

Cooyar State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Cooyar State School provides a safe supportive, stimulating environment where staff, parents and community members work together to provide a quality education for all students. We prepare students for life-long learning by developing skills, nurturing creative talents and encouraging enquiry.

Our positive partnerships foster the enthusiasm of students who believe Cooyar State School is a great school. We like to maintain a happy, safe and secure environment that nurtures learning by continuing to work together on these partnerships. It is by working together, that we can provide our students with an excellent education.

Introduction

By Labour We Progress

Established in 1905, Cooyar State School is a small rural Prep to Year 6 school in the South Burnett area of the Darling Downs South West Region. The school caters for a fluctuating student population varying between 38 and 45 students from both rural (small acreage properties and extensive cattle/dairy and crop farms) and town locations.

The school is situated on a flat 3.5ha block and comprises of one main building (2 classrooms and withdrawal rooms), a demountable classroom, amenities block, tuckshop and several sheds. At Cooyar State School we are committed to creating a safe, tolerant and disciplined learning environment that ensures our students develop the confidence they need to function in and contribute in our rapidly changing society. Learning experiences target individual student strengths and address each student's learning needs to enable every student to succeed at their level each day.

We have an active Parent and Citizen's Association and we value their continued support and involvement in the learning journey of our students.

School progress towards its goals in 2015

<i>Priority</i>	<i>Progress</i>
Improve school performance in writing and spelling	Staff training has taken place in writing and spelling. Programs have been put in place. Resources have been purchased and implemented.
Improve school performance in Reading	Programs have been put in place. Home reading programs have been put in place. Staff feedback based on reading observations.
Improve school performance in Numeracy	Staff training has taken place in writing and spelling. Programs have been put in place. Resources have been purchased and implemented.

Future outlook

Key Priorities for 2016

- Improve school performance in writing and spelling .
- Improve school performance in reading.
- Improve school performance in numeracy.
- Continue our productive partnerships with students, staff parents and the community.
- Continue using Positive Behaviour for Learning approach to behavior management.
- Continue to plan strong transition programs for student prior to school (0-5 years) and from primary school to high school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	57	29	28	2	96%
2014	46	23	23	2	96%
2015	43	24	19	2	95%

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:

Cooyar State School students are from a mixed socio-economic and predominantly rural background. The school caters for a fluctuating student population varying between 38 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 3 multi-age classes – Prep-Year 2, Year 3-4 and Year 5-6. The majority of students travel to school by bus.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	29	12	10
Year 4 – Year 7 Primary	25		13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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

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).

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.

Extra curricula activities

Students at Cooyar State School have a number of opportunities to participate in extra-curricula activities including:

- After School Sports Program
- Cluster School Events including Under 8's Day, Cross Country and the Small School's Sports Carnival held at Cooyar State School.
- Community Events – Cooyar Show, township ANZAC Day Parade and Service, Cooyar Bike Ride.
- Swimming lessons (Term 1 and 4)
- Sports Lessons – Tennis (Terms 1 and 4), Rugby League (Term 2), Athletics Queensland workshops.
- Leadership Camp to Barambah Environmental Education Centre.
- School excursions – cultural excursions to Brisbane and Toowoomba.
- School Camp – Sydney, Brisbane.

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 have been purchased to support student learning in the area of coding. All teachers have been provided with a C4T laptop for use in planning, preparation, assessment and reporting.

Social Climate

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, supporting their children's learning e.g. attending school activities and reading with children.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	91%	100%
their child feels safe at this school (S2002)	95%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	91%	100%
their child is making good progress at this school (S2004)	100%	91%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	100%	100%
teachers at this school motivate their child to learn (S2007)	95%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	91%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	91%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school (S2036)	93%	94%	96%
they feel safe at their school (S2037)	100%	94%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	87%	100%	100%
they can talk to their teachers about their concerns (S2042)	87%	89%	95%
their school takes students' opinions seriously (S2043)	100%	89%	100%
student behaviour is well managed at their school (S2044)	93%	88%	96%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	93%	94%	100%
their school gives them opportunities to do interesting things (S2047)	93%	89%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	83%	100%
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%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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 weekly newsletters and 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) and weekly parades where student of the week certificates are given out.

The school's active P & C Association supports many aspects of the AIP through funding allocations to support curriculum developments and learning opportunities e.g. funding online learning subscriptions, home readers, guided readers and school renovations.

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. 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.

Reducing the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	8,626	0
2013-2014	8,276	0
2014-2015	5,783	

*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.

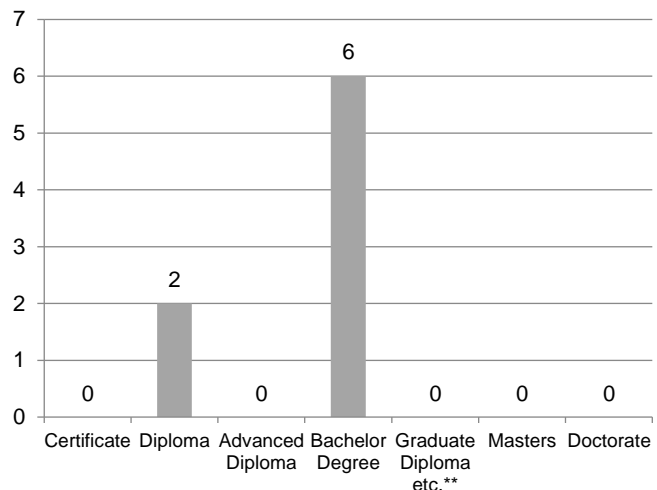
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalent	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	8



*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 was \$6 718.55.

The major professional development initiatives are as follows:

- Curriculum training in writing and numeracy
- Corporate/ Administration training
- Explicit Instruction
- Principal's Conference and Principal's Connect Conference
- Cleaners workshop
- CPR- First Aid

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.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

Sector:

Government

Non-government

SEARCH

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%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	94%	91%

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 Primary schools was 93%.

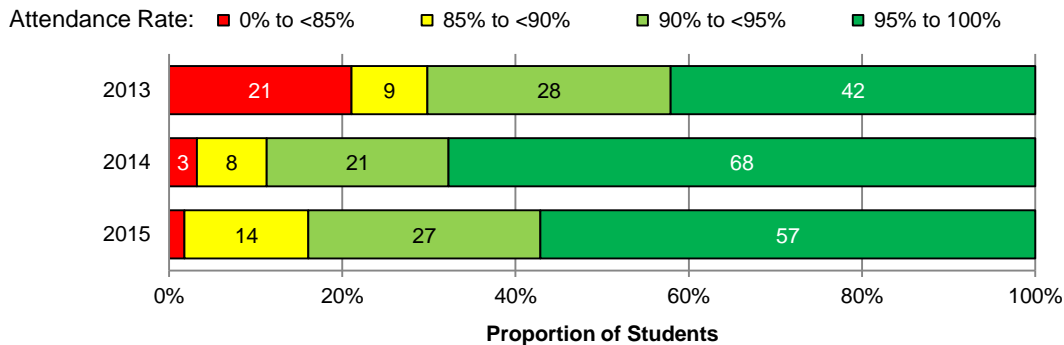
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	92%	88%	94%	91%	95%	90%	94%					
2014	92%	93%	96%	93%	96%	96%	98%	98%					
2015	96%	94%	92%	95%	93%	94%	94%						

*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.

- Rolls are marked at 8:30 everyday
- Parents are called if by 9:30am we have not been notified of student absence
- Parents are requested to notify of absence with a message in the KIT book or phone call before 9:00am
- Attendance percentage is published in the newsletter and students are encouraged to attend. Attendance data is also displayed on the school sign to celebrate high levels of attendance.

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

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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.