

# Queensland State School Reporting – 2011

## Coomabah State High School (2166)



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	Contact Person	Mr Chris Kern

## Principal's foreword

### Introduction

Welcome to the 2011 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2011 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 Operational 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 Operational 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 2011 School Annual Report both interesting and informative.

Chris Kern (Principal)

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## Coombabah State High School (2166)



### School progress towards its goals in 2011

Coombabah SHS made significant progress toward the achievement of set goals. Our Senior academic results were strong, with our continued growth in OP results and Certificates achieved.

Our fantastic Arts Department has delivered quality programs in Visual and Performing Arts. Dance and drama are quickly moving toward parity with the exceptional visual arts work produced.

The growth of the Honours program continues our focus on Academic outcomes and has seen a number of students awarded a Gold Level, being on the list of students for four semesters. In addition we have introduced a section where students are rated on their effort in class, acknowledging those who are giving their best yet maybe not getting "A"s for achievement.

The school leadership program has established itself as an integral component of the school with student empowerment being a key component.

The physical environment has undergone significant improvement both within and outside of the classroom.

### Future outlook

Significant areas of focus for 2012 include:

Literacy and Numeracy including Yr 8 & 9 literacy specific classes

Leadership program development relating to the saying "If you are doing it tough, tell someone"

Excellence Program development

Yr 11 and 12 take home laptop program

Grounds improvement plans

Meaningful partnerships with our feeder Primary schools

Implementation of School Wide Positive Behaviour Support

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Year 8 - Year 12

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1241	529	712	91%

### Characteristics of the student body:

The student body has seen stable numbers of enrolment. Yr 12 students who leave before completion are those who have moved into further study focused on their vocational pathway. Our students are focused on learning and keen to be involved in extra curricular activities.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	24.4
Year 11 – Year 12	17
All Classes	21

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	123
Long Suspensions - 6 to 20 days	17
Exclusions	7
Cancellations of Enrolment	5

## Curriculum offerings

### Our distinctive curriculum offerings

Orchestra  
Rugby League Excellence  
Sports Excellence  
Certificate III in Allied Health Services  
Certificate III Children's Services

### Extra curricula activities

Leadership support program  
Interact club  
Student Council  
Debating  
Dancing  
Glee Club  
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 is achieved through:

- A well resourced Information Services Building, which has an emphasis on learning technologies in its facilities.
- An extensive local area computer network that links all buildings. The school is connected to the Internet.
- Introduction of appropriate software and programs to assist learning. Staff gaining Professional Development in computer and software usage.

Students in Yr 11 and 12 will be offered the opportunity to participate in the take home laptop program. The school is also undertaking a program of increasing the number of interactive whiteboards to 30.

## Social climate

Coombabah has a comprehensive pastoral care program and follows the proactive mental health program, Mind Matters. 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. The Guidance Counsellor, Industry Liaison Officer, School Nurse, Youth Support Coordinator and Indigenous Student Support Aide are readily accessible to assist students and parents. On-line support is 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

## Our school at a glance

are provided for ease of communication.

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.

Further services involve 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 teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	70%

### Involving parents in their child's education

Two formal Parent / Teacher / Student interview evenings (March & 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.

International Program – opportunity for families to host a student from Japan for 10 days 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

## Our school at a glance

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, music, 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 include solar power, irrigation from local water supply, energy efficient lighting, waterless toilets and water tanks to supply toilets.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	338,132	0
2010	397,947	2,003
% change 10 - 11	-15%	- 100%

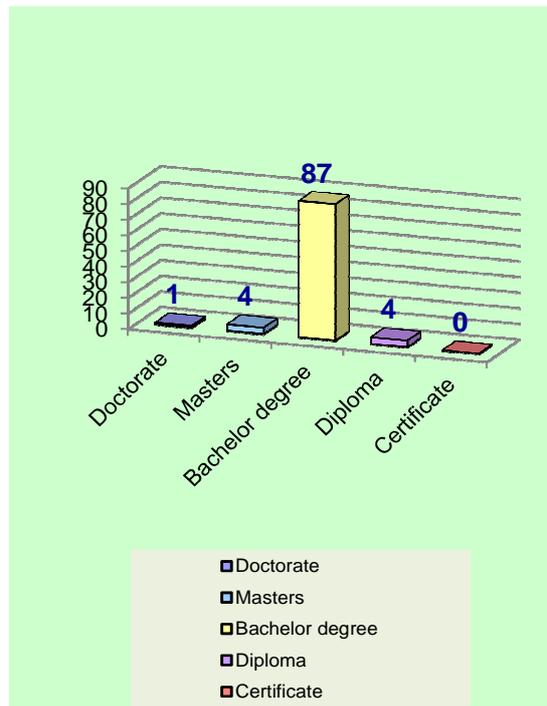
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	96	42	<5
Full-time equivalents	90	30	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Bachelor degree	87
Diploma	4
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$64 436.

The major professional development initiatives are as follows:

Information Communication Technologies, Literacy, Numeracy, Higher Order Thinking Skills, Quality Assessment, Structure, Social/Emotional Wellbeing

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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 web page.

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

## Key student outcomes

### Student attendance - 2011

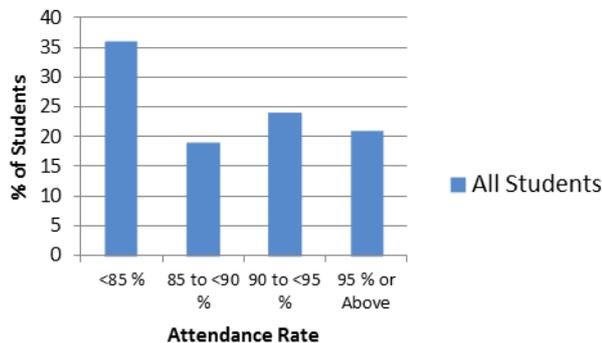
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.  
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
89%	87%	84%	85%	86%

### 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 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

- 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
- This information is supplied to Year Coordinators to follow up fractional truancy

How are Parents informed?

- Parents of students absent for 3 days are telephoned by the Absentee Officer.

## Performance of our students

- Letter sent home if 10 days absent.
- Every term a letter is sent home to students with high absenteeism
- 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

### 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

## Performance of our students

### Achievement – Closing the Gap

Retention of Indigenous students continues to be above the state average for all students. Behaviour, attendance and achievement is comparable to the full cohort. There still exists a small number of students who have high levels of absenteeism leading to poor academic achievement.

### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%
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### Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	211
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	79
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	42
Number of students awarded one or more Vocational Educational Training qualifications.	180
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	162
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	169
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	65%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
11	16	24	20	8

## Performance of our students

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
142	158	37

#### Certificate 1 courses offered

Certificate 1 Visual Art & Contemporary Craft (Art)

Certificate 1 Visual Art & Contemporary Craft (Pho)

Certificate 1 in Construction

Certificate I in Creative Industries

Certificate I in Furnishing

Certificate I in Hospitality

Certificate I in Work Education

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early 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