Principal’s foreword

Introduction

At Cooroy State School we are very proud of our reputation for focussing on academic achievement and the social support programs provided to students. In partnership with the P & C, parents and the local community we strive to provide students with access to high quality education that equips them with the knowledge, skills and attributes necessary for a successful future. Our motto “Strive to Succeed” is the basis of all endeavours on behalf of students.

To achieve our purpose, our staff teams focus on maximising achievement for every student, with the clear goal of lifting standards in literacy and numeracy. Cooroy State School prides itself on meeting learner needs, through a range of specifically designed strategies. Students and teachers are encouraged to set goals and work toward achieving high standards, with an additional focus on the cycle of monitoring, reviewing and resetting these goals. Cooroy State School maintains a strong commitment to the implementation of our Gifted Education Framework.

The school boasts two trained GEMs (Gifted and Talented Mentors). The GEMs and curriculum co-ordinator work closely with all teachers to design quality learning programs for our more able students. High achieving students are also formally identified in order for the school to enhance their opportunities both within and beyond the school setting. The maths extension program for students in Years 4-7, which engages children in additional problem solving and higher order thinking activities to extend their ability, is one example of this provision.

The school and P&C work together with parents to build confidence in everything we do at Cooroy. In the 2011 annual school surveys, 96% of parents were satisfied with their child’s school. The engagement of parents as partners in education is very important at Cooroy and we continually look for ways to offer parents more opportunities to be involved in school life.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Cooroy State School (1165)

School progress towards its goals in 2011

Learning
- Implementation of strategies for greater integration of all early years services
- Higher curriculum benchmarks and student achievement expectations aligned to national curriculum
- Identification and resource allocation to talented students in all areas of the curriculum
- Supported planning in differentiation for all year level teams
- Continuation of science specialist lessons
- Extension mathematics programs for Years 4 – 7

Schools
- Full utilization and community access to new federal funded buildings
- Implementation of Phase One ‘School Wide Positive Behaviour Support’
- Successful chaplaincy program
- Improved communication with local childcare centres

Workforce
- All staff trained in FSIM Number and Differentiation
- Staff team trained in School Wide Positive Behaviour
- All staff completed and reviewed a Personal Development Plan to clarify performance expectations and professional development needs

Future outlook

In 2012 the key priorities for school improvement are:
- Maximise student achievement through high expectations and high standards
- Strengthen partnerships between home, school and community to facilitate effective learning
- Maintain a safe, attractive environment to support learning
- Build and strengthen workforce capacity in relevant priority areas
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>521</td>
<td>269</td>
<td>252</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Cooroy’s positive reputation attracts students from across a wide geographic area. The largest percentage comes from Cooroy township itself, but also from the neighbouring centres of Pomona and Cooroy district. A small percentage come from non English Speaking backgrounds, 2.5% of students identify as indigenous and 7% identify with a disability.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>6</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
- Specialist Science program
- Enrichment program in literacy and mathematics
- Gifted & Talented program
- Robotics (Years 4 – 7) and Bee Bots (Prep – 3) ICT engagement program
- Film / media group
- Visual Arts, Dance and Performing Arts program including Instrumental Music
- Student Leadership program
- French immersion program
- Mathletics

Extra curricula activities
- Active After School Sports program
- Lunchtime activities for Years 1-7 students
- Performing Arts
- Cooroy’s Got Talent
- Choir
- Instrumental Music

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 library holds an additional half lab of 15 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.

The local Bendigo Bank partner with Cooroy State School to provide $3000 per year to enhance the 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 Professional Learning Centre to further enhance learning engagement for students.
Our school at a glance

Social climate

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:

- the provision of a caring and challenging learning environment
- our focus on students becoming self managing and assuming personal accountability
- development of supportive relationships between students, staff and community
- focussed leadership and high expectations.
- rewarding positive behaviours

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. In 2011 a team of 8 staff were trained in School Wide Positive Behaviour Training. Phase One implementation of the program occurred in 2011, including creating a matrix of behaviour expectations, delivering a reward system and recognition of positive student behaviours as well as teaching behavioural expectations on a weekly basis. In 2012, work with staff, parents and students will continue, with the aim of launching the program in 2013. A part time school based behaviour support teacher was appointed from the commencement of 2011.

A chaplaincy program expanded during 2011 with the appointment of a new chaplain and the establishment of an LCC. Programs run by the chaplain include:
- Chilling with Chappy
- Individual support sessions for students
- Community support
- Coordination of the East Timor Shoebox Project

The school provides an extensive range of other supportive programs for students including,
- Student Management Plan that focuses on Self Management.
- Catch a “C” rewards on parade
- Cooperative Religious Education programs with the local Ministers’ fraternal.
- Human Relationships Education program provided by trained school staff.
- Circle Talking program, to enhance self-management, self assertiveness and problem solving skills.
- Mentor Program for students run by United Synergies
- ‘Bust a Bully’ Program and on-going monitoring.
- 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
- Lunch time activities program.
- Lunchtime Activities Room for Kids [LARK Room ]
Parent, student and teacher satisfaction with the school

Parent satisfaction with the school is very high. This has been a continuing trend over the past four years.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good</td>
<td>89%</td>
</tr>
<tr>
<td>education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development</td>
<td>64%</td>
</tr>
<tr>
<td>opportunities that relate to school and systemic initiatives</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>74%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

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 100 parent volunteers were recognized for providing assistance to the school in 2011
- A school based playgroup is funded by the school and doubled in attendance in 2011
- Parent information and Meet the Teacher nights are hosted in Term 1 each year
- Yearly learning overviews are provided to parents at the beginning of each year
- School newsletters distributed each fortnight
- Parent attendance at weekly school assemblies is notable very high
- Parents are represented on all school committees including Grounds, Library, Workplace Health and Safety, School Wide Positive Behaviour
- Parent opinion is regularly sought through a range of consultation strategies
- Parent workshops have been provided in literacy, numeracy and ICTs
- Parents are provided with meaningful roles on sports days and at special 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
- A regular communication regime has been established between parents and class teachers
Reducing the school’s environmental footprint

A solar panel, with available usage metres, has been installed within the SEP complex. Classes are encouraged to use this as a means of awareness and measurement of electricity usage. A $50,000 federal solar grant was confirmed for the installation of roof cooling and heat extraction.

### Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>109,223</td>
<td>801</td>
</tr>
<tr>
<td>2010</td>
<td>111,776</td>
<td>1,426</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-2%</td>
<td>-44%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>45</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>36</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>10</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25,000. The major professional development initiatives are as follows:

- FSIM Number training
- School Wide Positive Behaviour Support Training
- Planning and classroom support for differentiation
- ICT

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland State Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
After two days student absence, the classroom teacher contacts the school office to make calls to home. For extended periods of unexplained absence beyond 5 days, the absence details are provided to the Principal 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Maximizing the achievement of every student is a priority for Cooroy State School. Closing the achievement gap for indigenous students is a focus for our work through a program of data analysis, target setting in literacy and numeracy, and careful design of relevant intervention programs.

Due to the small percentage of indigenous students in the school, statistical data on the achievement of our indigenous students, when compared to non indigenous students, can be misleading.

Currently, our indigenous students are achieving at or above the National Minimum Standard, with some students achieving in the Upper Two Bands of the NAPLAN achievement scale. In terms of our school's reporting information, Indigenous students are generally achieving at a “C” or better standard in the key areas of English, Maths and Science.

An indigenous aide continues to be employed to work with teachers and provide cultural and academic support to all indigenous students to achieve at their best through their Individual Learning Plans.

There continues to be 100% retention of indigenous students at Cooroy, with attendance monitored on a weekly basis.