

**QUEENSLAND STATE GOVERNMENT REPORTING
COOMERA ANGLICAN COLLEGE ANNUAL REPORT 2015
(Based on 2014 Data)**

SCHOOL DETAILS

Coomera Anglican College commenced in 1997 and enjoyed a successful eighteenth year of operation in 2014. It is owned by the Anglican Diocese of Brisbane and is a member of the Association of Independent Schools in Queensland (ISQ). Coomera Anglican College is a member of the Associated Private Schools (APS) sporting association on the Gold Coast.

School sector: Independent

School's address: 8 Days Road, Upper Coomera

Total enrolments: 1415 (domestic), 1423 (incl International) from Preparatory to Year 12

Year levels offered: Preparatory to Year 12 and 75 place Early Learning Centre

Co-educational or single sex: Co-educational

Characteristics of student body:

Students are all day students, mostly residing within a 15 minute drive from the College. There were 8 International Full Fee Paying students - 5 girls and 3 boys.

Ratio of Girls to Boys Primary (Preparatory - Year 6) *399 girls - 384 boys - 51:49

Ratio of Girls to Boys Secondary (Years 7 - 12)* 349 girls - 291 boys - 54.5:45.5

Total Ratio of Girls to Boys (Preparatory - Year 12)*748 girls - 675 boys - 52.5:47.5

*Including International students

Distinctive curriculum offerings:

Coomera Anglican College is divided into four distinct areas:

- Early Learning Centre (15 months - 5 years)
 - Primary (Preparatory - Year 6)
 - Junior Secondary (Years 7 - 9)
 - Senior Secondary (Years 10 - 12)
- Our Early Learning Centre embraces learning through play by employing 'Emergent Curriculum' and the incorporation of 'Belonging, Being and Becoming' - The Early Years Learning Framework. In 2012 the Centre introduced the Queensland Kindergarten Programme employing two, four year trained teachers to teach the Queensland Kindergarten Curriculum 40 weeks per year. This programme supports and prepares the children to transition smoothly into the College community. The learning and development areas of Identity, Connectedness, Wellbeing, Active learning and Communication are the focus for this programme. Language, literacy and numeracy are integral parts of the programme and are supported with tools such as

interactive whiteboards and iPads. The children in Pre-Prep take an active role in the College community attending significant College events and weekly worship celebrations with the Prep children. The Centre has a new on-line documentation programme that allows for regular communication from the service to home and from home to the service. This programme documents all the education and learning that takes place each day.

- Since its inception in 1997, Coomera Anglican College has operated formal Preparatory classes which provide students with a very positive and solid basis for the rest of their schooling. All Primary subject areas are covered, with specialty areas including weekly contact for library skill development, Chinese language and culture, Physical Education, Music and Drama.
- There is strong emphasis on literacy, numeracy and catering for individual, personal differences among students. Spelling Mastery and Maths Mastery are skill-based programmes that are offered up to Year 6.
- In the Primary years, students develop their information and communication technology (ICT) skills through a comprehensive development programme which includes specialist computer skill lessons and generic ICT skills embedded throughout the curriculum. Students have access to a range of ICTs including classroom based computers, a range of mobile devices such as tablet computers, laptops, and equipment for producing high quality multi-media including audio recorders, video and still cameras.
- In the Secondary year levels, ICT skills are initially taught explicitly but then are used within all other subjects as authentic tools for research, study and production within the various subject areas. Elective offerings in Years 9 - 12 include a range of technology based subjects aimed at satisfying both the specific needs of the students and the requirements of the endorsed Australian Curriculum subjects.

Teaching and Learning:

- The Primary and Secondary campuses continue to work on implementing and embedding the Habits of Mind framework. The Habits of Mind are a significant element of the culture that assists and supports all aspects of teaching and learning at the College. Teachers continue to develop their use of the Habits of Mind in their planning, teaching, assessment and reporting. The Habits of Mind are also embedded in our successful behaviour management system.
- The principles of ‘mindsets’ have been adopted throughout the College as a theoretical and practical framework that supports teachers in their work with students. Underpinned by sound research, the awareness of ‘mindsets’, and specifically the development of a ‘growth mindset’, reinforces the role that the Habits of Mind play in ensuring students develop effective disposition toward achieving success throughout their lives.
- Our Heads of Year and Student Counsellor provide Personal Development and values based programmes and training to all other staff members in order to maintain a consistent approach to discipline and values education. Our Learning Support/Continuous Learning staff provide specialist educational support to students and teachers where required.

- An Integrated and Thematic Curriculum is a feature of Primary and Junior Secondary. This approach offers children and young adolescents a smooth, positive and well-supported experience during their transition to senior schooling. Year 7 and 8 students are exposed to all Key Learning Areas while Year 9 students are able to make their first elective choices. Subject electives cover Chinese language, Business, Visual Art, Performing Arts, Manual Arts, Graphics, Media Studies, Food Technology, Physical Education, Robotics and Information and Communication Technologies (ICT). A full list of subject offerings is available on our website or by request.
- Senior Secondary students are prepared for the world beyond school through a diverse range of subjects and training opportunities. While the majority of students study Queensland Curriculum and Assessment Authority (QCAA) subjects in the form of endorsed Australian Curriculum and QCAA subjects, students can study some vocational subjects. The College also makes available school-based traineeships and apprenticeships for those students who see their future in trades and other areas. There are multiple pathways available to students working through their senior years of schooling.
- To ensure that our Secondary students have access to academic assistance beyond the classroom, a range of subject based after-school tutorials is available.

Technology infrastructure and support:

- A highly functional and well-maintained wireless network allows staff and students to access the array of network services and to connect to the internet from anywhere within the College.
- Student learning is enhanced through access to a wide range of the latest educational resources including multimedia, online resources and databases, software application and services.
- In 2012 the College launched the eMind laptop programme with students in Years 7 and 10 being issued with laptops. As of January 2014, all students in Years 7 to 10 have a College issued laptop device for use at home and while at the College. The eMind programme is providing the opportunity for innovative pedagogy to be developed and delivered through the use of modern technology infrastructure and a suite of highly effective support systems.
- To support the curriculum offerings, a sophisticated array of on-line technologies, including the College website, mobile apps, learning management system (LMS) and email system allows parents and students to access a wide range of resources including student reports, online activities, homework information and assessment calendars.
- Teachers receive initial training in the use of mobile technologies within the classroom and continue to receive ongoing training in blended learning.
- Teachers are supported in their use of ICTs and technology-related aspects of their work by the eLearning Support Manager and team of year-level mentors called the eXperts.

- Data projectors and flat-panel displays in all teaching rooms enable resources to be visible to a whole class and interactive technologies are utilised in classrooms. A further range of ICT devices is supplied as required by teachers, these include games consoles in IT subject classes, cameras and sound equipment in Film and TV classes, specialist tracking equipment in HPE, and a wide range of specialist science equipment.
- The College's highly functional online learning management system (LMS) enhances the delivery of curriculum by facilitating resource distribution, providing a wide range of online activities, and supporting student and teacher interaction.
- Over time, more cloud-based technologies have become available for educational use. During 2014 the College commenced researching the educational and business case for moving technology infrastructure to the 'cloud'.
- The College continually adds to and updates online services and resources. During 2014, the College moved student email and file storage to cloud services. It is planned that during 2015 the College will complete the movement of all email services for staff and students to the Microsoft Office 365 platform. This move will enable a much more sophisticated range of functions for teacher and student use including cloud storage, collaboration activities and resource development by teachers and students.
- In addition to improved educational functionality, the movement of key College services to cloud-based solution will dramatically improve the College's 'disaster recovery' and data security situation. This will be occurring during 2015 and further developed in 2016 and beyond.

Extra-curricular activities:

All students are encouraged to participate in our diverse programme of cocurricular activities in order to foster a sense of balance, belonging, and to facilitate mental, spiritual, cultural, physical, social and emotional growth.

Activities range from a large selection of additional sports, outdoor education, arts and drama, academic excellence and extension both in fun, club experiences and challenging, stimulating competition. A full range of cocurricular offerings can be viewed on our website.

Our students achieved high level awards in Mathematics, Science, English and Chinese competitions in 2014.

Coomera Anglican College students have also achieved some remarkable results in a broad range of sports, public speaking, debating, Art, Music, Drama, Dance and other activities in 2014.

The College sport teams (Years 4 - 12) all train after school as part of our commitment to APS sport.

SCHOOL CULTURE

Pastoral Care:

The College has strong pastoral care programmes from the Early Learning Centre to Year 12. This is based on our Anglican ethos and a strong values culture. Imagine, listen, respect - *iLR* - is the language of our values culture and is strongly represented in a variety of ways

throughout our programmes and behaviour guidance systems. *iLR* describes the ‘way we do things’ and the approach we take to developing strong interpersonal relationships in our students and community members.

Pastoral Care is a key component of our student welfare. A Preparatory - Year 6 Student Coordinator assists Primary Class teachers with student welfare. Heads of Year and Pastoral Care teachers take on the responsibility for student welfare in the Secondary Campus. The Heads of Year liaise with the Head of Campus and Student Counsellor to develop the formal Personal Development programme across Years 7 – 12.

Our College has two Student Counsellors, both registered psychologists, who work with staff, students and families in the pastoral care and welfare of students. Coomera Anglican College embraces the Anglican Diocese of Brisbane’s Child Protection Policy and follows the Anglican Schools Commission - Procedures Manual for the protection from harm of students in Anglican Schools. The Raise Responsibility System provides a framework, together with *iLR*, for behaviour guidance and self-regulation across the College.

Anti-Bullying:

A strong anti-bullying policy is in place throughout the College. At the start of each year, students are provided with a brochure which outlines the basics of the policy. This is reinforced through assemblies, Year Level meetings and Personal Development classes each term. A copy of the brochure is made available to parents and they are familiarised with the policy. Teaching students and parents about cyberbullying is an important aspect of our anti-bullying policy. We have an extensive array of resources on our website for parents and students to access, and students are taught about what constitutes cyberbullying and how to keep safe on-line, during assemblies and class sessions. Information sessions for parents about cyber safety are held regularly for parents. Students have completed confidential on-line surveys which indicate a low level of bullying at our College. In addition to this, all students also have access to the *Safe School Drop Box*, through a link on the student LMS. Here students can report instances of bullying or harassment that they have either experienced or witnessed, whether it be at the College or in an online environment. All reports are followed up by our Secondary Student Counsellor.

In the last two years Coomera Anglican College has been recognised for the work we have done in educating our students, staff and families about cyber safety. To this end we achieved *eSmart* accreditation at the end of 2014. Awareness of cyber safety has become a regular part of our communication to our College community for a number of years and our students are well versed in what constitutes appropriate online behaviour.

Our College approach to behaviour management revolves around our use of The Raise Responsibility System and our values culture: *iLR - imagine, listen, respect*. Using a common approach from the Early Learning Centre to Year 12 enables familiarity and consistency in application. Students have learnt to self-regulate which allows teachers to focus on teaching.

Parental involvement:

An active Parents and Friends’ Association (PAFA) provides an avenue for parents to be involved in the College. Primary class coordinators provide a focus person for the parents of each class, and parents can volunteer to assist in the classroom with interest areas such as literacy, maths, sport or art.

PAFA also offers several parent social events throughout the year, including regular Trivia Nights, a biennial Community Fair and an annual Golf Day. In addition to the whole PAFA organisation, support groups have formed in interest areas such as Rowing, Art, Music and Sport.

To keep parents informed about our curriculum and how they can be involved in their child's education, Parent Information Evenings are arranged for all year levels.

School Satisfaction and Opinion Survey:

The College Leaders operate with an open door policy, and welcome communication from the parent body at all times. Surveys are conducted regularly where families are asked for feedback and suggestions to improve facilities and programmes. These are collated and passed to relevant departments and the Senior Leadership Team, who use these outcomes in planning for the following year and into the future.

Overall, a large number of parents comment on the warm and friendly atmosphere and genuine interest and support from staff for individual children. Our values system also rates very highly as do the large range of activities available to students.

Some parent comments from these surveys are available on the front page of our website.

Student surveys reveal that students are very comfortable and feel safe and happy at Coomera Anglican College.

Staff satisfaction levels are reflected in the high staff retention rate and willing involvement in voluntary activities.

INCOME BY FUNDING SOURCE

Information regarding College income is available by logging on to the *My School* website: <http://www.myschool.edu.au>

STAFFING INFORMATION

Staff Composition:

In 2014 the College employed a total of 175 full time and part time staff. In 2014 there was no Indigenous staff member employed.

Staff Composition Table

Status	Teaching	Non-Teaching	Early Learning Centre	Total
Full Time	91	22	7	121
Part Time	8	*2	^11	21
Term Time		24		24
Part Time Term Time		9		9
Total	99	57	19	175

* Uniform Shop staff.

^ Includes Outside School Hours Care/Vacation Care staff.

During 2014, we also engaged the following *casual* employees:

Instrumental Tutors	15
Outside School Hours Care/Vacation Care	7
Coomera Training College	<u>12</u>
Total	<u>34</u>

Staff Qualifications:

Qualification	Highest Qualification of staff (%)
Doctorate or higher	1.15%
Masters	11.56%
Honours Degree	5.78%
Bachelor Degree	60.57%
Post Graduate Diploma	14.45%
Diploma	10.40%
Certificate	18.85%

- Most support staff have **Certificate** qualifications - Education Support or Teacher Aide and many have Senior First Aid Certificates.
- All support staff must have a current Blue Card.
- All support staff dealing with children must have First Aid qualifications.
- All Early Learning Centre staff have appropriate qualifications from **Certificate, Diploma and Degree.**
- All teachers coaching sport teams have current First Aid certificates.

Staff Development:

The introduction of the eMind Laptop programme between 2012 and 2014 is continuing to be a positive driver for the development of effective teaching and learning methods. Accordingly, the use of innovative and effective ways to use technology for education is a key factor informing the planning for staff development and training.

Related to the use of student mobile devices, the College has been working during 2013 and 2014 on gaining eSmart accreditation. This was achieved at the end of 2014. Students and teachers complete regular eSmart activities related to online safety and responsible social network behaviours.

The College continually seeks to improve the quality and efficacy of the teaching that occurs in every classroom and every lesson. During 2014, we have continued to develop our use of evidence based, 'best practice' teaching through targeted professional learning related to 'reflective practice', 'backward design' curriculum planning, 'differentiated instruction', and a continuing focus on making learning visible through the high-level use of multiple forms of feedback within the teaching process. Together, these teaching approaches make the learning that happens within classrooms more suitable for the range of students' abilities, and makes learning easier to see, judge, encourage and support. As a planned consequence, teachers ensure that all students can access the learning programmes at the College in appropriate and supported ways, regardless of their abilities or prior experience.

Through a continued focus on improvement and development, Coomera Anglican College is well placed to take advantage of the various government and professional initiatives over the next few years. Indeed, in many cases the College is already ahead of the game with many of the measures that are likely to be implemented at the local, state and national level, which are already being dealt with by the College. *This includes implementation of all endorsed Australian Curriculum subject areas.*

During 2014, the College has entered into several school improvement processes which will begin work in 2015. These are offered by ISQ and include the ‘Self Improving Schools’ initiative, Numeracy and Literacy Coaching, the ISQ/Edifi Data Analysis Project and other processes related to the Queensland Government’s ‘Great Teachers = Great Results’ initiative.

Of great significance is our teacher observation and mentoring process which has been wholeheartedly adopted by our teachers. The first part of this process is called the ‘Teacher Induction Professional Portfolio’ scheme (TIPP). The TIPP scheme supports new teachers to the College and involves them being observed and mentored by Heads of Faculty and Senior Leaders. The second part of the process, in which all continuing teachers participate, is the ‘Teachers Observing Professional Practice’ scheme (TOPP). In TOPP, teachers are allocated a partner teacher and each of the pair observes each other’s teaching. These processes continue to promote reflective practice, professional sharing and support our teachers in their professional development. During 2015, the TIPP and TOPP systems will be developed further and incorporate ‘peer coaching’ into a system which will facilitate a best-practice approach to supporting teacher growth that incorporates a three-hundred-and-sixty degree approach to teacher appraisal and professional growth goal setting. Teachers will receive high-level training and support during this process.

During 2014 the College eLearning initiatives continue to be focused on peer tutoring, mentoring and building capacity in teachers to instruct and support colleagues to become more fluent and confident implementers of technology in the classroom. Our two Peer Coaching Facilitators continue to support staff in developing their practice, particularly in the area of ICT use and blended learning techniques.

There is an annual budget allowance which supports professional development for all staff across the College.

In 2014, \$75,123 (College) and \$5,169 (ELC) was expended on teacher professional development. A substantial amount of in-house professional development was run at no cost to the College and supplemented the off campus training done by staff. This initiative taps into the significant expertise of staff, and allows for peer tutoring as well as peer instruction.

The College offers an annual Principal’s Scholarship Bursary and a Special Project Bursary, up to the value of \$7000 each. These are awarded to staff members with innovative and classroom-focused initiatives. This supports staff in researching and developing projects which aim to directly improve the effectiveness of teaching and learning at the College. The funds from these bursaries support self-education, travel expenses and other costs associated with the successful proposals from staff members. In 2014, these bursaries were awarded to a teacher who visited Finnish schools and universities to study methods of Mathematics teaching, and a teacher who attended a ‘blended learning’ conference in the United States of America. In both cases the College has benefited from staff presentations, innovative classroom activities and extended projects developed by the bursary recipients.

All teaching staff were involved in professional development activities during 2014.

Staff Attendance and Retention:

From the end of 2013, 96.8% of staff were retained for 2014.

Staff attendance rate for permanent and temporary staff and school leaders in 2014 was 97.36%.

KEY STUDENT OUTCOMES**Average student attendance rate:**

Average Student Attendance for each year level for 2014

Year Level	Ave Attendance Rate %	Year Level	Ave Attendance Rate %
Preparatory	98.06	Year 7	97.57
Year 1	97.90	Year 8	97.16
Year 2	97.69	Year 9	96.62
Year 3	97.73	Year 10	96.01
Year 4	97.90	Year 11	96.94
Year 5	97.05	Year 12	97.43
Year 6	97.80		

Average student attendance rate in 2014 was 97.39%.

Management of non-attendance:

Families of absent students are telephoned each morning to establish the reason for the absence. Absences are recorded daily as Explained or Unexplained. Unexplained absences are followed up by class teachers, Heads of Year or Heads of Campus. Student absences are closely monitored.

Academic Results:

NATIONAL ASSESSMENT PROGRAMME LITERACY AND
NUMERACY (NAPLAN) TEST RESULTS for 2014

All children in Years 3, 5, 7 and 9 prepare and sit for the National Assessment Programme Literacy and Numeracy (NAPLAN) test. The efforts of our staff and students have been rewarded handsomely with results that are 'above' or 'well above' National Average Scores in all areas.

NAPLAN TEST RESULTS for Years 3, 5, 7 and 9 in 2014

READING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	443	419	99.1%
Year 5	527	501	100%
Year 7	574	546	98.2%
Year 9	593	580	96.1%

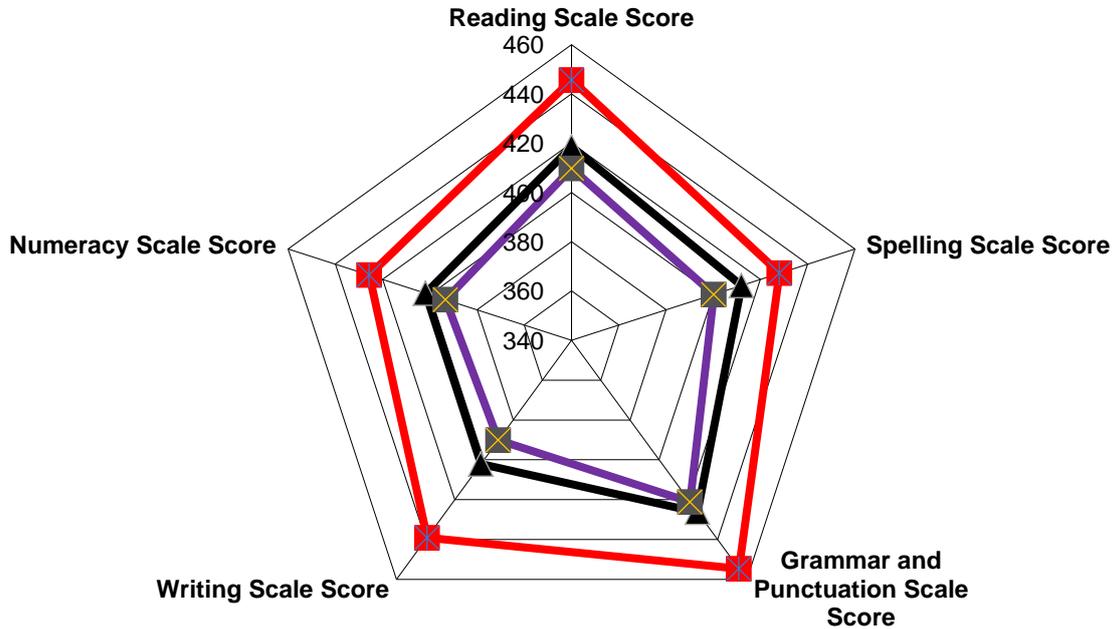
WRITING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	438	402	100%
Year 5	500	468	98.2%
Year 7	546	512	98.2%
Year 9	592	550	93.1%

SPELLING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	424	412	100%
Year 5	517	498	99.1%
Year 7	577	545	100%
Year 9	609	582	96.1%

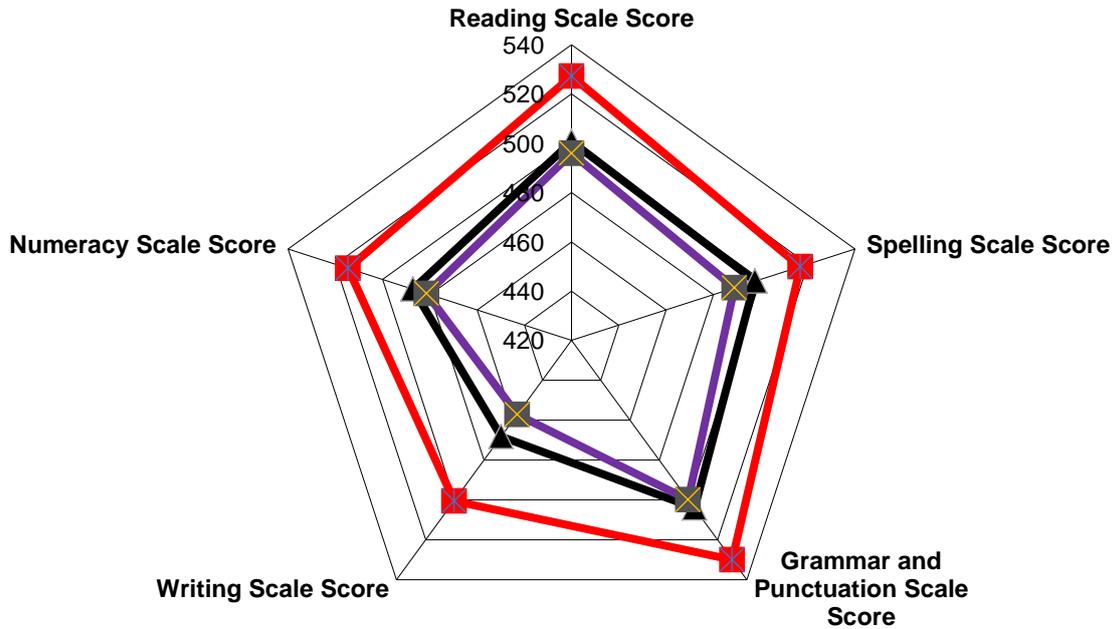
GRAMMAR AND PUNCTUATION			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	455	426	99.1%
Year 5	530	504	99.1%
Year 7	581	544	98.2%
Year 9	591	574	96.1%

NUMERACY			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	426	402	99.1%
Year 5	515	487	99.1%
Year 7	582	546	100%
Year 9	617	588	100%

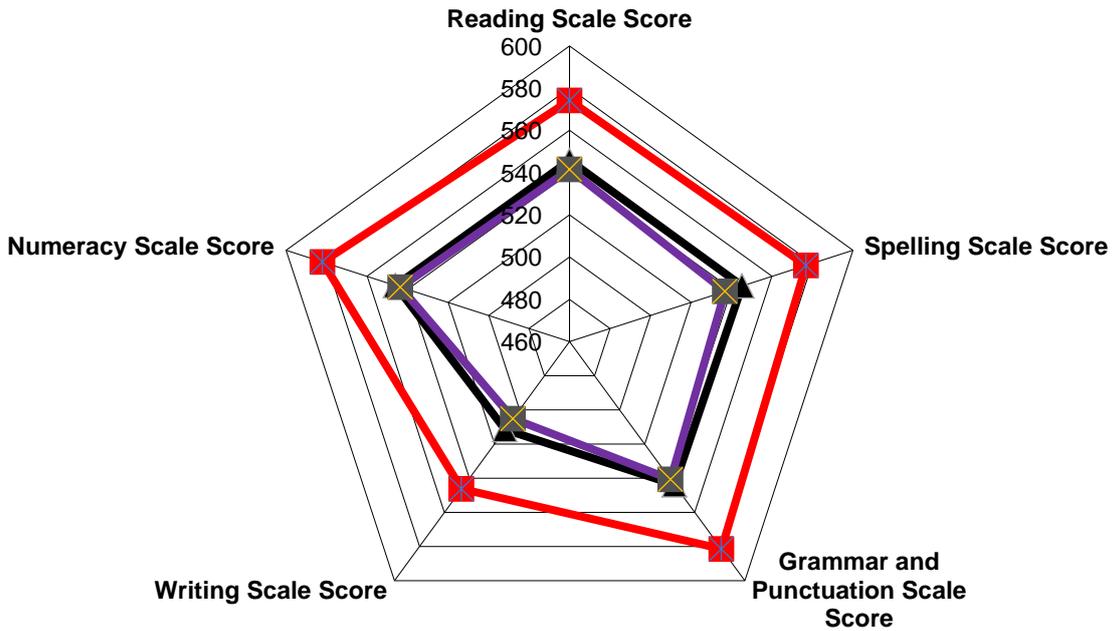
YEAR 3 SCALE SCORES



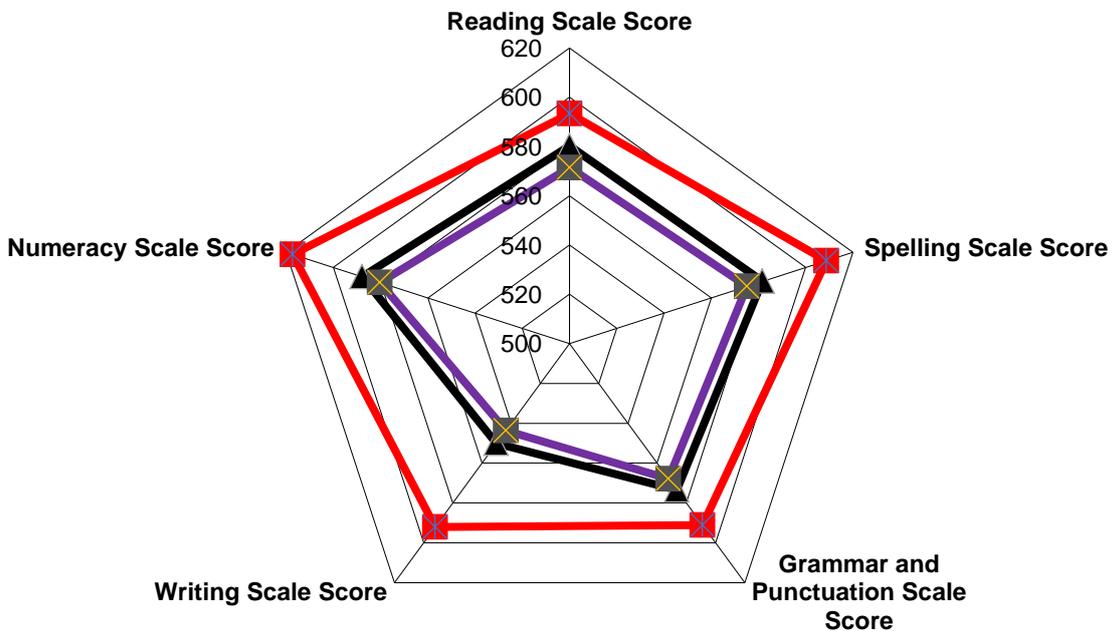
YEAR 5 SCALE SCORES



YEAR 7 SCALE SCORES



YEAR 9 SCALE SCORES



Apparent student retention rate:

Year 10		Year 12		Year 10 - 12 Apparent Retention Rate
Year	Enrol	Year	Enrol	
2006	87	2008	66	75.9%
2007	70	2009	54	77.1%
2008	74	2010	64	86.5%
2009	96	2011	96	100%
2010	105	2012	100	95.2%
2011	106	2013	95	89.6%
2012	106	2014	106	100%

For 2014 Year 12 student enrolment as a percentage of the 2012 Year 10 cohort is 100%.

Year 12 Outcomes:

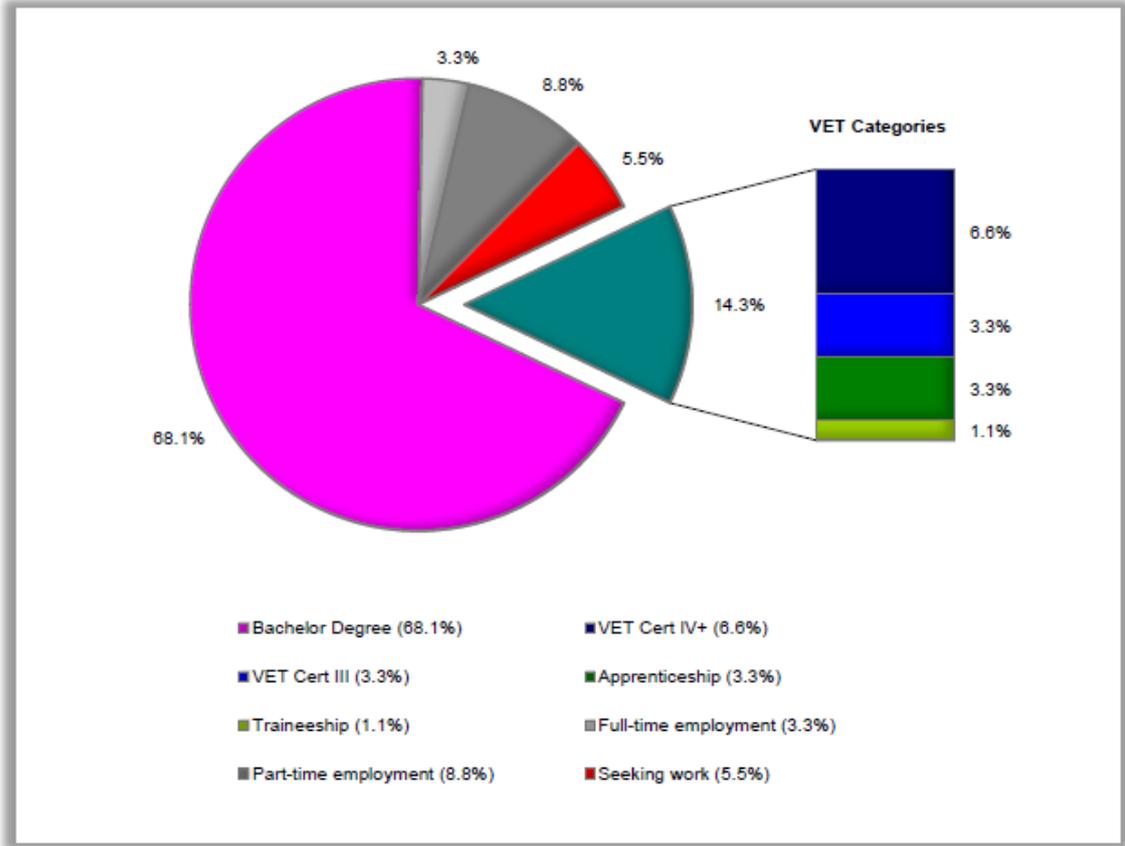
In 2014, our Year 12 students performed particularly well. While the following table indicates the strong performance of our students, it should be noted that 'leagues tables' do not necessarily reflect all the wonderful things that take place in any school. They are a mere snapshot of one aspect of a complex and total education. The value adding and holistic development of students that is a feature of our College cannot be measured in any table. Nevertheless, we are proud of the excellent results achieved by our Year 12 students in 2014.

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Statement	105
Number of students awarded a Queensland Certificate of Individual Achievement	Not applicable
Number of students who received an Overall Position (OP)	88
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students awarded one or more Vocational Education and Training (VET) qualifications	25
Number of students awarded a Queensland Certificate of Education at the end of Year 12	102
Number of students awarded an International Baccalaureate Diploma (IBD)	Not applicable
Percentage of Year 12 students who received an OP1 - 15 or an IBD	88%
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	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	99%

Post school destination information: - This is updated in September when the report is released.

The following table and pie graph illustrate the main destinations of Coomera Anglican College’s 2014 graduates.

School Year 2014	Number of Students in each category	Percentage of Students in each category
University (degree)	62	68.1%
VET total (Cert IV+ III, I - II, apprenticeship, traineeship)	13	14.3%
Working full-time	3	3.3%
Working part-time/casual	8	8.8%
Seeking work	5	5.5%
NILFET	0	0%
Total Year 12 Responses	91	100%



Contact person for further information:

Ms Lorelle Armitage, Executive Assistant to the Principal can supply further information about our College policies (larmitage@cac.qld.edu.au). Further details are also available on the College website.

Our Enrolment Officer, Mrs Rachel Castles, can assist with a tour of the College Facilities or assist with enrolment enquiries. Phone: 07 5585 9900 or email: rcastles@cac.qld.edu.au

