



Coolangatta State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Stapylton Street Coolangatta 4225
Phone	(07) 5589 0111
Fax	(07) 5589 0100
Email	principal@coolangattass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal, Sharyn Mahony

From the Principal

School overview

Coolangatta State School provides an inclusive, quality education service for its local community centred around the Queensland and New South Wales coastal border. Together with staff, parents, students and community we build a partnership and a collective responsibility that every student maximises his/her capability to develop the knowledge, skills and understandings, both academically, socially and emotionally, to grow and achieve as a learner and meet with success as an individual and as a member of society, now and with confidence to step into the future as lifelong learners and responsible, contributing citizens.

We are committed to providing a caring, positive, happy, safe learning environment with a focus on learning. We are committed to providing an engaging and dynamic curriculum that connects students personally, locally and globally. We are committed to the well being and the achievement of personal bests for each child.

Our vision: Learning and Achieving for All. **Our Motto:** Work to Progress.

Coolangatta State School was established in 1919 on Kirra Hill and was relocated to its present position in 1975. We look forward to the school centenary in 2019. We have a current enrolment of some 187 students from Prep to Year 6 which has been a stable trend since year 7's transitioned to high school.

The school has high expectations for student learning and behaviour with a focus on safety, respect and learning being everyone's individual responsibility. The school is structured in multi – age cohort phases largely centred around Prep-2, Years 3-4 and Years 5-6 to enable flexibility of teaching and learning.

School progress towards its goals in 2018

Major Priorities 2018	Progress towards Goals
<p>Improve Student Outcomes in ENGLISH:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consolidate whole school consistency of practice in the teaching of reading <input type="checkbox"/> Make explicit the link between Reading & Writing <input type="checkbox"/> Develop a whole school approach to teaching of writing 	<p>Year 3 & 5 students showed significant improvement relative to the nation in reading and writing with 56.5% of Year 3 students and 42.9% of Year 5 students being in the Upper 2 bands in reading. Yr 3 students also achieved similar results in writing at 50% in the Upper 2 bands.</p> <p>This work has been achieved through professional learning teams undertaking a cycle of inquiry in reading and writing and with teachers being supported in developing consistent pedagogical practice through explicit teaching, modelling, coaching and feedback.</p> <p>A whole school approach to daily writing and the development of a School Writing Framework has provided consistency in approach.</p>
<p>Improve Student Outcomes in NUMBER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop student problem solving capability <input type="checkbox"/> Teach to meet the diverse needs of the mathematical learner 	<p>Students have maintained standards at National Level.</p> <p>Some progress has been made on explicit teaching and differentiated learning.</p> <p>A Whole School Pedagogical approach to teaching of mathematics is to be developed.</p>
<p>Improve Student and Staff WELLBEING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategic planning for Student and Staff Health & Wellbeing <input type="checkbox"/> Improve Positive Student Behaviour <input type="checkbox"/> Improve school organisation & communication 	<p>Zones of Regulation has been implemented as a whole school Social & Emotional Learning approach.</p> <p>A Staff Wellbeing Framework has been developed.</p> <p>Staff overall rating School Opinion Survey has improved from 80.6 – 91.9% and parents 87.1 – 94.9%. Staff indicate a significant improvement in management of student behaviour to 92.3%.</p>

Student overall Opinion Survey data is down from 90.7 – 88.9% requiring further attention.
--

Future outlook

In 2019 the school celebrates its Centenary with celebrations on 9 -10 February. We look forward to celebrating a Centenary of Education and the achievements of former staff and students. We look forward to our core business of building the students of tomorrow through the success of our students today. We do this through our drive for continuous improvement to be the best that we can be.

<i>Improvement priority:</i> CONSISTENT & VIABLE CURRICULUM DELIVERY	
Actions:	Targets
<p>Consolidate whole school consistency of practice in the teaching of Reading & Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide and action feedback through walk throughs, sharing, mentoring, observations, and coaching to develop consistency of practice in the school's reading and writing framework. <input type="checkbox"/> Through Professional Learning Teams develop consistent understanding of the C standard in English through moderation and triangulation of assessment of reading and writing English task, the literacy continuum and diagnostic, formative and summative data across P-6 to inform teaching, learning and resourcing and to lift students to higher bands of improvement. <input type="checkbox"/> Target whole school explicit teaching of writing skills, P & G. <input type="checkbox"/> Provide intensive, targeted classroom support P-6 through additional teacher aide time to deliver differentiated learning in reading within the literacy block 	<p>Improve SOS staff – receive useful feedback</p> <p>School C standard consistent across classes and cluster</p> <p>Improved % of students at C or above standard Yr 3, 5 writing P&G</p> <p>Improvement A-C English Prep - 1 – 75% + Yr 2- 6 -85% +.</p>
<p>Develop a consistent approach to the teaching of Number</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop consistency of practice within Maths Block – explicit instruction model of lesson <input type="checkbox"/> Develop a model of diagnostic, summative and formative assessment across P-6 to inform teaching, moderate and track progress of students in number <input type="checkbox"/> Embed student problem solving capability through the literacy of maths, question analysis and problem solving strategies using POLYA framework. <input type="checkbox"/> Develop whole school strategy for teaching of number facts and fluency of maths 	<p>80% of CT follow explicit instruction model in maths</p> <p>Evidence of whole school moderation in maths and of T & L in number informed by assessment</p> <p>100% of class teachers use POLYA framework</p> <p>Improved automaticity of number fact through timed tests.</p>
<p>Develop staff capability in Technologies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Raise awareness & understanding of Design Technologies, Digital Technologies, ICTs & STEM through subject areas AC, C2C, general capabilities & cross curricular capabilities. <input type="checkbox"/> Develop school program in technologies aligning with current units of work and develop teacher capacity through modelling, mentoring and coaching to integrate within and across the curriculum <input type="checkbox"/> Develop and resource school STEM program and capabilities 	<p>Pre & post staff quiz of understanding of AC A & B year curriculum technologies embedded in unit plans</p> <p>STEM action plan</p>

<i>Improvement priority:</i> ENHANCED PEDAGOGICAL PRACTICE	
Actions:	Targets
<p>Develop explicit teaching practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the school's pedagogical framework with focus on Explicit Instruction Model. 	<p>80% teachers demonstrate consistent EI model</p> <p>100% of teachers have achieved their learning</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Provide targeted teacher feedback on elements of Explicit Instruction through walk throughs, observations, feedback, mentoring and coaching to deepen pedagogical practice <input type="checkbox"/> Develop capacity of teacher aides to use student learning intention and success criteria to check for understanding and provide student and teacher feedback on student outcomes 	<p>goal for pedagogical improvement</p> <p>Walk through 80% TA articulate LI & SC when working with students</p>
<p>Develop teacher understanding of Impact on learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use data wall and student tracking sheets to put faces on the data to plan next teaching and learning and show distance travelled in reading and writing. <input type="checkbox"/> Develop formative assessment to drive teaching and learning.in reading, writing and number <input type="checkbox"/> Develop feedback strategies aligned with the learning intention & success criteria to target student improvement. <input type="checkbox"/> 80% of teachers use bump it up walls to provide visible feedback. 	<p>Progress of all students tracked in reading and writing.</p> <p>Effect size for each student at .4 or above.</p> <p>100% of teachers demonstrate evidence of analysis of pretest to differentiate learning.</p>
<p>Develop Teacher Capacity in using ICT's for learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fortnightly Curriculum café focus on pedagogical practice with follow up mentoring and coaching <input type="checkbox"/> Develop teacher capability to integrate use of ipads in teaching and learning 	<p>Pre & Post Survey against the ICT continuum</p> <p>All teachers have met their targeted goal for improvement</p>

<i>Improvement priority: INCLUSIVE PRACTICES – STUDENTS & STAFF</i>	
Actions:	Targets
<p>Strategic planning for inclusive practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional development & awareness of DET Inclusive Policy Framework with action plan to prioritise inclusive practices as overarching framework with connection to student and staff learning and wellbeing framework. <input type="checkbox"/> Appoint staff leaders of inclusivity with clear agenda for improvement in targeted groups and areas. <input type="checkbox"/> Develop consultative practices and voice through Student Council, LCC, P&C, School Development Team 	<p>Improvement SOS – staff morale; students feeling accepted</p> <p>Decrease attendance below 85% to 10% or less</p> <p>Improve student SOS</p> <p>Improvement SOS – student, staff & parent voice</p>
<p>Improve positive student behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce consistency of PBL practices <input type="checkbox"/> Strategies for high needs students are known and used <input type="checkbox"/> Implement whole school strategy - Zones of Regulation 	<p>Improvement SOS student, parents – behaviour</p> <p>PBL SET data – above 80% all areas</p> <p>Reduced behaviour referrals for high needs students</p> <p>100% take up of understanding of zone language – teachers & students</p>
<p>Improve school organisation & communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appoint Deputy Principal with review and redesign school communication and organisational structures and strategies <input type="checkbox"/> Improve school website, social media and electronic communications 	<p>Improvement SOS – school well managed, communication</p> <p>Parent SOS - improved online services</p>

You might like to add a photo of yourself.

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	189	187	184
Girls	90	85	79
Boys	99	102	105
Indigenous	19	21	26
Enrolment continuity (Feb. – Nov.)	90%	89%	87%

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

Being a small school of some 187 students, our school enjoys the personalised benefits that a smaller school setting brings. The school serves a community which is undergoing a slow, but significant change in urban renewal from older units to modern developments. On average, some 50% of students reside in NSW living in very near proximity to the school. The impact of affordable housing is a significant issue within the school community.

The school proudly acknowledges the traditional culture of its students with some 11% of students identifying as Aboriginal or Torres Strait Islander. The school enjoys its multicultural enrolment of some 17% of students from some 22 different cultures. New and recent arrivals and students who meet criteria, receive intensive support for English as a Second Language. Several students are enrolled through Education Queensland International.

A range of socio economic and family situations exist with single families and lower income families predominate. The school makes considered decisions to minimise expenses for families. The School's Guidance Officer, the School Chaplaincy program and an extensive network of community agencies and services are available to students and families requiring extra support.

Our preschool building has developed into an Early Learning Space where the Benevolent Society runs programs across the week as does the Kirra Playgroup to deliver early childhood education for families. Our school site is also shared by Coolangatta C&K Community Kindergarten.

We are an inclusive school with all students belonging to their age appropriate year level. Students with Disabilities are supported by Head of Inclusive Learning and additional teacher aide time allocated on an individual needs basis.

Classes are arranged as single or multi age year levels depending on numbers within each year level. Teachers work collaboratively in Professional Learning Teams within their year level and sector to analyse data, plan teaching and learning, and moderate student work to ensure consistency of standards.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	20	22
Year 4 – Year 6	22	25	17
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

At Coolangatta State School, we continually set high expectations for our students to grow and achieve as learners. We believe in knowing where a child is at through assessment strategies; knowing where they need to be and their next steps to learning success and knowing the pedagogy to get them there.

Teachers plan collaboratively in sector teams under the leadership of Head of Curriculum and Master Teacher. Head of Personalised Learning supports targeted, differentiated student learning and student wellbeing.

- Our curriculum is designed around units that follow the Australian Curriculum subject areas of English, Mathematics, Science, Humanities and Social Sciences, Technologies, Health and Physical Education, The Arts from Foundation – Year 6. Languages Other Than English - Japanese is offered to Year 5, 6 students.
- Teachers adopt or adapt Curriculum to Classroom (C2C) to provide units of work across the terms.
- Explicit daily teaching in literacy and numeracy is a priority.
- An intensive reading and maths program with targeted learning goals for differentiated groups of at least 40 minutes, 3 times a week and supported by additional teachers and teacher aides for each class P-3 and 4 – 6.
- The Prep and Year One Early childhood program introduces children to formal learning through age appropriate pedagogy where learning matches students' development and interests.
- Early Start P-2 diagnostic assessment and the P-6 Literacy Continuum informs teaching and learning.
- The School has an Inclusive Education program where classroom teachers, specialist teachers and teacher aides in the mainstream classroom environment support all students through differentiated practices.
- Teaching of Positive Behaviour and Zones of Regulation (Social Emotional Learning program) through an explicit weekly focus reinforces expectations and provides strategies for self-management.
- Regular whole school Bullying and Violence No Way.
- Solid Pathways program for high achieving Indigenous students
- Support programs, through the Student Welfare Action Team (Special Education Teacher, Learning Support Teacher Literacy & Numeracy, Guidance Officer, School Chaplain, Principal, Speech Language pathologist, English as a Second Language teacher) support students with:
 - a diagnosed disability requiring an Education Adjustment Program
 - learning difficulties as identified through class diagnostic assessment and below benchmark P-6
 - Aboriginal and Torres Strait backgrounds
 - students with English as a Second Language or Dialect (EAL/D)
 - Students in Care
 - social, emotional and behaviour problems or disorders
 - gifted and talented students
- Specialist music teacher delivers 30 minute weekly Music program per class, Year Prep – 6.
- A P-3 and 4-6 dance program delivered over 8 weeks in term 3.
- Weekly specialist PE lessons that covers a wide range of sports programs.
- The Life Education Van visit compliments the school health program, as does the school vegetable garden where produce is harvested, cooked and served as a healthy food tasting.
- Learn to Swim is offered to all classes Prep – Year 4 at nearby pool facilities. Year 5- 6 participate in a Surf Education program run in conjunction with Surf Life Saving Queensland. Surfing is offered as a summer sport option in term 4 for senior students.
 - Specific Year level programs: Bike Safety – Year 4; Fire Safety Yr 1, Sexuality Education Yr 5, 6; Cyber Safety Yr 5, 6; Financial Literacy P-6.
- Catch Up Learning Club is offered before school 5 days a week, for students to complete homework and teacher set online learning tasks, assignments and class projects and for tutoring by teacher aid

Co-curricular Activities

At Coolangatta State School, a variety of opportunity exists to extend students academically, in the arts, in sport and in service to the community. We encourage participation in these programs to develop student interest, extend student talents and foster a love of lifelong learning.

- Term 3 Gala arts event – performing and visual arts
- Cluster and region extension activities: Speechmakers, a speech competition Year P-6; Gold Coast Readers Cup; STEM Cup.
- Book Week: promoting the love of reading with Book Fair, Book Character Parade, GCCC library staff visit.
- ANZAC DAY/ Remembrance Day activities including attendance at Coolangatta Tweed march and service,
- HARMONY Day promotes we all belong with a celebration of multicultural diversity at CSS.
- NAIDOC Day of cultural awareness activities.
- Indigenous Cultural Program led by local Elder.
- Instrumental Music – Concert Band with highly commended beginner's band at Eisteddfod
- School Choir, Yr 4 – 6
- Before / After school sports program, Funded through Sporting Schools, P – 2 and Yr 3 – 7 with a different sport focus each term three times a year.
- Swimming carnival, athletics carnival, cross-country.
- Camp Program – Year 5, 6 with 2018 Camp at Tyalgum Ridge; Year 3, 4 to Tallebudgera Farm School for an Environmental focus; Year 2 sleep over at school.
- Class excursions and incursions associated with units of work.
- A variety of before school, lunch time and after school clubs and activities – coding, chess, dance, drama, sports training.
- School Leadership Program: School Captains & Vice Captains, Sports Captains, Arts Captains & Enviro captains are highly prized positions.
- The student council led by school captains with class representatives give student voice and organize school fundraising events for identified school projects, charities and school discos.
- The Enviro Club - Sustainable Super Heroes class reps maintain the school vege garden, worm farm, composting, recycling, litter campaigns, energy busting and other green projects.
- Partnership with Kirra Haven Aged Care Facility - Year 5 /6 students roster for community service by serving afternoon tea and interacting with resident's games and social afternoon on a weekly basis. The residents in turn invite students to purchase crafts for Mother's Day, Father's Day and Christmas.
- The Shed project, another valued partnership, with Lions volunteers mentoring students through wood work projects and Lion's ladies doing needlecraft with students both boys and girls Year 5/6.

How information and communication technologies are used to assist learning

Computers are used in a variety of ways at Coolangatta State School as a tool for learning. The teacher librarian /school leader in ICT & technologies collaboratively leads year level teaching teams, Prep – Year 6, in conjunction with the Head of Curriculum, in the planning and implementation of ICT capabilities in term units of work across the curriculum and in digital technologies.

Teacher capability and confidence is led by the school's leader in technologies and built through collaborative and collegial support of ICT Cafés and through modelling, mentoring, coaching and co-teaching. Teachers are growing in confidence in a wide variety of software programs, eLearning and digital tools to achieve learning outcomes that enable student to research, record, create and present information and ideas with follow up in the classroom or additional lab time.

Each classroom is equipped with interactive white boards with a range of teaching and learning tools and ready access to the worldwide web. Computers are also situated in each classroom for individual or small group use.

Each classroom has wireless access to support the use of ipads for teaching and learning. Ten ipads have been allocated to each classroom. Ipads are also available for special needs students to support their individual learning goals. The use of teacher ipads as a pedagogical tool to engage students and to develop 21 Century teaching is progressing.

The school's computer lab caters for 30 students and classes have at least one hour a week scheduled access to undertake curriculum activities. The computer lab is also open at lunch breaks. A half class size lab is available in the Enrichment Room which is also available before school to enable students to complete work thus providing access to computers for those who do not have home connections. Other multimedia resources such as digital cameras, film making equipment are used by students to support learning.

Progress towards the implementation of the AC Digital Technologies is being made through coding programs and lego robotics programs being introduced across P-6 as either a standalone program or being aligned to other STEM curriculum areas for relevant units of work.

On line programs, Mathletics and Literacy Planet are integrated into the school maths and English program and utilised in home learning programs. The teaching of LOTE Japanese is enhanced by an online language program.

An IT technician is employed at the school 3 hours every week or on demand.

Social climate

Overview

The school continues to implement Positive Behaviour Learning (PBL) where a strong commitment has been made by the school community to improving school outcomes for a safe, supportive, disciplined school environment where classrooms are a focus of learning and the playground is a safe and happy place.

The school rules - Be Safe, Be Respectful, Be a Learner and school wide expectations for responsible behaviour are explicitly taught across the school each week. This year we implemented a whole Social & Emotional Learning (SEL) Approach, the Zones of Regulation to support students to manage their emotions and to understand others. High expectations and modelling of expected behaviours are integrated into all school undertakings.

Our Responsible Behaviour Management Plan is designed to recognise and reward positive student behaviours. Right choice behaviour is acknowledge through a gotcha system recorded at Bronze, Silver and Gold Levels. Celebrations of gotchas occur at weekly assembly and on designated end of semester reward days of acknowledgement. The plan also outlines the consequences for minor and major behaviours with the emphasis on students reflecting on their behaviour and learning from their mistakes.

The school is proactive in its early intervention and support for students with academic, social, emotional and behavioural needs. The Student Welfare Action Team, Learning Support team, Guidance Officer, the school chaplain and / or external agencies all work together with the class teacher, Principal and parent to help the child become an independent and self-managing student. The School Chaplaincy program specially supports students and families through making connections, following up concerns, initiating lunch time games club, student support programs parent education programs and accessing local community support or crisis assistance as required for general wellbeing.

Parent engagement in supporting the school and individual students is considered imperative to successful outcomes. Students who find difficulty in demonstrating and maintaining responsible behaviour are further supported through individual student behaviour management plans. Students who require behaviour modification or management receive support to manage and change their behaviour either through small like needs group sessions or as individual support programs.

Bullying, harassment and violence is not tolerated and is encouraged to be immediately reported just as any inappropriate behaviour even as a "one off" is also encouraged to be reported. In addition to immediate reporting, each term, "bullying - no way" activities are presented to students across all year levels. These focus on a proactive approach and include teaching children strategies to gain an understanding of bullying as the ongoing targeted actions of a dominant other through physical, social, emotional or cyber means and to develop the skills and strategies to stand up to bullies either as the person bullied or the bystander. Students are also invited to complete a self-report of any bullying behaviour that might occur.

Students who disclose they are being bullied are given acknowledgement and supported with strategies to deal with the bully and to build confidence, assertiveness and resilience. Those students who are identified as being bullies, in addition to receiving the consequences associated with a major behaviour violation of the school's behaviour policy are monitored, targeted for supervised play and additional social and emotional skills learning to address their problems and support a change in behaviour in conjunction with their parents and if required external support services.

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)	100%	85%	100%
• this is a good school (S2035)	97%	90%	100%
• their child likes being at this school* (S2001)	100%	90%	96%
• their child feels safe at this school* (S2002)	97%	90%	100%
• their child's learning needs are being met at this school* (S2003)	100%	90%	100%
• their child is making good progress at this school* (S2004)	97%	90%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	81%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	97%	86%	100%
• teachers at this school treat students fairly* (S2008)	93%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	93%
• this school works with them to support their child's learning* (S2010)	100%	90%	96%
• this school takes parents' opinions seriously* (S2011)	87%	90%	85%
• student behaviour is well managed at this school* (S2012)	84%	90%	77%
• this school looks for ways to improve* (S2013)	88%	90%	93%
• this school is well maintained* (S2014)	94%	76%	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)	95%	97%	95%
• they like being at their school* (S2036)	95%	89%	87%
• they feel safe at their school* (S2037)	93%	90%	89%
• their teachers motivate them to learn* (S2038)	98%	94%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	94%
• teachers treat students fairly at their school* (S2041)	97%	80%	81%
• they can talk to their teachers about their concerns* (S2042)	97%	84%	87%
• their school takes students' opinions seriously* (S2043)	96%	83%	74%
• student behaviour is well managed at their school* (S2044)	85%	76%	62%
• their school looks for ways to improve* (S2045)	92%	92%	90%
• their school is well maintained* (S2046)	97%	87%	84%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	81%

* 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)	96%	94%	93%
• they feel that their school is a safe place in which to work (S2070)	96%	88%	96%
• they receive useful feedback about their work at their school (S2071)	88%	81%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	94%	92%
• students are encouraged to do their best at their school (S2072)	96%	93%	100%
• students are treated fairly at their school (S2073)	92%	80%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	79%	53%	92%
• staff are well supported at their school (S2075)	71%	61%	81%
• their school takes staff opinions seriously (S2076)	63%	68%	88%
• their school looks for ways to improve (S2077)	88%	81%	100%
• their school is well maintained (S2078)	96%	93%	96%
• their school gives them opportunities to do interesting things (S2079)	96%	93%	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.

Parent and community engagement

At Coolangatta State School, we believe education is a partnership between the school / teacher, parent and student. Parent and Community engagement is therefore highly welcomed and encouraged and seen as vital to students learning and wellbeing.

An annual School and Community Expo is held advising families of all that is available through the school and the local community to support students and families, learning, behaviour and wellbeing.

The P&C is actively involved in decision making and the future directions of the school through monthly P&C meetings. Through the P&C, a small band of committed parents provide services for tuckshop, uniforms, school banking and general fundraising. More parents however continue to be required to take up active membership and provide support.

Indigenous families have actively supported the introduction of the school's Indigenous Cultural Program and NAIDOC week.

A Multicultural Parent Group has been established through the Palm Beach Neighbourhood Centre.

Parents / Carers readily assist where able in providing transport for smaller groups of students to sporting and cultural events and support classroom home reading, arts program and school events.

Many parents and family members accept invitations to attend general school activities: leadership induction, cross country and athletics carnivals, gala days and sporting events, Book Week, Book Fairs, Grandparents Day, Under 8's Activity Day, ANZAC and NAIDOC celebrations, assembly presentations, class excursions, class activities and culminating events that celebrate student learning and achievement including the annual student academic awards day.

The school has strong partnerships with Kirra Haven Aged Care Facility where a small group of senior students on a rotational basis visit one afternoon a week to help serve afternoon tea and to engage with residents in planned activities. The residents in turn hold Mother's Day, Father's Day and Christmas stalls for students P-6 to purchase items from crafts that they do.

Coolangatta Tweed Lions have been associated with our school for over 70 years. On a weekly basis members mentor both boys and girls through woodworking and hand craft projects building a connection between elders and youth.

Through the school's Chaplaincy Local Committee, local churches and organisations such as Tugun, Coolangatta, Tweed Rotary and Quota provide a weekly breakfast program.

Our local Lions and Rotary also financially support school programs and activities that relate to student wellbeing. The University of Southern Cross partners with the school to deliver a Science Week program where Preservice Teachers set up Science activities for P-6 to engage in.

Parents are regularly kept informed of school and classroom activities and events:

- Class and school dojo
- Fortnightly school electronic newsletter, also published on the school's web page with columns from the Principal, P&C, School Chaplain and Around the Classrooms where class and specialist teachers inform parents of the current learning focus and class activities.
- Weekly assembly with parents specially invited when their child is an award recipient for student of the week, academic or citizenship or if their child's class is presenting a class item.

- Parent teacher information sessions are held in the first weeks of the school year to establish relationships, learning, behavioural and homework expectations, class procedures and routines so that a partnership in learning is formed. .
- Term class letter outlining curriculum and assessment overviews and timelines are issued.
- Parent teacher interviews, both formal and informal, are valued at any time but especially at end of term 1 and 3 and at end of semester reporting as required. At the end of Semester One, student led reporting is also held, where students share with parents their folio of work from which semester assessments are based. In this way, parents are familiar with the work undertaken and their child's standard of work within the class context.
- Parent workshops are also offered in Set for Prep, Positive Parenting, Life Ed Van, Sexuality Education, Cyber Safety.
- Through the Smith Family and local agencies, eligible parents are supported with financial assistance to assist with educational expenses and family support.
- Parent Information sessions are held for transitioning to Prep and to High School with associated orientation days.
- Behaviour Management issues are dealt with as a partnership between school staff, parents and students. Parents are informed by phone call of major behaviours or by written notification; regular stakeholder meetings are held with parents/carers of students to develop and monitor behaviour support plans.
- Special Needs and Learning Support teachers meet with parents of students with Individual Learning and Support Programs to establish needs and to prioritise goals. Learning programs for student progress are then established and endorsed with ongoing review.
- The guidance officer and chaplain meet with parents of children who receive their support.

Respectful relationships education programs

The school has developed and implemented programs and strategies that focus on appropriate, respectful and healthy relationships. These are aligned with our school's health and wellbeing program.

- Accepting of Difference, Getting Along is strongly promoted as a school value.
- Harmony Day message, "Everyone Belongs" is celebrated and promoted.
- The message of Bullying and Violence, No Way, Not here; Not anywhere is strongly promoted throughout the year.
- Weekly Social & Emotional Learning and Positive Behavior Learning regularly focus on explicitly teaching behaviors that focus on safety and respect such how to deal with conflict peacefully; managing emotions; dealing with anger and frustrations – keep feet, hands and objects to self, appropriate language only.
- Cyber Safety awareness programs are provided for senior students and parents.
- Respectful and Positive Personal Relationships Program is programmed for senior students through Life Education Program.
- National Day of Action against Bullying & Violence is an annual whole school focus.
- Domestic Violence Awareness month is promoted.
- Students are taught the Bullying High Five Strategies - ignore, walk away, talk friendly, talk firmly, report.
- Day for Daniel is observed to teach personal safety and protective strategies with the key message from the Morecombe Foundation to Recognize, React, Report.
- Students and parents are encouraged to report when they are unsafe or know of others who are unsafe with a survey being provided to students each term to self-report bullying.
- The Student Welfare Action team and particularly the school chaplain provides pastoral programs to support vulnerable students.

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	13	15	20
Long suspensions – 11 to 20 days	1	0	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

Reducing the school's environmental footprint

A number of initiatives continue to be in place to reduce the school's environmental footprint. These initiatives include:

- Installation of solar panels on D block roof in 2012, and energy efficient light bulbs.
- The installation of water tanks has reduced water demand for vege garden and irrigation of some garden / grass areas.
- School Environmental Captains lead Student Environmental Club reps from each class in ongoing environmental projects.
- Energy and water busting in class and playground: open blinds and windows for light and air; switch off lights, fans when not in use; turn taps off properly and report dripping taps.
- Promoting litter free environment every day through "Use the right Bin & Bin It!" 3 bin system in classroom and eating areas - waste, food and recycle; reducing the amount of waste in bins with 'Nude Food Day' reduce packaging on a Thursday promotion.
- Promoting collections: school toner and printer cartridges; old mobile phones etc.
- Developing green school culture: bird boxes, worm farm, compost, bird wing butterfly vine.
- Participation in World & National Days: Clean Up Schools / Australia Day by classes on foot patrol within and around the school block, median strip, and on route to the beach and Kirra Park foreshore; World Environment Day; National Tree Day; Recycle Week.
- Each class has its own vege garden. Students plant, harvest and consume produce through raw or cooked food tasting to promote healthy eating.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	46,909	157,893	49,395
Water (kL)	195	428	2,781

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.

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	19	11	0
Full-time equivalents	13	8	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	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	15
Diploma	
Certificate	0

*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 \$ 31 757.18

The major professional development initiatives are as follows:

- Development of Staff Leadership and capability - Professional conferences, associations, networks and PD for Principal, Head of Curriculum, Special Education Teacher, Master Teacher, Teacher Librarian, Guidance Officer.
- Teacher release for collaborative term unit planning; data meetings for differentiated planning of student reading and writing goals; coaching, mentoring and feedback; Annual Professional Development Plans and Review; Yr 2-6 cluster moderation; Early Start; NCCD data collection
- Development of whole school Writing Framework.
- P/1 teachers Early Start, Literacy Continuum & Age Appropriate Pedagogy, training and workshops
- Long term contract teachers attendance at school whole school professional learning – pedagogical practice, behaviour
- Key Staff training in MAPA (Management of Actual or Potential Aggression)

- Developing capacity of HOC – Explicit Instruction; Train the Trainer with Anita Archer; Behaviour Profiling
- Developing lead staff STEM, coding;
- Building ICT capacity – ipads teachers and teacher aides
- HOC & lead teacher awareness Arts Curriculum
- Teacher Librarian & TA training in new library operating system
- PE Teacher Coaching Level 1 training Rugby League
- Inclusive Education Policy awareness raising. Increased understanding of students with disabilities and special needs including downs syndrome, NCCD
- Staff development behaviour management–students with trauma, Zones of Regulation
- Teacher Professional Reading Resource: Hattie & Zierer, 10 Mindframes for Visible Learning, Teaching for Success
- Teacher resources – Handbooks and charts - Implementation of Zones of Regulation
- All staff First aide training & CPR
- Local Consultative Committee training
- Training staff WPHS Rep

Additional PD was also provided for

- BSM – network, training days; Teacher aides – First aide & CPR, reading strategies; Cleaner network training days; Schools Officer network and training days.

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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	92%	93%	93%
Attendance rate for Indigenous** students at this school	86%	91%	91%

* 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

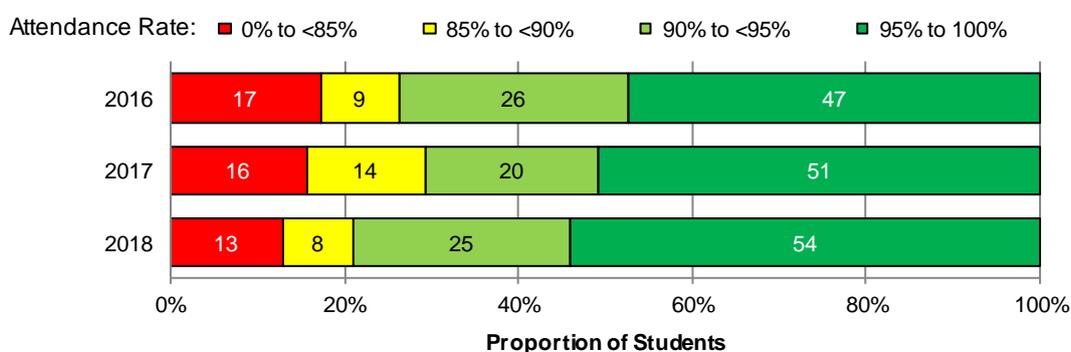
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	92%	93%	Year 7			
Year 1	91%	96%	91%	Year 8			
Year 2	92%	92%	93%	Year 9			
Year 3	93%	94%	93%	Year 10			
Year 4	93%	92%	94%	Year 11			
Year 5	91%	93%	94%	Year 12			
Year 6	91%	92%	92%				

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.

At Coolangatta, regular school attendance, Every Day Counts, is promoted in signage, parent newsletter articles and at assembly. The importance of being punctual is also regularly emphasised as well as the requirement to remain until end of day unless in emergent circumstances. A poster of number of days and time lost across the years of schooling is promoted to emphasise the potential effect on schooling over time and that attendance is a major contributor to student success as learners.

Rolls are marked twice a day on One School electronic roll marking at 9:00am and after lunch break 12:00pm using the standard absence codes. The Principal uses One School reports, alerts and teacher feedback to monitor roll marking and unexplained absence.

Parents are expected to notify the school of a child's absence in writing, by phone, by dojo, email or in person to the class teacher or to the school's administration officer before 9:00am of the day of the absence. A text is sent to parents by 10:00am if an absence is unexplained. Students who are late must come to the office with their parent to notify of reason and time of arrival which is recorded in One School, similarly if the child leaves the school early.

Teachers, in the first instance and followed up by the Principal, make approaches to parents of students who are frequently late, leave early or are absent or have a pattern of absence stating their concern and seeking reason for absence. Support is offered through school student welfare services, particularly that of the school chaplain or guidance officer, if they or their child are experiencing difficulty. The Guidance Officer and or chaplain follow up concerns with the parents and the student to offer support for personal and family circumstances that may contribute to absenteeism.

Where absence remains of a concern, parents are reminded of their obligation for compulsory attendance in accordance with legislation with form letters for noncompliance issued. Department of Child Safety, Indigenous Support Services and Queensland Police are contacted when necessary.

To encourage attendance a daily point system is awarded to classes which have all students at school, with increased points for all at school and on time. At half term, a lucky draw is made for a class celebration.

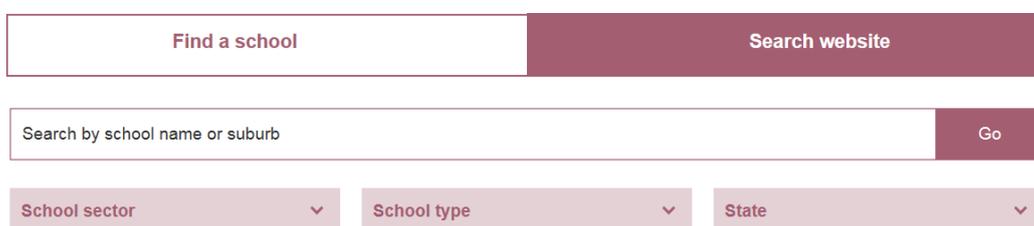
An end of term report is provided to each student advising them and their family of their days absent and percentage attendance record. Students with 95 - 100% attendance each term are acknowledged at assembly with positive behaviour record and certificate. An annual award is made at the school's annual academic awards assembly for all students with 100% attendance rate across all year levels. The graduating year 6 student with the highest attendance average is awarded a bursary.

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.



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



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



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.