



Cooroy 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



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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 100 years. With an enrolment of 513 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 French Language Program, whole school intervention and multi-strand Arts. State of the art facilities including a purpose built science laboratory, computer labs, Individual Infinity Laptops Year 5 & 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, airconditioning for classrooms, Infinity and XO Laptops, an excellent Outside School Hours Care Program, five day per week tuckshop, and support for the involvement of many volunteers and parents in schooling.

## Principal's Foreword

### Introduction

Cooroy State School works in partnership with a committed Parents and Citizens Association and local community. We are extremely proud of our student body who continually show improvement in all areas of their learning. The essence of student learning success at Cooroy is our focus on every child's learning needs. Our school prides itself on the delivery of a quality Literacy and Numeracy program. The school and the P&C work together to build confidence in everything we do at Cooroy. The Annual school survey show that parents are very happy with Cooroy State School with 90% of parents satisfied that their child is getting a good education, that their child is safe and likes being at Cooroy State School.

### School Progress towards its goals in 2017

#### **REGIONAL SUPPORT:**

##### Reading

- Best practice reading pedagogy – READ;

##### 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

- 2017 – familiarize staff with HPE, Technologies, Languages and the Arts using C2C;
- 2017 – 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 – Reading for Excellence in Academic Development (READ); Targeted Teaching; Reading Comprehension.

##### Numeracy

- Intervention;
- Investing 4 Schools – Noosa Hinterland Cluster Maths Program – Open Ended Questioning.

##### 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
- 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 SOS.

#### Local Decision Making:

- Parent and Community – parent participation, community engagement
- Transition – Early Childhood to Prep and Primary to High School.

### **Future Outlook**

In 2018 the key priorities as identified in the school Review for school improvement are:

#### Regional Support and Engaged Learners:

##### Maintain Alignment

- Provide time for collaborative in-depth analysis of student achievement data to monitor the impact of school programs, PD and targeted teaching practices.
- Collaboratively develop and implement rigorous school-wide unit planning processes to ensure consistency of content, assessment and moderation procedures.

##### Tailored Support

- Further develop a shared agreement of the roles and responsibilities of members of the leadership team with regard to the schools identified priorities.

##### Scale-up Success

- Collaboratively develop a whole-school staff and student wellbeing framework that includes current school and community partnerships.

#### Principal Leadership and Performance:

##### Lead Teaching and Learning

- Further develop a shared agreement of the roles and responsibilities of members of the leadership team with regard to the schools identified priorities.
- Collaboratively review the school's improvement agenda to build a shared understanding and commitment from all stakeholders.

##### Develop Self and Others

- Collaboratively review and develop a pedagogical framework that is based in evidence and research that designates signature practices and expectations of the school.
- Collaboratively develop a coaching, mentoring and feedback framework for teaching staff members and teacher aides to develop consistent pedagogical practice in the priority areas.

##### Lead Improvement Innovation and Change

- Develop and implement a systematic approach to monitor and evaluate the use of targeted resources.

#### Teaching Quality:

##### Systematic Curriculum Delivery

- Collaboratively develop and implement rigorous school-wide unit planning processes to ensure consistency of content, assessment and moderation procedures.

##### Effective Pedagogical Practices

- Review the school induction process to ensure new and returning staff are familiar with, and supported to enact school expectations, programs and initiatives.
- Develop a school-wide PDP that includes opportunities for classroom-based learning including modelling, mentoring and coaching opportunities.

##### Expert Teaching Team

- Develop processes to allow teachers to confer with colleagues and members of the leadership team to meet, share and respond to student learning data.

#### Successful Learners:

##### Knowing Our Students

- Provide time for collaborative in-depth analysis of student achievement data to monitor the impact of school programs, PD and targeted teaching practices.

##### Meeting Our Students Needs

- Quality assure the scope and sequence of yearly overviews and units of work and their alignment with the Australian Curriculum and consistent enactment across and between year levels.
- Provide professional learning opportunities for staff members to further develop differentiated teaching and learning practices for the full range of students.

#### High Standards and School Performance

##### Knowing Our Data

- Review the data collection schedule's alignment to and clarity regarding the school's explicit improvement priorities to allow for collaborative and routine monitoring by teachers, school leaders, and where appropriate students, using the agreed measures contained in the schedule.

##### Knowing Our Strategies

- Develop explicit school-wide targets that describe improvements for student learning outcomes and timelines for implementation.
- Develop a process to systematically evaluate the effectiveness of chosen programs and their impact on student learning outcomes.

### **Local Decision Making & Engaged Partners:**

#### **Fostering Accountability**

- Develop clear and consistent processes for making and communicating school-wide decisions.

#### **Fostering Collaboration**

- Collaboratively develop a whole-school staff and student wellbeing framework that includes current school and community partnerships.
- Formalise and promote current practices to further engage parents in their children's learning.

## 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	510	238	272	35	95%
2016	545	242	303	41	93%
2017	515	226	289	31	95%

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

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 6% of students identify as indigenous and 6% identify with a disability.

### 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	25	22
Year 4 – Year 6	24	26	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Whole School intervention program;
- Academic Talent Program including programs such as Junior Summit, Kids Teaching Kids and Voices on the Coast;
- Robotics and Bee Bots;
- French Immersion Program;
- Visual Arts and Dance;
- Individual Support and Learning Programs;
- Instrumental Music – Strings and Multi Strand;
- 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 and ICT
- Junior and Senior Choir
- Instrumental Music
- Art Exhibition
- Sage Music Academy

### 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. XO laptops are provided to all Prep, Year 1 and Year 2 students to assist with the technology integrated learning. Infinity Laptops were supplied from the P&C for all Year 5 and Year 6 students in 2017.

The local Bendigo Bank partner with Cooroy State School to provide \$3000 per year to enhance technology. 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;
- 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;

- 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.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	94%	90%
this is a good school (S2035)	100%	97%	88%
their child likes being at this school* (S2001)	100%	95%	88%
their child feels safe at this school* (S2002)	100%	97%	90%
their child's learning needs are being met at this school* (S2003)	94%	92%	88%
their child is making good progress at this school* (S2004)	94%	92%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	83%
teachers at this school motivate their child to learn* (S2007)	94%	94%	88%
teachers at this school treat students fairly* (S2008)	94%	95%	80%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	95%
this school works with them to support their child's learning* (S2010)	94%	94%	83%
this school takes parents' opinions seriously* (S2011)	94%	90%	70%
student behaviour is well managed at this school* (S2012)	91%	89%	68%
this school looks for ways to improve* (S2013)	100%	95%	86%
this school is well maintained* (S2014)	100%	98%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	96%	95%
they like being at their school* (S2036)	93%	96%	97%
they feel safe at their school* (S2037)	93%	90%	89%
their teachers motivate them to learn* (S2038)	95%	97%	91%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	95%	93%
teachers treat students fairly at their school* (S2041)	90%	82%	84%
they can talk to their teachers about their concerns* (S2042)	87%	85%	81%
their school takes students' opinions seriously* (S2043)	91%	86%	87%
student behaviour is well managed at their school* (S2044)	88%	80%	73%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school looks for ways to improve* (S2045)	96%	95%	96%
their school is well maintained* (S2046)	94%	93%	92%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	84%	79%
they feel that their school is a safe place in which to work (S2070)	96%	94%	92%
they receive useful feedback about their work at their school (S2071)	85%	72%	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	91%	88%
students are encouraged to do their best at their school (S2072)	100%	96%	98%
students are treated fairly at their school (S2073)	100%	90%	90%
student behaviour is well managed at their school (S2074)	89%	78%	69%
staff are well supported at their school (S2075)	77%	58%	58%
their school takes staff opinions seriously (S2076)	70%	58%	62%
their school looks for ways to improve (S2077)	91%	82%	73%
their school is well maintained (S2078)	94%	98%	94%
their school gives them opportunities to do interesting things (S2079)	83%	84%	65%

\* 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 2017;
- Parent information and Meet the Teacher nights are hosted in Term 1;
- Yearly learning overviews are provided to parents at the beginning of each year;
- Monthly school newsletters;
- Parent attendance at weekly school assemblies is notably high;
- Parent opinion is regularly sought through a range of consultation strategies;
- Parent workshops have been provided in literacy and numeracy;
- 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 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

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	1	3	8
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	131,259	4,336
2015-2016	135,723	784
2016-2017	147,536	13,829

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.

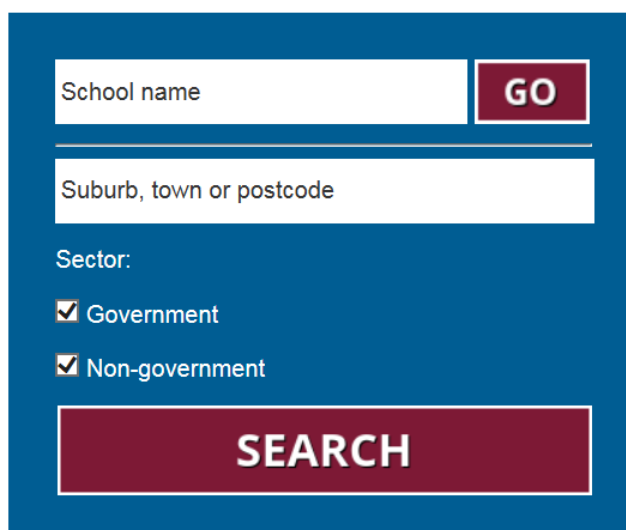
## School Funding

### 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	27	0
Full-time Equivalents	34	17	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	31
Diploma	1
Certificate	

\*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 \$29,390.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Noosa Hinterland Cluster Numeracy Project
- THRASS
- Mandatory Training
- Non-Violent Crisis Intervention (NVCI) Training
- Special Needs Training
- Managing Actual or Potential Aggression (MAPA) training
- Daily Rapid Reading
- Seven Steps to Writing
- Positive Behaviour for Learning (PBL) Training

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%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	93%

\*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%.

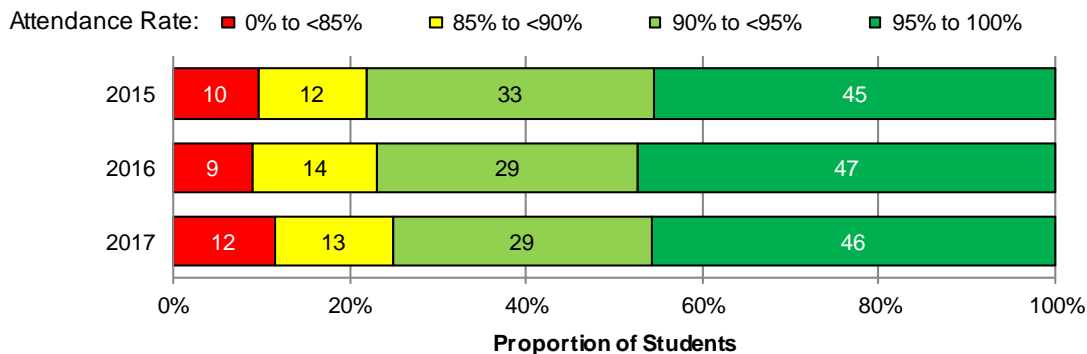
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	94%	93%	94%	94%	93%						
2016	91%	92%	94%	94%	94%	94%	93%						
2017	92%	92%	92%	93%	94%	94%	93%						

\*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.

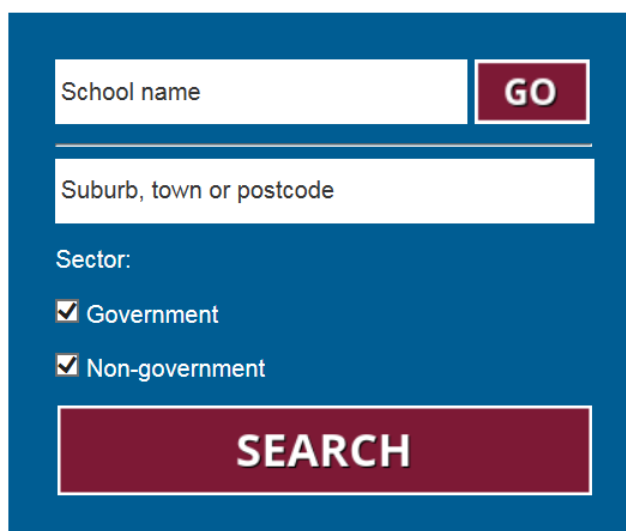
If a child is not present at first roll marking for the day, parents are contacted to find out the reason for the child's non-attendance at school on any particular day. For extended periods of unexplained absence beyond 3 days, the absence details are provided to Administration for further investigation 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 are available via the My School website at <http://www.myschool.edu.au/>.

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