

# Coomabah State High School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 146 Runaway Bay 4216
Phone	(07) 5552 3888
Fax	(07) 5552 3800
Email	principal@coombabashs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr Chris Kern - Principal

## Principal's foreword

### Introduction

Welcome to the 2015 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2015 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 2015 School Annual Report informative.

Chris Kern (Principal)

### School progress towards its goals in 2015

In 2015 literacy has had a major focus with many staff taking part in workshops to improve their ability to implement literacy strategies within their classrooms. The improvements by students struggling with reading has been outstanding. The focus has extended to all students to ensure that all students have the skills so that they can "Read to Learn" rather than "Learn to Read".

The importance of student effort to academic outcomes continued to be a focus as well as the celebration of high academic achievers through the Honours and scholarship programs.

The development of positive student behaviour received much attention through Positive Behaviour for Learning with specific behaviour lessons being taught against the backdrop of the three school expectations – Be Safe; Be Respectful & Responsible and Be a Productive Learner.

POSBEE points continue to reward positive behaviour with over 40 000 points awarded. The work in this area has led to our behaviour data being the lowest on the Gold Coast.  
The physical environment continued to undergo significant improvement both within and outside of the classroom.

## Future outlook

Significant areas of focus for 2016 include:

Literacy improvement through clear Literacy development program focusing on reading for the full range of students. Across the school key high yield strategies will be implemented.

Communication project to bring public awareness of the fantastic range of opportunities available to our students and the successful pathways and partnerships we have created.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1159	546	613	39	87%
2014	1091	488	603	32	88%
2015	1120	468	652	40	85%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	22
Year 11 – Year 12	18	18	19

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	104	109	192
Long Suspensions - 6 to 20 days	25	9	15
Exclusions	8	10	19
Cancellations of Enrolment	15	12	6

\* 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 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 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.

## Curriculum delivery

### Our approach to curriculum delivery

#### Our distinctive curriculum offerings

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

#### Extra curricula activities

- Culinary Challenge
- Playgroup
- Northern Collegiate
- Science Trivia Challenge "Go Science"
- Year 12 Griffith Direct Entry Program
- AFL
- Digital Design and Manufacturing Club
- Kokoda Challenge
- Coombabah Mega Cheer Elite
- Coombabah Dance Team
- Instrumental Music
- Drama Club
- Glee Club
- BEACON Ambassadors
- Journalism Club
- Senior Maths Study Group
- Tech Crew
- Yoga
- Griffith Business Ambassadors Days
- Gold Coast Junior Council
- Chess Club
- High Performance Sport
- Writer's Chapter
- Student Leadership
- Student Council

- Junior Inter-Form sport challenge
- Junior games club

## How Information and Communication Technologies are used to improve 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.
- The one to one laptop program in Years 10, 11 and 12.
- BYOD has been introduced across all year levels with a focus on Yr7 & 8
- Embedding ICT in C2C core subjects.
- 3D printer for IDT to enhance the graphics curriculum.

## Social Climate

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 Co-ordinators play 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 Coordinators 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. Coomabah 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.

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	96%	86%
this is a good school (S2035)	100%	97%	86%
their child likes being at this school (S2001)	80%	96%	94%
their child feels safe at this school (S2002)	90%	96%	94%
their child's learning needs are being met at this school (S2003)	100%	89%	86%
their child is making good progress at this school (S2004)	100%	90%	86%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	93%	94%
teachers at this school motivate their child to learn (S2007)	90%	92%	86%
teachers at this school treat students fairly (S2008)	90%	94%	86%
they can talk to their child's teachers about their concerns (S2009)	90%	95%	97%
this school works with them to support their child's learning (S2010)	89%	90%	94%
this school takes parents' opinions seriously (S2011)	78%	92%	85%
student behaviour is well managed at this school (S2012)	80%	90%	86%
this school looks for ways to improve (S2013)	89%	97%	89%
this school is well maintained (S2014)	90%	95%	81%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	99%	98%
they like being at their school (S2036)	95%	99%	93%
they feel safe at their school (S2037)	94%	98%	95%
their teachers motivate them to learn (S2038)	91%	98%	87%
their teachers expect them to do their best (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	90%	96%	85%
teachers treat students fairly at their school (S2041)	85%	92%	83%
they can talk to their teachers about their concerns (S2042)	85%	88%	85%
their school takes students' opinions seriously (S2043)	85%	92%	84%
student behaviour is well managed at their school (S2044)	83%	92%	80%
their school looks for ways to improve (S2045)	95%	98%	95%
their school is well maintained (S2046)	90%	97%	93%
their school gives them opportunities to do interesting things (S2047)	91%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	96%	88%
they feel that their school is a safe place in which to work (S2070)	94%	95%	88%
they receive useful feedback about their work at their school (S2071)	72%	83%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	66%	82%	79%
students are encouraged to do their best at their school (S2072)	93%	97%	89%
students are treated fairly at their school (S2073)	95%	94%	91%
student behaviour is well managed at their school (S2074)	75%	87%	71%

Performance measure			
Performance measure	2013	2014	2015
Percentage of school staff who agree# that:			
staff are well supported at their school (S2075)	67%	84%	69%
their school takes staff opinions seriously (S2076)	67%	77%	67%
their school looks for ways to improve (S2077)	84%	98%	84%
their school is well maintained (S2078)	76%	91%	82%
their school gives them opportunities to do interesting things (S2079)	75%	85%	83%

# '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, ARC and Sports Excellence.
- ID Attend included an SMS system to alert parents of student absence and any urgent information.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	384,262	1,819
2013-2014	416,805	1,392
2014-2015	428,801	1,740

\*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.

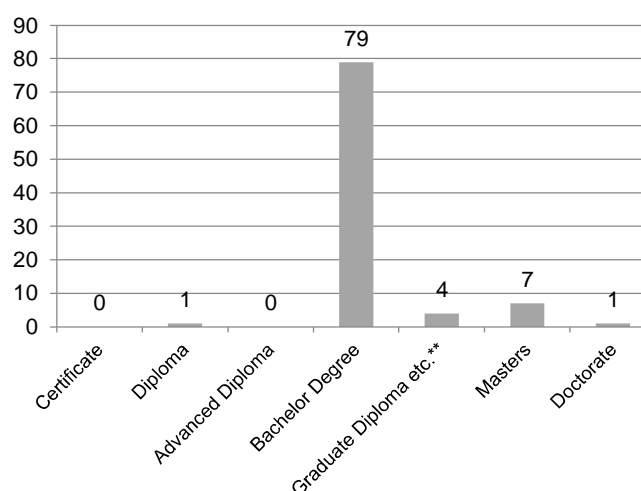
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	92	43	<5
Full-time equivalents	86	31	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	79
Graduate Diploma etc.**	4
Masters	7
Doctorate	1
<b>Total</b>	<b>92</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$34 605

The major professional development initiatives are as follows:

- Information Communication Technologies.
- Literacy & Numeracy.
- Higher Order Thinking Skills especially in relation to QCS.
- Quality Assessment.
- PBL
- Executive Coaching.
- Leading Learning.
- Australian Curriculum development.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 98% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	81%	83%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

### Student attendance rate for each year level (shown as a percentage)

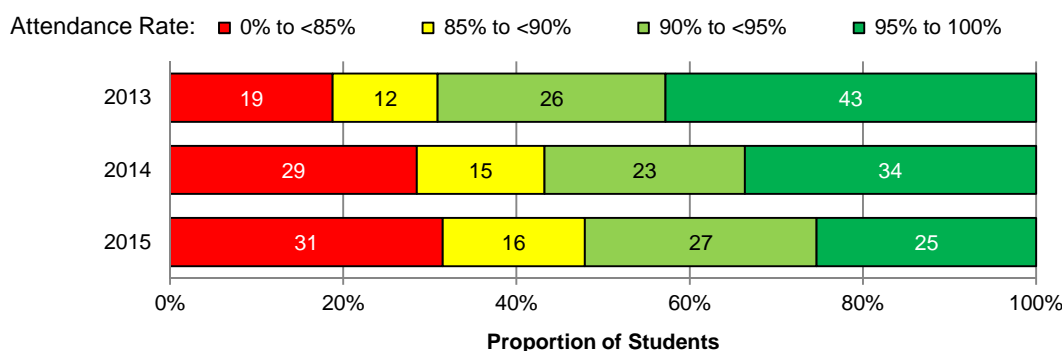
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	92%	89%	89%	90%
2014									91%	88%	86%	86%	89%
2015								90%	87%	85%	85%	87%	87%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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 sent home if 10 days absent.
- Every term a letter is sent home to students with high absenteeism.
- Deputy Principal signs 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.
- ☑ Parents of students absent for 3 days are telephoned by the Absentee Officer.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

Where it says '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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	92%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	80%	57%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	210	187	183
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	51	50	62
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	44	30
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	187	139	139

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	173	111	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	166	160	180
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	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.	76%	62%	61%
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.	98%	96%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	89%	90%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	7	10	22	11	1
2014	6	7	18	18	1
2015	11	7	20	20	4

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	137	153	75
2014	109	77	68
2015	111	81	58

As at 16 February 2016. The above values exclude VISA students.

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

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

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.

