



Coombabah State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Coombabah SHS - 'the school on the move' - is a community committed to building productive partnerships and pathways. This is achieved by the provision of a diverse curriculum, comprised of both university entry subjects and nationally accredited certificate courses. Selective entry programs offered include Academic Rich Curriculum, Music, Sport and Rugby League. Academic acceleration is encouraged. An established Honours and scholarship scheme provides deserved recognition for high achieving students. An experienced student support team provides the essential back-up to assist students achieve their goals, while the nationally recognised Mindmatters program provides personal and interpersonal development. Co-curricular opportunities are varied and extensive - in sport, creative and performing arts, debating, mooted and leadership activities, to name but a few. The school's environment focused Green Team and the establishment of many energy-efficient initiatives have ensured that Coombabah is at the forefront in projecting the environmental message. Our current major focus is on the areas of the Arts, Academic Excellence, ICT (Computers/Technology) and Literacy. Please feel free to contact us to discover the fantastic programs available in these areas. Coombabah's vision is to provide the structure and support to assist students achieve quality outcomes - so vital to success in the competitive global community of the twenty-first century.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Welcome to the 2016 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2016 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for the school's and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievement of the school in relation to declared systemic and school priorities.

The School Annual Report fulfils three functions:

1. It provides the school community, through the Parents and Citizens Association, with information on the school's progress towards achieving the goals and priorities outlined in the school's Annual Implementation Plan.
2. It provides the Assistant Regional Director with information to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.
3. It provides a base on which the school develops its next School Plan.

The report provides information for prospective and current parents on our school, including size, subjects offered, qualifications of staff, results of School Opinion Surveys and school performance in NAPLAN testing for year 9.

I trust you will find the 2016 School Annual Report informative.

Chris Kern (Principal)

Future Outlook

Significant areas of focus for 2016 include:

Literacy improvement through clear Literacy development program

Rebranding / communication project to bring public awareness to our high performing programs

Continuation of the Leadership program development based on the “Seven Habits of Highly Effective Teens”

Continued development of meaningful partnerships with our partner Primary schools.

Continuation of the work on personalised learning evident in classrooms along with explicit teaching agenda

Developing Performance Framework for all staff.

Continuing development of Australian Curriculum and also the C2C initiative.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1091	488	603	32	88%
2016*	1120	468	652	40	85%
2016	1092	451	641	50	88%

Student counts are based on the Census (August) enrolment collection.

*From 2016, data for all state high schools include Year 7 students. Prior to 2016, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student body has seen stable numbers of enrolment. Year 12 students who leave before completion are those who have moved into further study focused on their vocational pathway or who have transitioned to full time employment, usually through personal contacts.

Our students are generally focused on learning and keen to be involved in extra-curricular activities.

The student body continues to be quite diverse, though still harmonious, with many cultural backgrounds represented.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2016*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	22	22
Year 11 – Year 12	18	20	20

*From 2016, data for all state high schools include Year 7 students. Prior to 2016, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

- Orchestra class
- Performance class
- Sports Excellence
- Certificate III in Health Services
- Certificate III in Children's Services
- Certificate III in Sport & Recreation
- Functional literacy
- High Performance Sports Academy

Extra curricula activities

- Chess Club
- Leadership support program
- Interact club
- Student Council
- Debating
- Dancing / Cheerleading
- Glee Club
- Creative Generations
- Green Team (environmental)
- Boys & Books
- Handball and table tennis competitions
- Digital design and technology club

How Information and Communication Technologies are used to Assist Learning

Computers are used to assist learning across year levels and across the school. This was achieved through:

- A well-resourced Information Services Building, which has an emphasis on learning technologies in its facilities.
- An extensive local area computer network links all buildings.
- Introduction of appropriate software and programs to assist learning.
- Staff gaining Professional Development in digital pedagogies especially around One Note, Web 2 and Photoshop.
- Embedding ICT in C2C core subjects.
- 3D printer for IDT to enhance the graphics curriculum.
- Introduction of Stile to support the BYOD program

Social Climate

Overview

Coomabah has a comprehensive pastoral care program and follows the proactive mental health program, MindMatters. This program is woven into all aspects of school life to ensure not only the academic but the mental and social needs of the student are met.

The air-conditioned Information Services Building houses the school Student Support Centre, Guidance Counsellors, Industry Liaison Officer, School Nurse, Youth Support Coordinator, Indigenous Student Support Aide and Chaplain are readily accessible to assist students and parents. On-line support is also made available to students.

The Year Level Dean plays an integral role in the day-to-day support of students. They are usually the first point of contact for parents who would like to discuss any aspects of school life. E-mail addresses and direct phone numbers are provided for ease of communication. Year Level Dean regularly organise sessions of particular relevance to their Year level, which often involves outside personnel. Issues such as bullying, misuse of social media and safety at schoolies were addressed.

Coomabah follows the Responsible Thinking Classroom approach to Behaviour Management. This approach encourages students to think about the choices they make and the consequences of those choices. A Planning Centre is provided to support students. This ensures that the right of students to learn and teachers to teach is upheld. Coombabah is a Positive Behaviour for Learning school and as such the program provides an excellent framework for RTP. Specific behaviour teaching was planned and delivered along with a highly popular school recognition system. The school continues to refine its PBL Tier 1 strategies and is developing Tier 2 strategies.

Further services involved a co-ordinated approach to vocational education, including the adoption of practices leading to students accepting work experience, school based traineeships and apprenticeships.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2016	2016
their child is getting a good education at school (S2016)	96%	86%	97%
this is a good school (S2035)	97%	86%	95%
their child likes being at this school* (S2001)	96%	94%	95%
their child feels safe at this school* (S2002)	96%	94%	94%
their child's learning needs are being met at this school* (S2003)	89%	86%	92%
their child is making good progress at this school* (S2004)	90%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	89%
teachers at this school motivate their child to learn* (S2007)	92%	86%	90%
teachers at this school treat students fairly* (S2008)	94%	86%	90%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	88%
this school works with them to support their child's learning* (S2010)	90%	94%	92%
this school takes parents' opinions seriously* (S2011)	92%	85%	87%
student behaviour is well managed at this school* (S2012)	90%	86%	85%
this school looks for ways to improve* (S2013)	97%	89%	93%
this school is well maintained* (S2014)	95%	81%	97%

Student opinion survey

Performance measure

Percentage of students who agree [#] that:	2014	2016	2016
they are getting a good education at school (S2048)	99%	98%	97%
they like being at their school* (S2036)	99%	93%	93%
they feel safe at their school* (S2037)	98%	95%	97%
their teachers motivate them to learn* (S2038)	98%	87%	95%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	85%	93%
teachers treat students fairly at their school* (S2041)	92%	83%	83%
they can talk to their teachers about their concerns* (S2042)	88%	85%	86%
their school takes students' opinions seriously* (S2043)	92%	84%	89%
student behaviour is well managed at their school* (S2044)	92%	80%	78%
their school looks for ways to improve* (S2045)	98%	95%	96%
their school is well maintained* (S2046)	97%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2016	2016
they enjoy working at their school (S2069)	96%	88%	90%
they feel that their school is a safe place in which to work (S2070)	95%	88%	90%
they receive useful feedback about their work at their school (S2071)	83%	78%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	79%	77%
students are encouraged to do their best at their school (S2072)	97%	89%	93%
students are treated fairly at their school (S2073)	94%	91%	93%
student behaviour is well managed at their school (S2074)	87%	71%	65%
staff are well supported at their school (S2075)	84%	69%	67%
their school takes staff opinions seriously (S2076)	77%	67%	63%
their school looks for ways to improve (S2077)	98%	84%	83%
their school is well maintained (S2078)	91%	82%	84%
their school gives them opportunities to do interesting things (S2079)	85%	83%	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.

Parent and community engagement

- Two formal Parent / Teacher / Student interview evenings (March/April & July).
- Numerous Parent Information evenings that begin with Year 7 transition and information evenings and progress through the year levels to include subject selection evenings, QCS Test and QCE evenings.
- Opportunities to celebrate with the community i.e. school assemblies (one per week), awards evenings (both academic and sporting), scholarship recipient evenings and two Honours parades a year.
- International Program – opportunity for families to host students from Japan, Taiwan and Korea and be involved in associated functions held at school.

- The comprehensive nature of our pastoral care, behaviour management and attendance programs facilitates communication with parents.
- Our "Reward Scheme" provides both students and parents with positive feedback on their child's involvement in school life.
- Sporting, cultural and extra-curricula activities provide opportunities for students to excel.
- Year 12 students receive written feedback regarding performance in QCS practice sessions.
- Student performances including sport, music, dance and art occur throughout the year and provide numerous opportunities for parents to be involved in their child's education.
- The Coombabah Parents & Citizens Association exists and functions for parents within the school community.
- The Quality Partnership Week, held in June when Year 7 students have the opportunity with their parents to attend the school and try out for the various specialist programs i.e. rugby league, orchestra, Academic Excellence and Sports and Exercise Science.
- ID Attend included an SMS system to alert parents of student absence and any urgent information.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2016**	2016
Short Suspensions – 1 to 5 days	109	192	248
Long Suspensions – 6 to 20 days	9	15	17
Exclusions	10	19	16
Cancellations of Enrolment	12	6	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2016.

**From 2016, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2016 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Coombabah SHS has always had a focus on Environmental Education. Environmental footprint reduction activities included solar power, irrigation from local water supply, energy efficient lighting, waterless toilets and water tanks to supply toilets.

Staff are also regularly reminded about the importance of reducing electricity usage by turning off lights, air conditioning systems etc. when not required.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	416,805	1,392
2014-2016	428,801	1,740
2016-2016	445,285	2,300

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	90	42	<5
Full-time Equivalent	86	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	
Bachelor degree	
Diploma	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$33,000.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2016	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

N/A

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2016	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

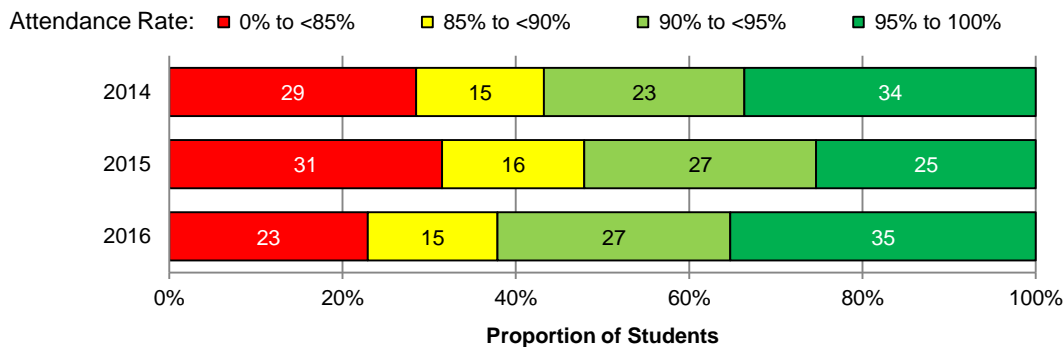
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	88%	86%	86%	89%
2016								90%	87%	85%	85%	87%	87%
2016								91%	88%	86%	86%	91%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

How is Student Absence Managed?

- Official rolls are marked at 9.00am each day
- AO2 (Roll Officer) Collates data on student absenteeism on a daily basis
- An SMS message is sent to each parent of a student with unexplained absence
- All absence information is entered into SMS and emailed to staff
- Students identified as Fractional Truant (not in class & not on absence list) are collated by a Teacher Aide – Behaviour Management staff and class teachers follow up

How are Parents informed?

- Letter are sent home weekly for multiple unexplained absences.
- Deputy Principal sights the letter and phones parents in cases of high concern.
- End of semester report has days absent recorded on it.
- List of students where the Roll Officer phones the parents automatically if the student is away.
- Fractional truants are put on an attendance card that is signed by parents each night.
- The Absentee Officer contacts parents of students identified by teachers through an attendance query.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2016	2016
Number of students receiving a Senior Statement	187	183	178
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	50	62	47
Percentage of Indigenous students receiving an Overall Position (OP)	25%	17%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	44	30	34
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	139	131
Number of students awarded an Australian Qualification Framework Certificate II or above.	111	108	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	160	180	178
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	62%	61%	81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	90%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	7	18	18	1
2016	11	7	20	20	4
2016	5	10	23	9	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	109	77	68
2016	111	81	58
2016	67	96	51

As at 3rd February 2017. The above values exclude VISA students.

Certificate I and II were delivered in the Arts, Hospitality, Construction, and IT. Cert III was delivered in Sport and Health

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2016	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	78%	77%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	57%	88%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.coombabashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who leave before completion generally have moved into further study, preparation courses focused on their vocational pathway or to schools outside of our geographic area. A small number moved into full time work usually through family contacts.

Conclusion