive whiteboards and iPads. All classes will have an interactive whiteboard and access to a bank of 10 iPads per double classroom and professional development on the use of technology in the classroom.

➢ Teacher's ability to read and interpret data to better inform their practice will be a focus of PLT and staff meetings.

➢ A whole-school data wall will be developed and form the focus of staff meetings and data discussions.

➢ PLTs will be expanded to include teacher aides and support staff.

➢ A coaching/mentoring framework will be established that focusses on best practice models for teaching and learning and feature the WOW strategy as a key strategy for professional learning and sharing.

➢ 'Bump it up' Walls will be established as a strategy across the school to build U2B (Upper 2 Band) opportunities for students.

➢ Termly PDP conversations will focus on professional needs and student's data.

Initiatives to be investigated for implantation in 2020 will include:

➢ Nature play – providing environment based learning and play areas to utilise the large open space and the natural environment of the school grounds.

➢ Lunchtime clubs with links to the curriculum eg Stephanie Alexander Kitchen Garden, Robotics and 'Scooter/bike' etc.

➢ Best practice models of Feedback to students and parents.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	356	397	427
Girls	187	206	209
Boys	169	191	218
Indigenous	27	29	31
Enrolment continuity (Feb. – Nov.)	94%	92%	96%

Notes:

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

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

Characteristics of the student body

Overview

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 2018, 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 2018 this student group accounted for 11.6% 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	21
Year 4 – Year 6	22	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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, Instrumental Music, Arts Program, early intervention programs and intensive learning programs.
The school delivers a differentiated curriculum supporting each individual learner.

Co-curricular activities

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 2018 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 2018. 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, three day Year 4 Camp at Numinbah Valley Environmental Education Centre and a 3 day Leadership Camp at CYC Burleigh Head for Years 5 and 6.
- **Student Leadership**

In 2018, students from years 5 to 6 were involved in our Students Leadership Program. School Captains visited the local early childhood centres to read to the young children and attended GRIPPS Leadership Conference. Other students worked together in their roles as: House Captains, Playground Leaders and Student Council Representatives. Student Leaders, in 2018, 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 labs, which can accommodate a whole class of students. Each student in this class is able to access their own computer. Interactive LED Panels have been installed in every classroom. Every teacher has a laptop and an iPad. In 2018, a bank of iPads was placed in each double teaching space to be shared across 2 classes. Another bank of iPads can be accessed specialist teachers and SWD/SEP students and to support other students as needed.

Social climate

Overview

Coolnwynpin State School boasts a safe and supportive school environment. In 2018, 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 2018 approximately 97% of students participated in our end or term PBL Rewards Days

In 2018, parent's opinion of the school improved from 2017 in all but two questions relating to giving feedback to parents. Investigating how to improve this will be a feature of our 2019 plan. Student opinion improved in all areas.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	85%	92%
• this is a good school (S2035)	96%	81%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	96%	81%	94%
• their child feels safe at this school* (S2002)	98%	81%	94%
• their child's learning needs are being met at this school* (S2003)	92%	77%	85%
• their child is making good progress at this school* (S2004)	88%	81%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	96%	87%
• teachers at this school motivate their child to learn* (S2007)	98%	96%	96%
• teachers at this school treat students fairly* (S2008)	96%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	100%
• this school works with them to support their child's learning* (S2010)	96%	84%	87%
• this school takes parents' opinions seriously* (S2011)	86%	75%	78%
• student behaviour is well managed at this school* (S2012)	90%	73%	79%
• this school looks for ways to improve* (S2013)	98%	88%	89%
• this school is well maintained* (S2014)	100%	96%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	93%	97%
• they like being at their school* (S2036)	94%	87%	97%
• they feel safe at their school* (S2037)	84%	85%	94%
• their teachers motivate them to learn* (S2038)	93%	97%	100%
• their teachers expect them to do their best* (S2039)	99%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	97%
• teachers treat students fairly at their school* (S2041)	83%	85%	95%
• they can talk to their teachers about their concerns* (S2042)	86%	88%	92%
• their school takes students' opinions seriously* (S2043)	87%	84%	96%
• student behaviour is well managed at their school* (S2044)	72%	71%	91%
• their school looks for ways to improve* (S2045)	90%	92%	99%
• their school is well maintained* (S2046)	89%	87%	100%
• their school gives them opportunities to do interesting things* (S2047)	85%	83%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	72%	97%
• they feel that their school is a safe place in which to work (S2070)	95%	64%	91%
• they receive useful feedback about their work at their school (S2071)	89%	60%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	81%	100%
• students are encouraged to do their best at their school (S2072)	100%	92%	97%
• students are treated fairly at their school (S2073)	89%	76%	97%
• student behaviour is well managed at their school (S2074)	82%	64%	79%
• staff are well supported at their school (S2075)	69%	52%	82%
• their school takes staff opinions seriously (S2076)	75%	46%	91%
• their school looks for ways to improve (S2077)	92%	72%	100%
• their school is well maintained (S2078)	90%	88%	97%
• their school gives them opportunities to do interesting things (S2079)	79%	68%	88%

* 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 2018 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 including air conditioners for the remaining 8 classrooms and the library. Voluntary work is also highly evident within the school with parents being a regular feature within classrooms.

Respectful relationships education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	64	48	52
Long suspensions – 11 to 20 days	1	8	1
Exclusions	2	2	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Our school seeks to reduce its environmental footprint by acting environmentally friendly and engaging in environmental enhancement activities. In 2018 we maintained the school's remnant bushland, the Carramar and have expanded this program to other key areas in the school. This saw the introduction of an

Environmental Club and a Garden club. A plastic recycling initiative was undertaken by placing receptacles in lunch areas for students to place recyclables and the 'Nude Food' program was introduced to reduce waste from packaging and food wrap.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	116,447	114,415	128,835
Water (kL)	2,137	1,409	1,346

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	32	26	5
Full-time equivalents	30	19	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	
Bachelor degree	29
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $32,095

The major professional development initiatives are as follows:

- High Performance Schools – 12 month support and provision of professional development to implement Professional Learning Teams as a framework for collaboration and building collegial [practices within the school.
- Behaviour Management.
- Teaching of Reading and Comprehension.
- U2B strategies and higher order thinking.
- Curriculum planning.
- Developing a Reading Framework.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	88%	91%	92%

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

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

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

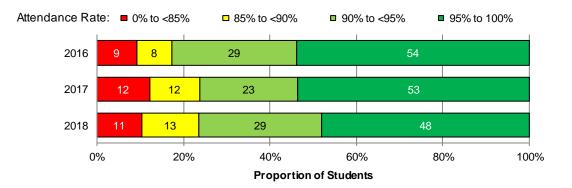| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	94%	93%	Year 7			
Year 1	94%	93%	93%	Year 8			
Year 2	95%	94%	92%	Year 9			
Year 3	94%	94%	94%	Year 10			
Year 4	93%	94%	94%	Year 11			
Year 5	93%	92%	92%	Year 12			
Year 6	91%	91%	91%				

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	8	29	54
2017	12	12	23	53
2018	11	13	29	48

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

The Deputy Principal oversees the management of student Absences. Teachers take responsibility for an initial intervention with parents/carers. If this is not successful or there are issues raised, the teacher will refer the matter to the DP. Teachers acknowledge daily attendance with in the classroom and attendance is considered in the PBL rewards day calculations.

 A weekly report is collated and discussed amongst the leadership team to decide appropriate support and or follow up for the students involved.

NAPLAN

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

https://www.myschool.edu.au/school/47340/naplan

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement			
Number of students awarded a QCIA			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP			
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)			
Number of students awarded a VET Certificate II or above			
Number of students who were completing/continuing a SAT			
Number of students awarded an IBD			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification			
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5			
6-10			
11-15			
16-20			
21-25			

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			
Certificate II			
Certificate III or above			

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.