

Coomabah State High School

Queensland State School Reporting

2014 School Annual Report



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

Principal's foreword

Introduction

Welcome to the 2014 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2014 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 2014 School Annual Report informative.

Chris Kern (Principal)

School progress towards its goals in 2014

In 2014 our school undertook the Teaching and Learning Audit and Discipline Audit. The results of these audits can be found on our website. Overall the report highlighted the fantastic work done at Coombabah SHS in regard to customising the learning to individual students, strong teacher practise, a supportive environment and well articulated guidelines on behaviour. Our survey results shown in this report support this outcome with both parents and students highly complementary of our actions.

Literacy has had a major focus with many staff taking part in workshops to up-skill.

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 SWPBS 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 were introduced to reward positive behaviour with over 30 000 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. Our Junior Secondary facility was completed with upgrades also to IT and music rooms.

Future outlook

Significant areas of focus for 2015 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.

Implementation of the first intake of Year 7's in 2015 and the development of the Junior Secondary school concept.

Continuing development of Australian Curriculum and also the C2C initiative.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1223	549	674	88%
2013	1159	546	613	87%
2014	1091	488	603	88%

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

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		
	2012	2013	2014
Year 8 Secondary – Year 10	23	23	22
Year 11 – Year 12	18	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	173	104	109
Long Suspensions - 6 to 20 days	26	25	9
Exclusions [#]	13	8	10
Cancellations of Enrolment	3	15	12

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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

- 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

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.
- The one to one laptop program in Years 10, 11 and 12.
- 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 School Wide Positive Behaviour Support 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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	100%	96%
this is a good school (S2035)	88%	100%	97%
their child likes being at this school* (S2001)	94%	80%	96%
their child feels safe at this school* (S2002)	94%	90%	96%
their child's learning needs are being met at this school* (S2003)	88%	100%	89%
their child is making good progress at this school* (S2004)	87%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	80%	93%
teachers at this school motivate their child to learn* (S2007)	88%	90%	92%
teachers at this school treat students fairly* (S2008)	81%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	90%	95%
this school works with them to support their child's learning* (S2010)	81%	89%	90%
this school takes parents' opinions seriously* (S2011)	86%	78%	92%
student behaviour is well managed at this school* (S2012)	88%	80%	90%
this school looks for ways to improve* (S2013)	88%	89%	97%
this school is well maintained* (S2014)	81%	90%	95%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	94%	99%
they like being at their school* (S2036)	95%	95%	99%
they feel safe at their school* (S2037)	88%	94%	98%
their teachers motivate them to learn* (S2038)	85%	91%	98%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	84%	90%	96%
teachers treat students fairly at their school* (S2041)	74%	85%	92%
they can talk to their teachers about their concerns* (S2042)	75%	85%	88%
their school takes students' opinions seriously* (S2043)	76%	85%	92%
student behaviour is well managed at their school* (S2044)	69%	83%	92%
their school looks for ways to improve* (S2045)	93%	95%	98%
their school is well maintained* (S2046)	80%	90%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	90%	91%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		89%	96%
they feel that their school is a safe place in which to work (S2070)		94%	95%
they receive useful feedback about their work at their school (S2071)		72%	83%
students are encouraged to do their best at their school (S2072)		93%	97%
students are treated fairly at their school (S2073)		95%	94%
student behaviour is well managed at their school (S2074)		75%	87%
staff are well supported at their school (S2075)		67%	84%
their school takes staff opinions seriously (S2076)		67%	77%
their school looks for ways to improve (S2077)		84%	98%
their school is well maintained (S2078)		76%	91%
their school gives them opportunities to do interesting things (S2079)		75%	85%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

- 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.

Coomabah 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
2011-2012	224,257	2,197
2012-2013	384,262	1,819
2013-2014	416,805	1,392

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.

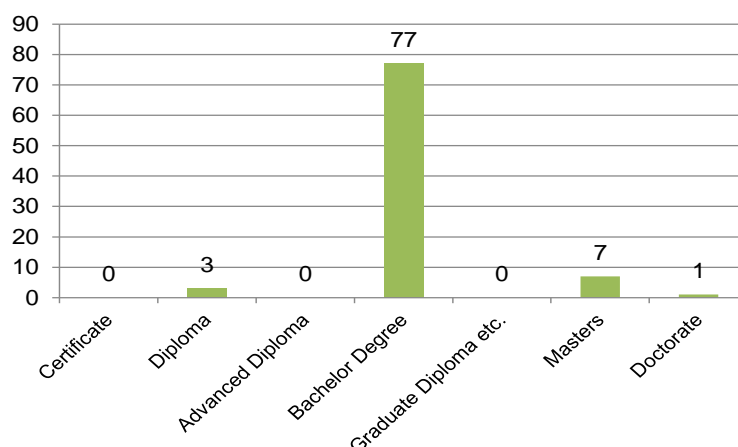
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	88	41	<5
Full-time equivalents	82	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	77
Graduate Diploma etc.	0
Masters	7
Doctorate	1
Total	88



*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 2014 were \$35 417.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 99% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	86%	91%	88%

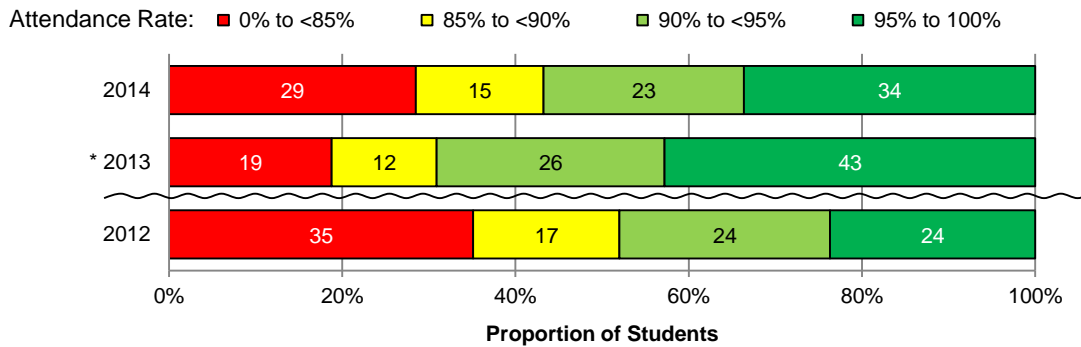
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	85%	85%	83%	85%
2013								94%	92%	89%	89%	90%
2014								91%	88%	86%	86%	89%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Retention of Indigenous students is inappropriate to comment on due to low numbers of students

Behaviour, attendance and achievement is comparable to the full cohort.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	87%	92%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	213	210	187
Number of students awarded a Queensland Certificate of Individual Achievement.	4	0	0
Number of students receiving an Overall Position (OP)	77	51	50
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	54	40	44
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	180	187	139
Number of students awarded an Australian Qualification Framework Certificate II or above.	157	172	111
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	173	166	160
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.	66%	76%	62%
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.	97%	98%	96%

Outcomes for our Year 12 cohorts

	2012	2013	2014
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	97%	89%

As at 19 February 2015. 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
2012	8	13	30	24	2
2013	7	10	22	11	1
2014	6	7	18	18	1

As at 19 February 2015. 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
2012	154	142	62
2013	137	153	72
2014	109	77	68

As at 19 February 2015. 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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.