Coombabah State High School (2166)
Queensland State School Reporting
2012 School Annual Report

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Principal's foreword

Introduction

Welcome to the 2012 School Annual Report
This report provides parents and members of the school community with information about the school's activities and performance during the 2012 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 2012 School Annual Report both interesting and informative.

Chris Kern (Principal)

School progress towards its goals in 2012

Coombabah SHS made significant progress toward the achievement of set goals. Our Seniors performed admirably to achieve not only very pleasing OP results but also a strong growth in the number and diversity of VET certificates gained.

Literacy has had a major focus with many staff taking part in workshops to up-skill. In addition our links with QUT enabled the school to access support for the ongoing development of students' higher order thinking skills.

The need to move to an improved approach to personalised learning was commenced with preliminary work on differentiation undertaken.

The importance of student effort to academic outcomes continued to be a focus as well as the celebration oh 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. A mascot named 'Posbee' was designed to encapsulate the intent of the support program and be a symbol that students could relate to.

The physical environment continued to undergo significant improvement both within and outside of the classroom. An audit was conducted to assess our physical capacity for the first intake of Year 7's in 2015.

Future outlook

Significant areas of focus for 2012 include:

Literacy and Numeracy including Years 8 & 9 Functional literacy classes.

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

One to one laptop program for Year 10 Extension students.

Grounds improvement plans with particular focus on the Special Education Services facility and the Year 7 precinct

Continued development of meaningful partnerships with our feeder Primary schools.

Restructuring of the School recognition program and revitalisation of the House system.

Continuation of the work on personalised learning through the development of templates.

Commence work on the Developing Performance Framework for all staff.

Planning to commence for 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.**

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School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1230	493	737	91%
2011	1241	529	712	91%
2012	1223	549	674	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

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 10	23	24	23
Year 11 – Year 12	17	17	18

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	130	123	173
Long Suspensions - 6 to 20 days	8	17	26
Exclusions	9	7	13
Cancellations of Enrolment	0	5	3

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Curriculum offerings

Our distinctive curriculum offerings

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

Extra curricula activities

- Leadership support program
- Interact club
- Student Council
- Debating
- Dancing
- 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.
Upgrading to one of the Art rooms to create a digital design laboratory.
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 being rolled out to students in Years 11 and 12.
The school undertaking a program of increasing the number of interactive whiteboards and data projectors.
Embedding ICT in C2C core subjects.

Planning took place for the introduction of IPT in Year 10 and also for a new 3D printer for IDT to enhance the graphics curriculum.

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, 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

Coombabah 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 School Wide Positive Behaviour Support school and as such the program provides an excellent framework for
RTP. Specific behaviour teaching was planned and delivered and work was commenced on revamping the 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 .

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Parent, student and staff satisfaction with the school

The overall satisfaction rating from parents, students and staff was pleasing with the range generally being between mid 80% to mid 90%. The student body's perception that their behaviour was well managed at school was rather low and warrants investigation.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	87.5%
this is a good school	87.5%
their child likes being at this school*	93.8%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	87.5%
their child is making good progress at this school*	86.7%
teachers at this school expect their child to do his or her best*	93.8%
teachers at this school provide their child with useful feedback about his or her school work*	81.3%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	81.3%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	81.3%
this school takes parents' opinions seriously*	85.7%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	87.5%
this school is well maintained*	81.3%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	94.1%
they like being at their school*	95.0%
they feel safe at their school*	88.2%
their teachers motivate them to learn*	84.9%
their teachers expect them to do their best*	96.6%
their teachers provide them with useful feedback about their school work*	84.0%

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teachers treat students fairly at their school*	73.9%
they can talk to their teachers about their concerns*	74.6%
their school takes students' opinions seriously*	76.3%
student behaviour is well managed at their school*	68.9%
their school looks for ways to improve*	93.2%
their school is well maintained*	79.8%
their school gives them opportunities to do interesting things*	89.8%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	90.9%
with the individual staff morale items	94.8%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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.

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.
The school also reduced its paper usage by 8% from 2011 to 2012 through more online usage.
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	
	Electricity kWh	Water kL
2009-2010	397,947	2,003
2010-2011	338,132	0
2011-2012	224,257	2,197

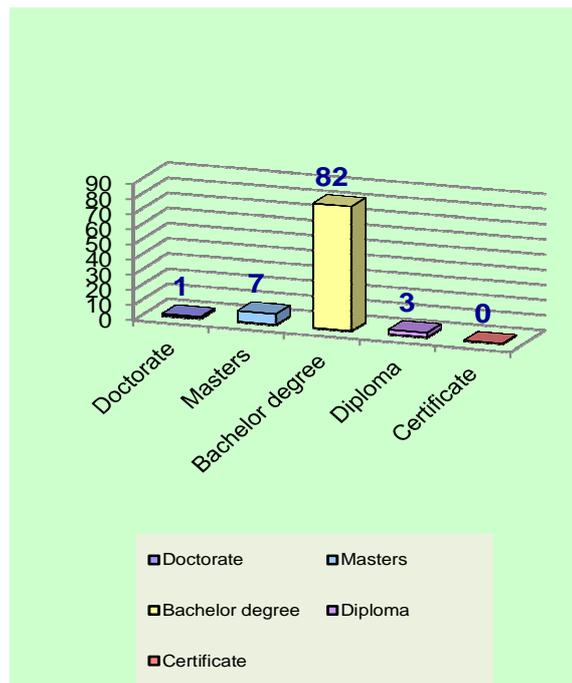## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	93	36	<5
Full-time equivalents	86.9	26.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	82
Diploma	3
Certificate	

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $34 431

The major professional development initiatives were:
- 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 2012 was 100%.

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2012.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.3%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.7% of staff was retained by the school for the entire 2012 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.**

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.

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Key student outcomes

e Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	86%

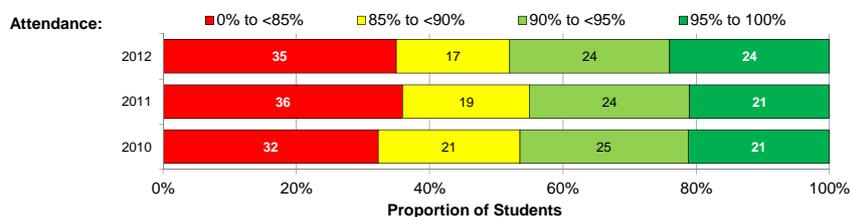The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

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
2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	88%	86%	85%	84%
2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89%	87%	84%	85%	86%
2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	85%	85%	83%	85%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	35	17	24	24
2011	36	19	24	21
2010	32	21	25	21

Proportion of Students

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?
• 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 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

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

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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.**

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 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	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	79%	82%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	192	211	213
Number of students awarded a Queensland Certificate Individual Achievement.	0	3	4
Number of students receiving an Overall Position (OP).	68	79	77
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	44	42	54
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	167	180	180
Number of students awarded an Australian Qualification Framework Certificate II or above.	164	162	157
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	153	169	173
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.	69%	65%	66%
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.	99%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	97%	93%

As at 2 May 2013. The above values exclude VISA students.

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
2010	11	14	22	18	3
2011	11	16	24	20	8
2012	8	13	30	24	2

As at 2 May 2013. The above values exclude VISA students.

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Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	126	162	30
2011	142	158	37
2012	154	142	62

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses offered

Certificate I Visual Art & Contemporary Craft (Art)
Certificate I Visual Art & Contemporary Craft (Photography)
Certificate I in Construction
Certificate I in Creative Industries (Media)
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 2012 Year 12 cohort's 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.

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.

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