



Coominya State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	c/- Coominya Post Office Coominya 4311
Phone	(07) 5426 5111
Fax	(07) 5426 5100
Email	principal@coominyass.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	Richard Amos, Principal

From the Principal

School overview

Coominya State School is a small rural school of approximately 100 students from Prep to Year 6 located in the Brisbane Valley, 25 minutes drive north-west of Ipswich in Queensland. The school facilities include adventure playgrounds, modern classrooms, a pottery room, a comprehensive library and a music room. In all classes, teachers provide a warm, supportive, caring and challenging learning environment. Students are encouraged and supported to maximise their learning. All classrooms have interactive teaching technology. Students in the upper school years are learning coding. School surveys show that parents and students feel that Coominya is a safe and fair school in which to learn. Parents are encouraged to take an active role in their child's education. Many parents visit the school each week to assist in the classroom or with special activity days, to accompany school excursions or to attend planning meetings and school review processes.

School progress towards its goals in 2018

Our sharp and narrow focus for 2018 was to build on the good work around the teaching of reading, in particular, focussing on comprehension strategies.

Staff undertook professional development around the teaching of reading comprehension and were given resources to help them with the task.

The school's reading data shows steady results with a large percentage of students reading at age appropriate levels and others receiving specialised support.

We also moved our emphasis into the teaching of writing – focussing on building writing stamina and developing a shared teacher understanding of the teaching of writing. This is a long term project and ambitious targets around NAPLAN data were set. These were not met in 2018, when testing was only a couple months into the project. As of writing 2019 NAPLAN data is not available. Qualitative data from observations of collected student work, suggest some improvement in stamina, but this is not school wide.

Future outlook

The school improvement priorities for 2019 are around deepening our work in the area of teaching writing, while maintaining our work in reading.

In order to ensure a sharp and narrow focus, we are focussing on:

- building on last year's work in implementing daily writing –in particular adding rigour
- building a shared 'teaching of writing' framework
- providing teachers and students a tool to improve feedback to students about their writing.

Our ambitious targets are:

- increase the percentage of students achieving a 'C' standard or above in English in Prep – Year 3 from 59% in 2018 to 75% in 2019
- increase the percentage of Year 3 students achieving above National Minimum Standard in Writing from 90.1% in 2018 to 100% in 2019
- increase the percentage of Year 5 students achieving above National Minimum Standard in Writing from 70% in 2018 to 100% in 2019.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	90	118	107
Girls	46	59	51
Boys	44	59	56
Indigenous	14	24	20
Enrolment continuity (Feb. – Nov.)	82%	91%	85%

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

Students at Coominya State School typically live in nuclear family arrangements. They come from the township of Coominya or from the surrounding properties which are mostly acreage style blocks. Only a very small percentage of families draw their principal income from a family farm. Indigenous students make up about 20% of the school population. Children-in-care make up about 5% of the school population.

Average class sizes

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

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

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Teachers follow an 'Explicit Instruction' approach to instruction, where teachers model new skills, practise with students and then encourage students to practise new skills on their own.

Classrooms, on average, have at least 5 computers for student use. (Across the school, there is 1 computer for every 3 students). These are used across all curriculum areas. Older classes have access to individual laptops.

Students actively participate in BVSSSA sports events.

Coominya School ensures that NAIDOC Week is celebrated annually.

Coominya School's Resource Centre is the largest and best-equipped of any school of comparable population in the district.

Co-curricular activities

- Readers Cup – an opportunity for keen readers to test their reading against students from local schools

How information and communication technologies are used to assist learning

At Coominya State School, computers and associated ICT devices are integrated into and across the curriculum.

Interactive televisions are located in every classroom. There is an interactive whiteboard in the Resource Centre. These enable both teachers and students to interact with software in a very kinaesthetic way as well as the obvious academic processes, thus enabling the development of different and more powerful skills and knowledge.

Digital still cameras are used by staff and students to catalogue and contribute to their work tasks.

Access to the Internet and a central school server enable students to seek, gather and store their data in easily retrievable ways, allowing staff to monitor and assess the work of students.

Cloud based packages, such as the Accelerated Reader enable students to obtain immediate feedback on their reading comprehension, while collecting data for teachers to use in monitoring and planning for further episodes in the teaching of reading for individual students.

In 2016, Microworlds was added to introduce students to coding. Simple programmable robots were added in 2018 to develop the younger children's coding skills before progressing them to abstract coding.

Social climate

Overview

Students are encouraged to exercise self-control and good social skills through our behaviour rewards scheme. Students receive tokens and prizes when they display behaviours that meet our school rules. High performing students can earn a badge to acknowledge their good conduct. We have recently incorporated 'reward sessions', where each class rewards student good behaviour. Students are also encouraged to display the 'success' behaviours of confidence, persistence, organisation, getting along and resilience.

Coominya State School has a school Chaplain who visits the school regularly to work with the students and wider community if required.

The school takes bullying seriously and has a number of steps detailed in its Responsible Behaviour Plan to address bullying. Initially, the school seeks to prevent bullying by teaching students how to manage situations where bullying may occur. All reports are investigated and a hierarchy of intervention is applied – depending on the nature of the issue. The intervention ranges from counselling to conferencing and the more punitive aspects of the school's plan. Data from the 2017 School Opinion Survey, showed that 100% of parents surveyed agreed with the following statement: *"My child likes being at this school."*

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	78%	100%	100%
• this is a good school (S2035)	89%	100%	91%
• their child likes being at this school* (S2001)	89%	100%	100%
• their child feels safe at this school* (S2002)	67%	100%	91%
• their child's learning needs are being met at this school* (S2003)	78%	83%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	78%	92%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	78%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	78%	92%	100%
• this school works with them to support their child's learning* (S2010)	78%	92%	100%
• this school takes parents' opinions seriously* (S2011)	67%	92%	100%
• student behaviour is well managed at this school* (S2012)	67%	83%	91%
• this school looks for ways to improve* (S2013)	67%	91%	100%
• this school is well maintained* (S2014)	67%	100%	91%

* 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)	86%	98%	94%
• they like being at their school* (S2036)	71%	93%	85%
• they feel safe at their school* (S2037)	82%	90%	81%
• their teachers motivate them to learn* (S2038)	92%	100%	91%
• their teachers expect them to do their best* (S2039)	86%	100%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	98%	88%
• teachers treat students fairly at their school* (S2041)	70%	98%	85%
• they can talk to their teachers about their concerns* (S2042)	75%	95%	77%
• their school takes students' opinions seriously* (S2043)	76%	93%	81%
• student behaviour is well managed at their school* (S2044)	49%	90%	77%
• their school looks for ways to improve* (S2045)	89%	100%	88%
• their school is well maintained* (S2046)	87%	100%	91%
• their school gives them opportunities to do interesting things* (S2047)	89%	95%	91%

* 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)	86%	100%	89%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	78%
• they receive useful feedback about their work at their school (S2071)	71%	88%	78%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	86%	100%	94%
• students are treated fairly at their school (S2073)	86%	94%	83%
• student behaviour is well managed at their school (S2074)	57%	65%	83%
• staff are well supported at their school (S2075)	85%	71%	83%
• their school takes staff opinions seriously (S2076)	83%	76%	82%
• their school looks for ways to improve (S2077)	100%	82%	78%
• their school is well maintained (S2078)	93%	94%	89%
• their school gives them opportunities to do interesting things (S2079)	86%	88%	83%

* 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 Coominya State School, parents are encouraged to take an active role in their child's education. Parents and volunteers visit the school each week to help with Reading Programs and in the classroom.

We have an open door policy and foster a warm and welcoming approach to all parents.

Parents are encouraged to participate in the active Parents and Citizen's Association.

Students with specific learning needs may have modified learning programs to assist them with their progress. Aside from specialised input from education staff, parents are consulted about these modifications and parent approval is sought before major changes are implemented. Late 2017 saw the need to further expand these services with Learning Support extended in 2018.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Each week, a school rule is (re)introduced and discussed on parade. Teachers follow this up in individual classrooms. Children also work individually or in small groups with school staff to build skills to resolve conflict without violence. The school Chaplain runs programs with students on socialisation.

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	23	12	30
Long suspensions – 11 to 20 days	3	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

Use of lights and air-conditioners is monitored. Reminders to turn off airconditioning and lights are posted in each classroom.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	77,396	16,600	45,776
Water (kL)*			

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.

* The school mostly relies on rainwater and bore water. As a result, it is difficult to report on the amount of water used.

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	7	<5
Full-time equivalents	7	4	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	5
Bachelor degree	3
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 8590.

The major professional development initiatives are as follows:

- Pedagogy – raising student expectation/goal setting;
- Teaching of Writing
- Student Protection,
- Asbestos Awareness,
- Code of Conduct,
- First Aid,
- Leadership,
- Student Support,
- Workplace Health and Safety.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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	89%	90%	89%
Attendance rate for Indigenous** students at this school	87%	86%	84%

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

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

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

Year level	2016	2017	2018
Prep	93%	92%	88%
Year 1	91%	95%	89%
Year 2	88%	85%	89%
Year 3	85%	90%	91%
Year 4	90%	83%	88%
Year 5	91%	92%	87%
Year 6	89%	90%	91%

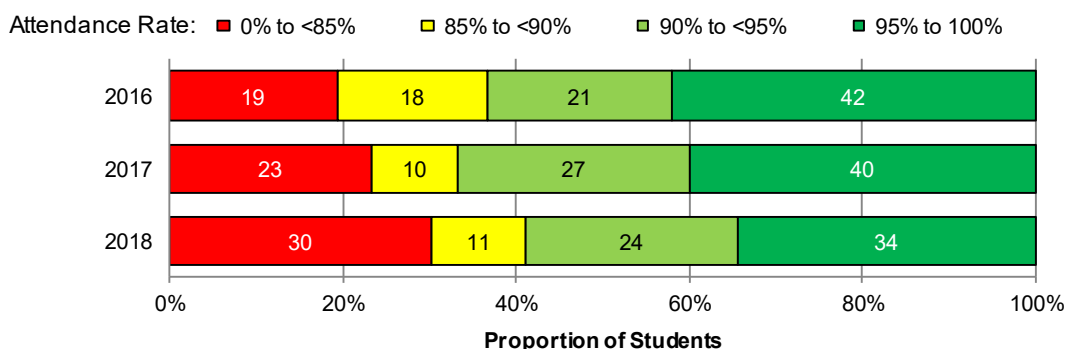
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

At Coominya SS electronic rolls are marked twice daily. Where parents have not explained an incidence of non-attendance, they are contacted on the morning of the absence by SMS.

Students who leave early or arrive late, are signed out/in at the office and a slip is handed to the class teacher to advise the teacher. This slip used for the school attendance record on the roll.

The school contacts parents where there is unsatisfactory reason for non-attendance.

Sustained absences are also followed up by phone calls from Administration.

Individual classes offer incentives to students to be at school and on time.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.