



Cooroy State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Located in the beautiful Noosa hinterland, Cooroy State School has been a proud provider of quality primary education for over 110 years. With an enrolment of 484 students from the Preparatory Year to Year 6, Cooroy State School is able to provide a high quality curriculum which caters for the needs of all learners and continues to produce improved academic results for students. Classroom programs maintain a strong focus on literacy and numeracy alongside specialist programs in Gifted and Talented, French Language Program, extension mathematics, whole school intervention and multi-strand Arts. State of the art facilities including a purpose built science laboratory, computer labs, Individual Infinity Laptops Years 3 - 6, Individual XO Laptops Prep - Year 2, attractive and well maintained grounds and oval and a multi-purpose hall, support the delivery of quality curriculum by our dedicated and friendly staff. The School's Parents and Citizens Association work in partnership with the school through the provision of learning resources, an excellent Outside School Hours Care Program, Tuckshop (five day per week, and support for the involvement of many volunteers and parents in schooling. The great majority of classrooms are airconditioned.

School progress towards its goals in 2018

SUCCESSFUL LEARNERS:

Literacy:

- THRASS – Spelling, Reading, Writing;
- 7 Steps to Writing;
- Investing in Schools – Daily Rapid Reading; Targeted Teaching; Reading Comprehension; Writing;
- Intervention – Reading Comprehension.

Numeracy:

- PEAC Led Success Schools – Explicit Instruction, Continue Warm Ups;
- Intervention – Number.

GREAT PEOPLE:

Pedagogical Practice:

- Professional Development Framework;
- Monitor Staff Wellbeing;
- Mentoring, Coaching and Sharing – Profiling;
- Explicit Instruction – I Do, We Do, You Do.

HIGH STANDARDS:

- PBL – Maintenance of Program, Introduction to Tier 2;
- Continue data collection and analysis procedures to inform teaching and learning practices.

ENGAGED PARTNERS:

- Parent and Community – Parent Participation, Community Engagement;
- Transition – Pre Prep to Prep; Prep to Primary; Primary to Secondary

Future outlook

In 2019 the key priorities for school improvement are:

REGIONAL SUPPORT:

Reading

- Best practice reading pedagogy;
- PEAC led Noosa Hinterland Literacy Cluster Pre Moderation

Numeracy

- PEAC led Noosa Hinterland Numeracy Cluster

PRINCIPAL LEADERSHIP & PERFORMANCE:

- Professional Development Plans (PDP's) for all staff
- Effective Coaching and observation opportunities
- Potential future leaders capability building
- Respond to areas identified for development from School Opinion Survey

TEACHING QUALITY:

Australian Curriculum Priorities

- 2019 – familiarise staff with HPE Curriculum;
- 2019 – implement Civics and Citizenship (Yr3) and Economics and Business (Yr5) using Curriculum to Classroom (C2C).

Literacy Priorities

- Oral Language – THRASS;
- READ Program;
- Writing;
- NAPLAN OnLine.

Numeracy Priorities

- PEAC led Open Ended Questioning.

Pedagogical Framework

- Embed overarching Pedagogical Framework based on Explicit Instruction.

Moderation

- Provide opportunities for inter and intra- School moderation processes.

SUCCESSFUL LEARNERS:

Literacy

- THRASS – Spelling, Reading, Writing;
- 7 Steps to Writing;
- Intervention
- Investing in Schools – Oral Language Program; Targeted Teaching; Reading Comprehension.

Numeracy

- Intervention;
- Investing 4 Schools

Attendance

- Continue employment of Attendance tracker using personal approach;
- Q Parents;
- Communicate and Promote student attendance at Parades and through Newsletter – Every Day Counts.

Upper 2 Bands Priority

- Junior Summit partnership with Noosa District High School;
- Differentiation strategies across all year levels.

SCHOOL PERFORMANCE:

- Explicit Improvement Agenda – Reading, Numeracy, Upper 2 Bands and Attendance;
- PDP's all staff;
- Positive Behaviour for Learning (PBL) Maintenance of Program and Introduction to Tier 2;
- Continue data collection and analysis procedures to inform teaching and learning practices and respond to areas of concern from School Opinion Survey.

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	545	515	492
Girls	242	226	229
Boys	303	289	263
Indigenous	41	31	34
Enrolment continuity (Feb. – Nov.)	93%	95%	97%

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

Cooroy State School attracts students across a wide geographic area due to the positive reputation the school holds in the community. The largest percentage of students come from the Cooroy township itself. It also attracts students from neighbouring centres of Pomona and the greater Cooroy District. However in late 2016 Cooroy State School came under an Enrolment Managed Plan and is now restricted to a catchment. Some 8% of students come from non-English speaking backgrounds, 6% of students identify as indigenous and 7% identify with a disability.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	23
Year 4 – Year 6	26	25	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

- Whole School intervention program;
- Academic Talent Program including programs such as Junior Summit, Kids Teaching Kids, Grip Leadership and Voices on the Coast;
- Robotics and Bee Bots;
- French Immersion Program;
- Visual Arts and Dance;
- Individual Support and Learning Programs;
- Pre-Prep Transition Program
- Instrumental Music – Strings, Multi Strand and Sage Music Academy Program;
- Athletics and Reading Eggs programs available at school and at home.

Co-curricular activities

- Active After School Sports Program
- Lunchtime activities for Prep – 6 including sport, ICT and Staff run Clubs
- Junior and Senior Choir
- French Program
- Instrumental Music
- Art Exhibition

How information and communication technologies are used to assist learning

At Cooroy State School we recognise the importance of ICT's (Information Communication Technologies) within the school curriculum both in the provision of a stimulating learning environment and the development of visual literacies. To this end, ICT's are embedded in all curriculum areas at all year levels with explicit ICT skills lessons as part of the whole school program.

Every student has access to computers within the classroom and also to our two computer laboratories. The full lab comprises 30 workstations and is used for delivery of ICT lessons and also accessible at lunchtimes for students. The school Resource Centre holds an additional full lab of 30 computers and is used in conjunction with research and library study lessons. In addition, a class set of 25 laptops is available for class use and were purchased specifically to enhance the robotics program. XO laptops are provided to all Prep, Year 1 and Year 2 students to assist with the technology integrated learning. Infinity Laptops were introduced to a Year four class in preparation for NAPLAN OnLine in 2017.

The local Bendigo Bank partner with Cooroy State School to provide \$3000 per year to enhance the technology and robotics program. The program enjoys a positive reputation across the wider educational community. Smartboards are installed in every classroom as part of the school's priority to integrate information and communication technologies within the learning program of every student. Additional mobile Smartboards are available in the Library and Meeting Room in the Administration Building to further enhance learning engagement for students and Professional Development of Staff.

Social climate

Overview

The positive social climate at Cooroy is shaped by our school wide focus on students.

Our school's philosophy and approach to learning is reflected in the daily life of the school through;

- Provision of a caring and challenging learning environment;
- Focus on students becoming self-managing and assuming personal accountability;
- Development of supportive relationships between students, staff and community;
- Focussed leadership and high expectations;
- Positive Behaviour for Learning (PBL) strategies.

A caring and supportive school climate remains a feature of the school. There is an 'open door' policy, which encourages parents to discuss issues and concerns with class teachers and the school's administration team.

A chaplaincy program continued. Programs run by the chaplain include:

- Chilling with Chappy;
- Individual support sessions for students;
- Community support;
- Breakfast Club;
- Shoe Boxes for Timor.

The school provides an extensive range of other supportive programs for students including,

- Catch a "C" rewards on parade;
- Cooperative Religious Instruction programs with the local Ministers' fraternal;
- Human Relationships Education program provided by trained school staff;
- PBL Positive behaviour celebration days;
- Buddy classes and peer tutoring for students across the classes and year levels;
- Case management, cross agency approach to assist students at risk of disciplinary absences;
- Student Management Plan that focuses on Self-Management.

Through the 2018 annual school opinion survey, 92% of parents report that their child feels safe at this school.

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)	94%	90%	92%
• this is a good school (S2035)	97%	88%	89%
• their child likes being at this school* (S2001)	95%	88%	95%
• their child feels safe at this school* (S2002)	97%	90%	92%
• their child's learning needs are being met at this school* (S2003)	92%	88%	89%
• their child is making good progress at this school* (S2004)	92%	85%	87%
• teachers at this school expect their child to do his or her best* (S2005)	97%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	83%	82%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	95%
• teachers at this school treat students fairly* (S2008)	95%	80%	89%
• they can talk to their child's teachers about their concerns* (S2009)	98%	95%	95%
• this school works with them to support their child's learning* (S2010)	94%	83%	92%
• this school takes parents' opinions seriously* (S2011)	90%	70%	77%
• student behaviour is well managed at this school* (S2012)	89%	68%	68%
• this school looks for ways to improve* (S2013)	95%	86%	82%
• this school is well maintained* (S2014)	98%	100%	100%

* 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)	96%	95%	96%
• they like being at their school* (S2036)	96%	97%	95%
• they feel safe at their school* (S2037)	90%	89%	89%
• their teachers motivate them to learn* (S2038)	97%	91%	93%
• their teachers expect them to do their best* (S2039)	99%	99%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	88%
• teachers treat students fairly at their school* (S2041)	82%	84%	80%
• they can talk to their teachers about their concerns* (S2042)	85%	81%	86%
• their school takes students' opinions seriously* (S2043)	86%	87%	77%
• student behaviour is well managed at their school* (S2044)	80%	73%	73%
• their school looks for ways to improve* (S2045)	95%	96%	92%
• their school is well maintained* (S2046)	93%	92%	96%
• their school gives them opportunities to do interesting things* (S2047)	91%	88%	90%

Percentage of students who agree [#] that:	2016	2017	2018
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* 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
• they enjoy working at their school (S2069)	84%	79%	88%
• they feel that their school is a safe place in which to work (S2070)	94%	92%	88%
• they receive useful feedback about their work at their school (S2071)	72%	60%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	88%	89%
• students are encouraged to do their best at their school (S2072)	96%	98%	100%
• students are treated fairly at their school (S2073)	90%	90%	92%
• student behaviour is well managed at their school (S2074)	78%	69%	77%
• staff are well supported at their school (S2075)	58%	58%	71%
• their school takes staff opinions seriously (S2076)	58%	62%	73%
• their school looks for ways to improve (S2077)	82%	73%	84%
• their school is well maintained (S2078)	98%	94%	96%
• their school gives them opportunities to do interesting things (S2079)	84%	65%	82%

* 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

There has been a strong focus on engaging parents in the life of the school and their child's learning program. Recent survey results, as well as attendance at school events have indicated significant increases in levels of parental involvement and satisfaction with the school. The following strategies reflect our commitment to involving parents in their child's education:

- Over 120 parent volunteers were recognized for providing assistance in 2018;
- Parent information and Meet the Teacher nights are hosted in Term 1 and Term 2;
- Yearly learning overviews are provided to parents at the beginning of each year;
- Monthly school newsletters;
- Parent attendance at weekly school assemblies is notable very high;
- Parent opinion is regularly sought through a range of consultation strategies;
- Parent workshops have been provided in literacy, numeracy and ICT's;
- Parents are provided with meaningful roles on sports days and at special events;
- Facebook is used to update parents on school events;
- A parent noticeboard within the school is used consistently and copies of newsletters and notices are posted regularly.
- Parents are special guests at class culminating activities and events.
- Regular communication regime has been established between parents and class teachers

Respectful relationships education programs

The school has developed and implemented a Positive Behaviour for Learning program (PBL) that focuses on appropriate, respectful and healthy relationships. Underpinning all behaviour expectations is the understanding that a student cannot be expected to know and display a certain behaviour if it has not been taught to them, just in the same

way they cannot be expected to know and display an academic achievement if the child has not been directly taught. It is because of this, that PBL behaviour lessons are explicitly taught to students on a weekly basis. Each Monday afternoon all classes are expected to teach the weekly focus. Teaching ideas are developed for both lower school and upper school, and distributed to classes on a term by term basis. It is the responsibility of the class teacher to work with their students on a class reward system and class rules. Teachers are then responsible for explicitly implementing the weekly behaviour focus in line with the timetable. "Catch-a-C" rewards are given out daily and 10 students are further rewarded on parade each week. The Positive Possum tiered reward system has been designed to acknowledge students who display appropriate behaviours within the school context. Theory state that students who are positively acknowledged for appropriate behaviour are more likely to repeat that positive behaviour in the future. The tiered design of the Positive Possum system aims to acknowledge the positive behaviour of all students at all levels, regardless of academic, social or behaviour support. The program acknowledges, on a daily basis, those students achieving all expectations as outlined within the PBL Expectation Matrix. At the end of each day, eligible students receive a stamp on their Possum Chart. At the end of each Semester an EPIC celebration is held for all students displaying the 4 "C's" and achieving an EPIC level.

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	3	8	9
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
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

Regular communication reminds our school community of the importance of reducing our environmental footprint. The installation of tanks has reduced water usage over time. To reduce paper usage, the school newsletter became fully electronic in late 2013. Report cards are now produced on one A3 page as compared to up to 6 x A4 pages in the past.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	135,723	147,536	141,729
Water (kL)	784	13,829	1,466

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

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	39	28	0
Full-time equivalents	33	19	0

*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	
Masters	3
Graduate Diploma etc.*	3
Bachelor degree	31
Diploma	2
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 \$21370.

The major professional development initiatives are as follows:

- Noosa Hinterland Cluster Numeracy Project
- THRASS
- Mandatory Training
- Non-Violent Crisis Intervention Training
- Special Needs Training
- Reading Excellence for Academic Development Program
- 7 Steps to Writing

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	93%	89%

* 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
Prep	91%	92%	93%
Year 1	92%	92%	92%
Year 2	94%	92%	92%
Year 3	94%	93%	92%
Year 4	94%	94%	93%
Year 5	94%	94%	93%
Year 6	93%	93%	92%

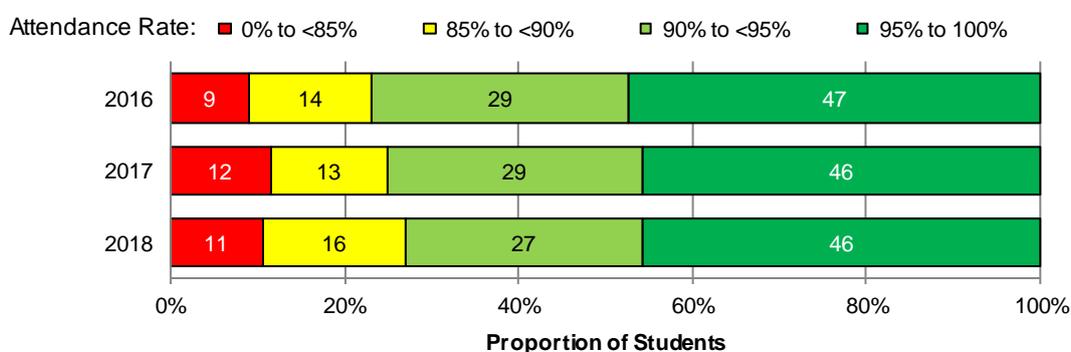
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

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.

If a child is not present at first roll marking for the day, parents are contacted to find out the reason for the child's non-attendance at school on any particular day. For extended periods of unexplained absence beyond 3 days, the absence details are provided to Administration for further investigation and action following procedures outlined in SMSPR-036. Students and parents are reminded regularly that compulsory school attendance is important for successful learning. Unexplained absences are continually monitored by attendance Officer and phone calls and letters sent home to parents to gather information on these absences and records updated as appropriate.

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.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.