Cooyar State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Cooyar State School is a Prep to Year 6 primary school situated in the South Burnett in the heart of the beautiful Wide Bay region. It caters for students drawn from residential suburbs, small acreage properties and extensive cattle and crop farms. Cooyar State School is held in high regard by the community and we are immensely proud of the standard of education we provide for our students. Much of our success is attributable to a strong focus on literacy and numeracy delivered through highly structured reading and mathematics programs that ensure our students have the necessary skills to participate in all aspects of learning. The school also provides relevant, interesting and engaging integrated curriculum units that broaden our students' experiences in Science, Technology, SOSE, Health and Physical Education and The Arts. There is a genuine integration of information technology into units of work and a commitment to keep pace with interactive technologies. The school maintains a hold on traditional values such as high expectations, strong discipline, respect, and pride in our school. A team approach to planning curriculum and teaching ensures consistency in what is being taught and the standards expected.

School progress towards its goals in 2018

Goal: Improving every students reading through deeper Literacy Teaching	
1. Explicit Improvement Agenda 2. Curriculum and Learning Culture 3. Staff Capability and Data Literacy 4. School Community Partnerships	
Target	Outcome
100 percent of students meeting regional benchmarks in Reading.	Based on our Term 4 Running Record Data for 2018 88 percent of students reached at or above regional reading benchmarks.
100 percent of students reaching NMS in NAPLAN Testing in Years 3 and 5 in all areas.	100 percent students reached NMS in NAPLAN
100 percent of students have individual learning goals that identify next steps	All students have individual learning goals set with clear next steps
Participate in minimum of one cluster event per term for high achieving students.	Students attended cluster events at least once a term.

Future outlook

In 201we are somewhat altering our direction this year by putting a focus on the below key priority.

- The Precision Teaching of Reading through Differentiated Instruction across the Curriculum

Continuing to reflect on the previous year's priority it is important to stay the course by keeping reading as our schools focus. The teaching of reading across the curriculum will ensure that reading is not taught as a standalone concept and is instead integrated throughout all learning areas. Thus, through rigorous conversation and avid collection of a data samples the above conclusion was reached.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	46	43	39
Girls	23	23	23
Boys	23	20	16
Indigenous	3	2	
Enrolment continuity (Feb. – Nov.)	98%	91%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Cooyar State School students are from a mixed socio-economic and predominantly rural background. The school caters for a fluctuating student population varying between 30 and 45 students from both rural (small acreage properties and extensive cattle/dairy and crop farms) and town locations. Enrolments have increased over the past few years with indications that the current population will remain stable. The students are taught in 2 multi-age classes – Prep-Year 2, Year 4-6 and a straight Year 3 class. The majority of students travel to school by bus.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	14	13	11
Year 4 – Year 6	16	16	19
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Cooyar State School offers a supportive learning environment where students are supported in their learning journey to make the best progress possible. The students access a curriculum based on all eight Key Learning Areas including:
☐ English
☐ Mathematics
☐ Science
☐ History
☐ Geography
☐ Health & Physical Education
☐ Art
☐ Technology (including digital technologies).

☐ LOTE (Senior Students)

Full time Teacher Aides provide additional support in each of the multi-age classrooms enabling the teachers to deliver focused teaching lessons to individuals and target groups based on identified needs. For students with identified special needs, additional provision is provided through school and regional resources. Students benefit from being in a well-resourced environment and have opportunities to use a wide range of resources, including ICT, to support their learning.

We also offer a Pre-Prep Playgroup one day a week.

Co-curricular activities

Students at Cooyar State School have a number of opportunities to participate in extra-curricular activities including:
- After School Sports Program
- Cluster School Events including Under 8's Day, Cross Country, Small School's Sports Carnival and Swimming Carnival, STEM Cluster Days.
- Annual Reader's Cup Challenge
- Community Events – Cooyar Show, township ANZAC Day Parade and Service, Cooyar Bike Ride, Cooyar's Greatest Morning Tea
- Swimming lessons (Term 1 and 4)
- Sports Lessons – Tennis (Terms 1 and 4), Rugby League (Term 2), Athletics Queensland workshops, Dance (Term 4)
- Leadership Camp to Barambah Environmental Education Centre.
- School excursions – cultural excursions to Brisbane and Toowoomba.
- School Camp – Cooyar to Canberra and the EKKA

How information and communication technologies are used to assist learning

All students have access to computers and ICT resources, including digital cameras to help them record their learning. Students have their own username and password to access their folder on the school network. Interactive whiteboards have enabled teachers to develop a range of teaching and learning opportunities to engage students in digital media. Students have access to learning websites such as Mathletics and Reading Eggs that can be structured to meet the students individual learning needs. Students also have access to three iPads for learning experiences and resources. Bee Bot robots and Makey Makey coding boards have been purchased to support student learning in science, technology and mathematics. Students also access online learning opportunities including online coding and Dance Mat Typing programs. All teachers have been provided with a C4T laptop for use in planning, preparation, assessment and reporting.

Social climate

Overview

The school encourages effective and frequent communication between home and school and operates a KIT book system – Keeping in Touch. Each student has a book that travels between home and school keeping teachers and parents updated on events or issues that may impact upon the students learning.
Staff and students are committed to maintaining a safe and supportive environment by implementing our Responsible Behaviour Plan. We encourage active participation from students and offer a number of rewards and recognition for those students following the school rules. Communication is fostered through a fortnightly newsletter, available in print form and online, and a school sign.
Staff satisfaction levels remain high and are above the state average. A number of our parents volunteer on a regular basis including providing a tuck shop once a week and supporting their children's learning e.g. attending school activities and reading with children.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	91%	100%
• this is a good school (S2035)	88%	91%	100%
• their child likes being at this school* (S2001)	88%	91%	100%
• their child feels safe at this school* (S2002)	88%	91%	100%
• their child's learning needs are being met at this school* (S2003)	88%	91%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	88%	91%	100%
• teachers at this school expect their child to do his or her best* (S2005)	88%	91%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	91%	100%
• teachers at this school treat students fairly* (S2008)	88%	91%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
• this school works with them to support their child's learning* (S2010)	88%	91%	100%
• this school takes parents' opinions seriously* (S2011)	86%	91%	100%
• student behaviour is well managed at this school* (S2012)	75%	91%	100%
• this school looks for ways to improve* (S2013)	88%	91%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	92%	100%
• they like being at their school* (S2036)	88%	92%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	85%
• their teachers expect them to do their best* (S2039)	100%	92%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	100%
• teachers treat students fairly at their school* (S2041)	94%	92%	95%
• they can talk to their teachers about their concerns* (S2042)	88%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	95%
• student behaviour is well managed at their school* (S2044)	94%	92%	95%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	94%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	100%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Cooyar State School values and encourages involvement from our parents in their child's educational journey. We use a number of strategies to enable our parents to feel as active partners in the learning process including fortnightly school newsletters, weekly parent emails, updates highlighting student success stories, KIT books to update our parents of upcoming events or activities (these home school books have been particularly successful as the majority of students travel to school by bus and we do not always get to see parents on a regular basis), term learning goal processes, student support program meetings and weekly parades where student achievement certificates are presented.

The school's active P & C Association supports many aspects of the AIP through funding excursions, events and learning opportunities. In 2018, the P & C Association contributed over $30,000 to fund online subscriptions, reading resources, Senior Camp and class excursions.

A parent is employed by the school to facilitate a weekly Community Playgroup at the school. Events are held through-out the year which parents/carers and family members are encouraged to attend including Under 8's Day and the Small Schools Sports Carnival and Swimming Carnival. Cooyar State School promotes an open door policy and parents are encouraged to discuss their child's progress with teachers as needs arise. Informal conversations are held with parents on a regular basis especially at the start and end of the day. Parent Teacher interviews are offered twice yearly in line with Report Cards.

Respectful relationships education programs

The school has implemented programs and curriculum that focus on appropriate, respectful and healthy relationships. Through the Health curriculum, weekly Positive Behaviour for Learning focuses and celebration of events, for example, 'No to Bullying Day', Cooyar State School reinforces the importance of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Solar panels have been installed to offset this increase in electricity use. The School uses tank water for drinking and creek water for toilets.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	4,967	7,549	21,192
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

    View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	5	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	3
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $**$6432.00**.

The major professional development initiatives are as follows:

Releasing teachers for term planning days and peer observation sessions with a focus on building teacher capability, including

'Putting faces on the data' (Lyn Sharratt), forward planning in school improvement areas and student learning goal development

- Conflict resolution

- Literacy Solutions (overlearning)

- Sound Waves

- Tech expo

- Principal's Conference

- Financial Workshops

- Effective teaching of reading

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	DW	81%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	95%	93%	92%	Year 7			
Year 1	96%	96%	92%	Year 8			
Year 2	97%	96%	94%	Year 9			
Year 3	93%	96%	93%	Year 10			
Year 4	94%	92%	97%	Year 11			
Year 5	95%	95%	94%	Year 12			
Year 6	93%	89%	94%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11		27	61
2017	12	12	30	46
2018	7	14	24	55

Proportion of Students (0% to 100%)
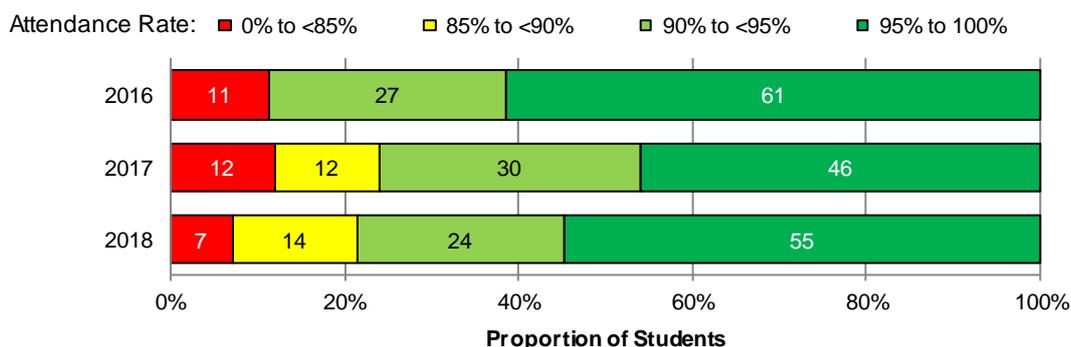
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.
At Cooyar State School, we use our Student Absence Reporting Process to manage student absences. In line with our school policy, after roll marking each morning, school staff make contact with families when students are marked as absent. Rolls are marked again in the afternoon. Follow up of absences by school staff is recorded in our Unexplained Absentee Register.
Key strategies to encourage attendance:

- Reporting of school attendance goal on school newsletter
- Reporting of fortnightly attendance rates on the school newsletter
- Articles on attendance in the school newsletter
- Attendance in the Principal's Report agenda at each P&C Meeting
- Attendance messages on the school sign

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

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