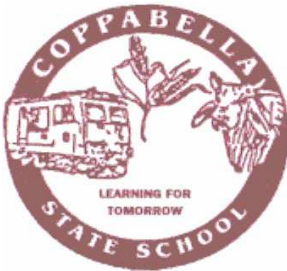
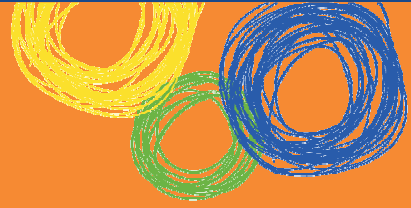


# Coppabella State School (1898)

## Queensland State School Reporting

### 2012 School Annual Report



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Contact Person	Mr Shane Wilkie - Principal

## Principal's foreword

### Introduction

'Learning for Tomorrow' is the focus at Coppabella State School. We aim to facilitate this in an environment of high expectations with quality teaching and learning and explicit feedback provided to students.

In partnership with staff, students, parents and community, Coppabella State School offers an individualised, quality education that empowers students to participate in an ever-changing society. Coppabella State School provide students with opportunities to engage in a range of challenging learning environments in a supportive, inclusive and safe environment where students can reach their full potential.

The 2012 School Annual Report provides readers with a snapshot of the achievements and successes of children at Coppabella State School. School staff, past and present have worked collaboratively and enthusiastically towards the achievement of continued improvement for all students. This report is accessible from the school website or directly from the school administration office.

### School progress towards its goals in 2012

#### School Curriculum

Priority	2012 Progress	2013 Action
Develop a whole school curriculum and assessment plan	Draft plan established	Finalised as part of Pedagogical Framework development in 2013
Update Internal Monitoring policy and update benchmarks	Internal Monitoring policy implemented in line with established benchmarks	Review and update document as part of assessment and data collection process evaluation
Implement the Australian Curriculum in English, Mathematics and Science.	Implementation of C2C units occurred throughout the year	Review and adapt multi-age units to suit school context. Implement C2C History units

#### Teaching Practice

Priority	2012 Progress	2013 Action
Develop a whole school reading, spelling and maths policy	Reading and Spelling policies drafted	Review and make appropriate adaptations. Develop maths policy

# Queensland State School Reporting

## 2012 School Annual Report



Focus on improving grammar, spelling and numeracy results. Continue to track student progress, and set and monitor individual improvement targets in Literacy and Numeracy	Spelling improvement achieved.	Numeracy to be key priority for 2013/2014 Grammar to be key priority 2014
Develop capability of staff to implement reading comprehension strategies	Capability development programs implementation began in 2012.	Further capability development (reading) as part of key priority for 2013
Train staff working in lower school in THRASS phonics program.	Incomplete	Training to be sourced in Semester 2, 2013
All staff to complete Professional Learning Plans & source PD for staff to achieve their Professional Learning Plan goals.	Developed for teaching staff	Review teaching staff 2012 plans. Establish plans for all staff in 2013.
Implement an Enhancing Literacy & Numeracy program with funded teacher	Successfully implemented	Continue with program for 2013

### School & Community Partnerships

Priority	2012 Progress	2013 Action
Continue to work with P&C to install phase 2 of playground upgrade	Phase 2 playgrounds installed.	Phase 3 to be undertaken in 2013 – Indigenous garden installation
Revamp and reinvigorate library in new BER building	Building completed and being utilised by staff, students and community	Refurbishment of old library into resource centre and additional classroom

### Future outlook

#### School Curriculum

- Adapt C2Cs multi-age units to suit school context
- Continue to review and develop the alignment of the Whole School Curriculum, Assessment and Reporting Plan with the Australian Curriculum and QCAR framework
- Develop, document and implement a whole of school pedagogical framework (utilising Explicit Instruction and Dimensions of Teaching and Learning)
- Research, utilise and modify effectively mapped whole school plans from similar small school settings
- Review and adapt assessment framework following analysis of data to ensure data collection, benchmarks and targets are systematically developed to support student achievement

#### Teaching Practice

- Research and adopt an approach to teaching numeracy
- Develop and document the school's approach to the explicit teaching of Reading
- Arrange Professional Development in the teaching of Reading and Numeracy

#### School & Community Partnerships

- Consult with the community on the achievement of improved student outcomes, targets, and strategic priorities through regular class open evenings, parent interviews each term, community engagement events and class/school event invitations

# Our school at a glance

## School Profile

Established in 1980, Coppabella State School is a multi-age, co-educational state school situated 150 km west of Mackay on the Peak Downs Highway. Our early phase classroom is composed of Prep – Year 3, while the upper primary class is composed of Year 4 – 7.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	29	18	11	81%
2011	29	19	10	93%
2012	31	20	11	97%

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

## Characteristics of the student body:

The majority of students at the school come from families employed by Aurizon. The other students come from families involved in farming or mining/construction. The school has an ethnic diversity including Aboriginal & Torres Strait islanders, South Sea Islanders and Pilipino. The school student population is identified as attending a rural and remote school.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	18	17	18
Year 4 – Year 7	18	13	13

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- It is common practice at this school for students to play active games, using a variety of physical resources, as remoteness of families denies students this opportunity.
- Supportive and inclusive learning environments valuing student's individuality and learning preferences.
- Focused daily blocks for explicit teaching in English and Mathematics.
- A high level of ICT resources to engage students in their learning.
- Access to Literacy enhancement program to improve literacy skills in the classroom.
- Specialist teacher for The Arts, HPE and ICT
- Specialist Visiting Dance teacher during Term 4
- Specialist Visiting Music performer – students to develop on song on CD
- Specialist Visiting Indigenous Art teacher – students complete individual artworks
- Access to advisory visiting teacher for Hearing Impairment

### Extra curricula activities

- School camp to Camp Fairbairn – Year 4 -7
- ICPA school sports camp
- Swimming lessons in Term1 and Term 4
- Auskick Sessions in Term 3
- All students participate in Brigalow Sports and Swimming carnival and Cross Country event
- Student Council fundraising events to sponsor a child through World Vision
- Awards for leadership, industry, citizenship, athletics and swimming at end of year concert
- Swimming lessons in Term1 and Term 4

### How Information and Communication Technologies are used to assist learning

- There is a computer lab with approximately 20 computers
- Both classrooms are equipped with interactive whiteboards and teachers access a wide range of web based activities and resources
- A technology technician visits each term to maintain the network.
- Students have access to a number of different hardware devices, including digital still and video cameras, ipads and laptops.
- A range of online and CD based software is available for students to use on a daily basis to support their learning in a range of curriculum areas.
- A technology technician visits each term to maintain the network.

Students use the variety of ICT hardware and software devices to engage in the school curriculum, to communicate and present their learning in a range of different contexts, and to access information about the world around them.

Students are encouraged to work creatively with ICTs to ensure that they are proficient in both skill based tasks and deeper, critically complex activities through the creation of various multimodal texts.

## Social climate

The Principal, teachers, non-teaching staff and parents are committed to achieving the best educational outcomes for every student at Coppabella State School. This is achieved through an open door policy, collaborative decision making and informative conversations at P&C meetings. High attendance at all P&C meetings allows all parents a chance to voice their opinion on all issues

A weekly school newsletter informs parents of upcoming events, student learning and celebrates the achievements of students through award recognition.

An effective Whole School Positive Behaviour Support policy is in place and has been effectively adopted by staff, student and parents. Students are encouraged to *Own their own behaviour, caring, courtesy, cooperative, considerate, common sense*. Students are positively reinforced through a variety of systems to acknowledge when positive behaviour choices are being made.

The school accesses through request, Chaplaincy support from Moranbah when required.

The Student Council allows students to develop interactions outside the classroom, to have a voice in their school and to build leadership, responsibility and decision-making skills.

Parents willingly travel to support their children and school in all sporting and cultural events. Parents and community members are also willing helpers in the classroom on a regular basis. As well as supporting the school by helping out with the maintenance of the school grounds.

## Parent, student and staff satisfaction with the school

We have identified our success from the parent opinion survey data that parents agree that their children feel safe at Coppabella State School. In 2013 we will updating our website to ensure that parents are provided with useful information online.

We have identified our successes from the staff opinion survey data as Coppabella State School being a workplace that develops positive relationships between staff based upon shared values and respect. In 2013 we will be focussing on developing an increase in daily physical activity for students as this was highlighted by staff as something they would like to see improve.

We have identified our successes from the student opinion survey data as students valuing the access they have to computers and other technologies to support their learning. In 2013 we will ensure that the Whole School Positive Behaviour Management Policy is implemented effectively to ensure that students recognise that they are all treated fairly.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	93.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	92.3%
teachers at this school motivate their child to learn*	86.7%
teachers at this school treat students fairly*	80.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	93.3%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	92.9%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	71.4%
they can talk to their teachers about their concerns*	92.3%
their school takes students' opinions seriously*	85.7%



## Our school at a glance

student behaviour is well managed at their school*	92.9%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	92.9%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

<sup>#</sup> 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

Parents are involved in their child's education in a number of ways at Coppabella State School through:

- Weekly newsletters, including a section dedicated for news from the P&C secretary to be communicated to the community
- Open door policy of Teaching Principal and teaching staff
- Written reports each semester
- Parent & Teacher interviews every term with flexible timetabling arrangements, and follow up phone calls for parents unable to attend
- Classroom open evenings at the commencement of each semester to communicate with parents the classroom policies and procedures and approaches to teaching, learning and curriculum
- Attending school organised curriculum workshops
- Attending student organised activities (Parent sporting days, ANZAC Day, Disco nights, sleep-over's, family BBQ nights, local cricket matches)
- Parent assistance in the classroom
- Working Bees and grounds maintenance schedules
- Brigalow Small School's Sports and Swimming Carnivals assistance and attendance
- All families rostered and providing time to help in tuckshop
- Attending school organised activities (School Sports Carnival, Camps, Rewards Day Activities)

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school's electricity usage has decreased from 2011 to 2012. Solar panels have been installed on the new BER building to power the air-conditioning units and will assist to moderate electricity costs. Students have also been allocated jobs to ensure all electrical devices are turned off daily. The school also recently installed a water tank to water gardens.

Environmental footprint indicators, 2011-2012

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	32,449	0
2010-2011	28,464	0
2011-2012	22,551	0

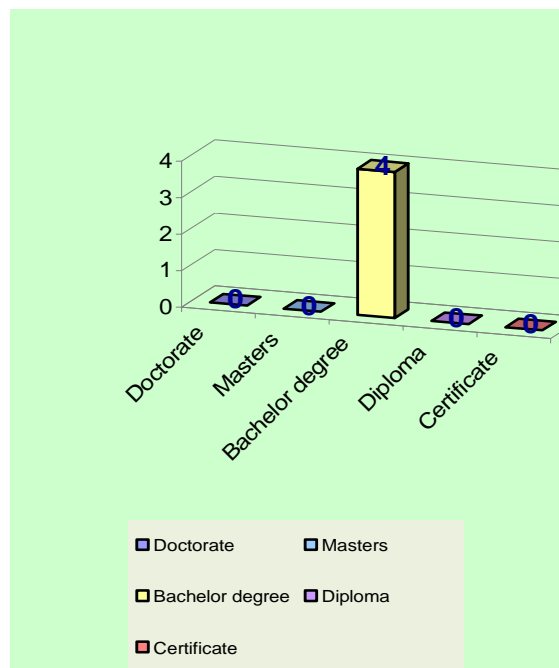
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2.4	2.2	0

## Qualifications of all teachers

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



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$1225. The major Professional Development activities undertaken in 2012 were Explicit Instruction, The Teaching and Assessment of Reading, THRASS.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.6%	98.2%	96.7%

## 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 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.

**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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

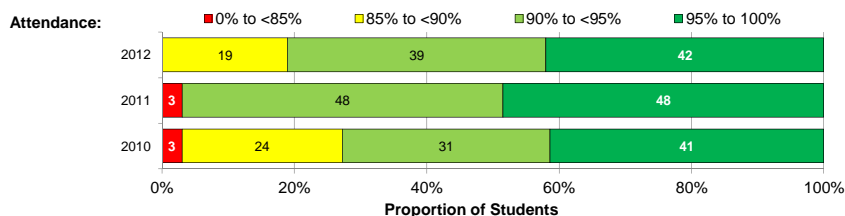
### Student attendance rate for each year level (shown as a percentage)

	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	91%	92%	95%	DW	95%	90%	DW					
2011	98%	96%	92%	DW	DW	96%	91%					
2012	DW	96%	94%	94%	DW	DW	95%					

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 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.

Our school roll is marked twice a day, beginning of morning session, and following second break. Unexplained absences are followed up by the Principal by phone at the commencement of a second unexplained absence. If students are unable to attend school due to weather conditions, work is emailed or faxed home for parents to implement. If students are away for a predetermined set time, work is supplied.

Student attendance data is shared with students so they can see which classes have the highest attendance and are encouraged of the importance of coming to school, *everyday counts*. Students with no unexplained absences for the semester are celebrated as part of whole school assemblies.

# Performance of our students

## 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/>.

The data for our 2012 Yr 5 students is withheld due to the small cohort.

In 2012 utilising past NAPLAN data and our own internal monitoring assessment tools we have been able to identify spelling and writing as a strength and numeracy and reading as areas for further improvement.

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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Approximately 20% of the students enrolled at the school identify themselves as Indigenous. The performance of this cohort of students is similar in attendance, attainment and retention to the non-Indigenous student population. Indigenous students at Coppabella State School are currently meeting and exceeding the targets of the 'Closing the Gap Education Strategy'.