



# Coppabella State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Established in 1980, Coppabella State School is a multi-age co-educational state school situated about 150 kilometres from Mackay on the Peak Downs Highway, 53 kilometres west of Moranbah. Our Early Phase of Learning classroom is composed of Prep to Year 3, while the other classroom is a Year 4 to 7 composite class. We aim to provide an individualised, quality education, focusing on core literacy and numeracy in a safe and harmonious environment. To support dynamic delivery of our curriculum, visiting specialist teachers support the Arts, Health and Physical education and information and communication technology implementation. The success of the learning in the school is based on consistency in planning, teaching and assessment as well as the implementation of Explicit Instruction. Our whole-school approach provides a supportive learning environment while encouraging open communication with the school community. The school community actively promotes shared school values and a positive inclusive culture.

## Principal's Foreword

### Introduction

The documentation in this report presents the key aspects of teaching and learning, our school and the workforce at Coppabella State School. Our school motto is ' Learning for tomorrow' , this is facilitated at Coppabella by creating a high quality learning environment with high expectations, explicit instruction and feedback and by creating positive partnerships with all stakeholders (students, staff, parents, auxiliary staff and the wider community). Coppabella State School provides students with opportunities to engage in a range of safe, challenging learning experiences where students can reach their true potential. Our school offers individualised programs that empower students to participate in the ever changing society. We believe that every child matters every day.

Our staff demonstrate a high level of professionalism both within the school and the wider community. Every staff member at Coppabella State School is committed providing the highest quality education and social outcomes for our students. Our staff are encouraged and supported in developing and implementing innovative practices in our classrooms. We offer a purposeful and engaging curriculum to meet the individual needs of our students. This is achieved through the delivery of curriculum that is designed to accommodate learning styles; we have embraced the need for flexible approaches to learning.

The 2016 School Annual report provides readers with a 'snapshot' of the achievements and successes of the students at Coppabella State School. The data sets contained in this report will reflect the positioning of the school in terms of its progress towards specific goals, our future outlook, social climate, offerings of curriculum, satisfaction levels of staff, parents and parents. A hard copy will be made available in the school office for those who are unable to access the school website.

Due to the small number of students who are across the different year levels at Coppabella State School much of the school and student data is withheld in this report as to comply with privacy issues. .

## School Progress towards its goals in 2016

### School Curriculum

- Implementing the 7 steps to writing
- Explicit instruction Genre Writing
- Using POLYA 20 questions in 20 days
- Review and rewrite the schools numeracy plan

### Teaching Practice

- Utilising Central Qld benchmark testing for Math
- Analyse NAPLAN data, Pat M to develop numeracy lesson
- Setting student goals
- Attending POLYA training
- Using Explicit Improvement practices in the classroom

## Future Outlook

In 2017 Coppabella State School is focusing on the following Strategies to improve teaching and learning:

- Differentiated learning goals and targets for all students.
- Providing regular feedback to students and parents on progress and learning goals.
- Using explicit instruction and annotated examples to ensure students know what a good example looks like.
- Using high yield teaching strategies, best practice and the use of diagnostic testing and data sets to inform pedagogy.
- Improving our upper 2 band NAPLAN data in maths by teaching and assessing - understanding, reasoning, problem solving and fluency of all mathematical strands.
- Implementation of STEM programs throughout the school.
- Successfully adapting C2C units and assessment to suit our school context.
- Identifying and supporting 'at risk' students by providing 1:1 and small group targeting teaching.
- Regularly analyse student data with staff to identify ways to improve students outcomes.
- Provide professional development to all staff to improve writing and reading outcomes.
- Reward and acknowledge students with 100% attendance and continue to provide attendance information to parents through our newsletter.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	25	13	12	3	100%
<b>2015*</b>	21	9	12	2	100%
<b>2016</b>	14	6	8	2	100%

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 2016, 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

### Overview

The majority of students at Coppabella State School come from families employed by Aurizon. Students also come from surrounding farming properties. The school is ethnically diverse including Aboriginal and Torres Strait Islanders, South Sea Islanders and Phillipine Islanders. The school population is identified as attending a rural and remote school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	11	14
Year 4 – Year 6	15		

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum priority is to deliver high quality individualised programs that meet our student's needs. We offer a curriculum that covers the 8 key learning areas – English, Mathematics, Science, History, The Arts, Health, Physical Education, LOTE (Japanese) and Technology (including coding and engineering). Lessons are delivered in a multi-age setting.

- Focused daily blocks for explicit instruction in English and Mathematics.
- A high level of ICT resources to engage and assist students in a remote setting.
- Specialist teacher for HPE
- Specialist LOTE teacher
- Specialist visiting dance teacher.
- Specialist visiting music teacher
- Specialist visiting indigenous art teacher
- Specialist visiting drama teacher.
- Access to advisory visiting teachers for speech therapy, special needs including hearing impairment.

### Co-curricular Activities

Although Coppabella is a rural and remote school, students are given the opportunity to be involved in co-curricular activities such as:-

- ICPA sports camp – (4-6)
- Whitsunday Voices Literary Festival- Day Trip Prep – year 2
- Whitsunday Voices Literary Festival, Winchester Camp – Brigalow Cluster – years 3 – 6
- Queensland Youth Orchestra Visit
- Brigalow Cluster Sports day
- Brigalow Cluster Swimming Carnival
- Swimming lessons Term 1 & 4
- Student Council fundraising events
- Awards for leadership, industry, citizenship, athletics and swimming.
- An End of Year Concert.

### How Information and Communication Technologies are used to Assist Learning

The students at Coppabella State School access communication technologies in a variety of ways –

- We have a dedicated Computer Lab with a 1:1 ratio of state of the art laptops.
- Students also have access to iPads ( 1:1.3 ratio)
- Both classrooms are equipped with interactive whiteboards.
- Reading Eggs and Matific online and “at your own pace’ interactive programs are run Prep – Year 6.
- Students have access to a range of handheld devices such as digital cameras and video cameras.
- Access to the Department of Education ‘ Gifted and Talented’ Impact program. (4-6).

All students are exposed and encouraged to use the internet responsibly – including - The Learning Place, Google, IConnect, web Conferences. From Prep students are encouraged to work creatively with ICTs to ensure that they are proficient in both skill based tasks and deeper, critically complex activities. Students receive explicit instruction to ensure proficiency in Microsoft Office.

## Social Climate

### Overview

Coppabella State School has a diverse range of learners that are catered for in a supportive school environment that differentiates for the individual.

Coppabella has positive and productive relationships with the school community based on honest communication with parents / caregivers. Coppabella is committed to providing a safe, respectful and disciplined learning environment for all students and staff. Bullying is addressed as in our Responsible Behavior Plan. Students have an opportunity to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

The Principal, teachers, non-teaching staff are committed to achieving the best educational outcomes for every student at Coppabella State School. This is achieved with an open door policy, collaborative decision making and informative conversations at P&C meetings. High attendance at P&C meetings ensures that all parents have the opportunity to voice their opinions on all issues. Parents also help by maintaining the school grounds.

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.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	67%	DW
this school is well maintained* (S2014)	100%	100%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	100%	100%
they like being at their school* (S2036)	93%	100%	100%
they feel safe at their school* (S2037)	93%	100%	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)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	87%	89%	100%
they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
their school takes students' opinions seriously* (S2043)	87%	75%	100%
student behaviour is well managed at their school* (S2044)	93%	100%	100%
their school looks for ways to improve* (S2045)	93%	88%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	DW
they feel that their school is a safe place in which to work (S2070)	100%	100%	DW
they receive useful feedback about their work at their school (S2071)	100%	100%	DW
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	DW
students are treated fairly at their school (S2073)	100%	100%	DW
student behaviour is well managed at their school (S2074)	100%	100%	DW
staff are well supported at their school (S2075)	100%	100%	DW
their school takes staff opinions seriously (S2076)	100%	100%	DW
their school looks for ways to improve (S2077)	100%	100%	DW
their school is well maintained (S2078)	100%	100%	DW
their school gives them opportunities to do interesting things (S2079)	100%	100%	DW

\* 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

All parents have demonstrated a keen interest in both teaching and learning as well as being involved in extra curricula activities that students participate in. Parents are encouraged to be involved with teaching and learning in the following ways:-

- **Volunteering:** Through the newsletter and letters home parents, grandparents and family are encouraged to volunteer in many different aspects of the school and curriculum – including sporting events, swimming lessons, reading, mathematics lessons and experiments. Parents are also involved in running our tuck shop and grounds care.
- **Parent Teacher Interviews:** Parents are invited and encouraged to attend Parent Teacher Interviews in Term 1 and Term 3. These interviews focus on individual goals and targets.
- **Newsletters:** Newsletters are published on a weekly basis. A hardcopy is provided to all parents. (Email copies are provided upon request).
- **School parades:** School parades are held on a weekly basis. Monday 2:15 – 2:30. Parades are run by the student council. Parents and community members are invited to attend.
- **Educational Celebrations:** At Coppabella we celebrate the educational achievements of students as well as : ANZAC Day, Under 8s Day, NAIDOC Week, Remembrance Day, Leadership Ceremonies , Student of the Week Awards, Behavioral Excellence Awards.
- **Information Sessions:** Throughout the year parents are encouraged to attend information sessions to better develop understanding of the school curriculum. Parents of students starting Prep are encouraged to attend our information session about 'starting school' and are provided with information to help the transition to school be a smooth one.
- **Parents and Citizen Association:** This association is open to any parent or citizen interested in the wellbeing of the school, staff, students and community. P&C meetings are conducted twice a term and works to improve the quality of school facilities, community involvement, fundraising and the implementation of ICT programs.

## Respectful relationships program

In 2017, students at Coppabella State School has developed and implemented a program that focuses on appropriate, respectful and healthy relationships as prescribed in the Australian Curriculum Health and Physical Education unit are provided as part of our ongoing health program. In this program students have focused on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

Coppabella State School is committed to reducing our environmental footprint by reusing waste paper, turning off lights when not in use and utilizing fans instead of air conditioners where possible. We have solar panels to reduce electricity consumption and have replaced faulty taps to reduce wasted water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,652	0
2014-2015	21,053	
2015-2016	22,419	

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.

## 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 <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



Where it states '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.

## Our Staff Profile

### Workforce Composition

#### Staff composition

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalent	2	2	0

#### Qualification of all teachers

At Coppabella State School we are fortunate to have 2 senior teachers (1.7 FTE) teaching multi-age classes. (Prep – 2) (3-6). Both teachers are 4 year trained with Bachelor Degrees.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$6,764.00

The major professional development initiatives are as follows:

- Whole school implementation of the 7 steps to Writing
- Implementation of the 'Back to Front' Maths program.
- Whole school implementation of Explicit Instruction in Genre.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

N/A

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	99%	93%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

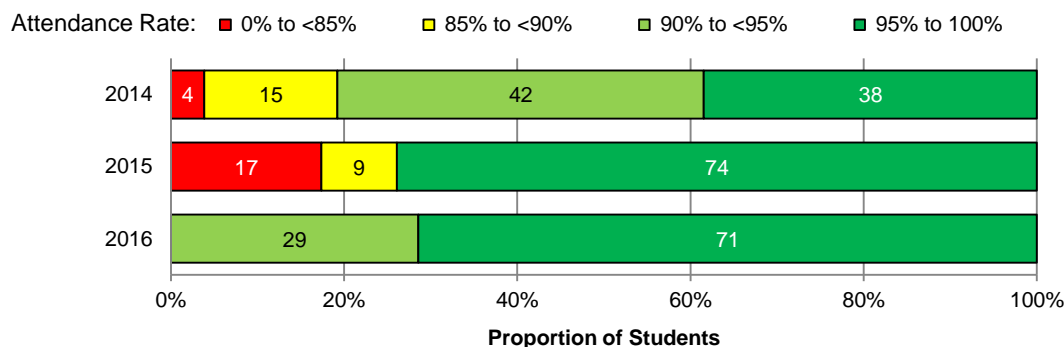
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	94%	91%	93%	99%	92%	96%	DW					
2015	97%	DW	94%	98%	92%	DW	94%						
2016	DW	97%		96%	99%	96%							

\*Attendance rates effectively count 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.

- Electronic roles are marked twice a day by classroom teachers at 8:30am and 1:10pm.
- Any unexplained absences will be followed up by a phone call.
- Explained absences are entered into the system with detailed reasons for the absence.
- Attendance data is regularly monitored and reported in our newsletter
- If a student is regularly absent, parents are contacted to discuss ways in which learning can be implemented at home.
- Parents are encouraged to notify teachers prior to absences so work can be arranged.
- The Every Day Counts message is discussed with parents and students.
- 100% Attendance Awards are presented at the end of every semester.

## NAPLAN

If there are cohorts in Year 3 and Year 5 of less than 5 students, data is withheld on the My School Website.

Collectively in 2016:

- 100% of year 3 students achieved above the national minimum standards.
- 100% of year 5 students achieved above the national minimum standards.
- Over 50% of students achieved results in the upper 2 bands.

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**.

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