



**QUEENSLAND STATE GOVERNMENT REPORTING  
COOMERA ANGLICAN COLLEGE ANNUAL REPORT 2018  
(Based on 2017 Data)**

## **SCHOOL DETAILS**

Coomera Anglican College commenced in 1997 and celebrated a successful twenty-first year of operation in 2017. Our College is owned by the Anglican Diocese of Brisbane and is a member of Anglican Schools Australia, the Queensland Anglican Schools System and 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.

Our Purpose is *Inspire Excellence in Teaching, Learning, Service and Faith.*

**School sector:** Independent

### **School contact details:**

**Address:** 8 Days Road, Upper Coomera Qld 4209

**Postal:** PO Box 457, Upper Coomera Qld 4209

**Phone:** 07 5585 9900

**Fax:** 07 5585 9911

**Email:** [cac@cac.qld.edu.au](mailto:cac@cac.qld.edu.au)

**Website:** [www.cac.qld.edu.au](http://www.cac.qld.edu.au)

**Total enrolments:** 1395 (domestic), 1407 (incl International) from Preparatory to Year 12

**Year levels offered:** Preparatory to Year 12 and 80 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 12 International Full Fee Paying students - 1 girl and 11 boys.

Ratio of Girls to Boys Primary (Preparatory - Year 6)\* 399 girls - 376 boys - 51.5:48.5

Ratio of Girls to Boys Secondary (Years 7 - 12)\* 327 girls - 305 boys - 51.8:48.2

Total Ratio of Girls to Boys (Preparatory - Year 12)\* 726 girls - 681 boys - 51.6:48.4

\*Including International students

### **Distinctive curriculum offerings:**

Coomera Anglican College is divided into four distinct areas:

- Early Learning Centre (2 years - 5 years)
- Primary (Preparatory - Year 6)
- Junior Secondary (Years 7 - 9)
- Senior Secondary (Years 10 - 12)

At Coomera Anglican College Early Learning Centre, we foster a learning environment built on the foundations of the Anglican Ethos embedded in the iLR Values culture of our College. This is achieved through the incorporation of the Early Years Learning Framework and the Queensland Kindergarten Guidelines, and through valued child/teacher initiated play experiences. We recognise, acknowledge, value and respect the uniqueness of each child within our Centre and work in partnership with families to ensure that they become capable, confident and competent members of our College community.

The Centre offers education and care to 80 children per day from 2 years to 5 years for 50 weeks of the year. The Queensland Kindergarten programme is offered to children with the support of qualified teachers, in three Pre-Prep rooms. This programme prepares the children for a smooth transition through to the College.

The Early Learning Centre has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care, and was awarded an overall rating of Exceeding National Quality Standards in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011. 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 our College community attending significant College events, as well as weekly worship celebrations with the Prep children.

Our transition to school programme supports families and children to embark on the next phase of their learning with confidence. This transition process involves regular visits to all areas of the College. Special 'tuck shop' days are a highlight as the children transport their pre-ordered lunches in their backpacks up to the College grounds to a designated eating area to replicate what happens in Prep. Similarly, visits to the Prep classrooms and playground areas means that the children are extremely familiar with the College staff and facilities.

The Centre has an online 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. It provides opportunities for families to contribute directly to our programme, with the use of photos and stories from home, confirming the importance of partnerships in the education of children.

Since its inception in 1997, Coomera Anglican College has operated formal Preparatory classes, which provide students with a 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, Drama, and Religious and Values Education.

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 iPads, 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 subjects as authentic tools for research, study and production. Specific elective offerings in Years 9 - 12 address Australian Curriculum and QCAA Digital Technologies curriculum requirements and the more general long-term needs of our students.

Chinese language has been taught at the College since inception in 1997. Chinese is taught to all students from Preparatory to Year 8 and becomes an elective subject for Years 9 - 12. Chinese Extension is also taught to high performing Year 12 students.

### **Teaching and Learning:**

During 2017, the College developed a new Teaching and Learning Framework. This supports the College Strategic Agenda and assists in focusing the priorities for teachers when designing, reviewing and delivering effective teaching and quality learning experiences to our students.

The Teaching and Learning Framework design process was supported by ISQ's 'Self Improving Schools' programme.

The Framework is complemented by the College Teaching and Learning Handbook and is informed by a range of modern references and key principles including:

- The Art and Science of Teaching (Marzano),
- Mindsets (Dweck)
- Habits of Mind (Costa and Kallick)
- Habits of Heart (Diocese of Brisbane)
- High Reliability Schools (Marzano, Warrick and Simms)
- Inquiry Learning/Project-based Learning (Murdoch and others)
- The Raise Responsibility System (Marshall)
- The principle of Student Centeredness
- The principle of basing teaching and learning on quality data and relevant evidence

College frameworks supporting our ethos and vision are also embedded in the Teaching and Learning Framework. These include our Christian value system, the iLR (imagine, Listen Respect) system which forms the language of our values culture. At the head of these frameworks is our holistic vision for developing in our community which is stated as 'Flourishing Mind, Heart, Soul and Strength'.



*Coomera Anglican College Teaching and Learning Framework*

In support of our Strategic Purpose to ‘inspire excellence in teaching, learning, service and faith’, the College has adopted a ‘growth approach’ in everything we do. This approach is made explicit in a range of ways. In all teaching and learning activities undertaken at the College, the principles of ‘mindsets’ are explored and implemented both in the study of specific subjects and in developing the wider range of students’ skills, abilities and dispositions. This focus on ‘growth’, also informs our curriculum and instructional design, and shapes the way in which students are supported through the learning process.

‘Mindsets’ is a theoretical and practical framework that supports teachers in their work to build the capabilities of 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 an effective disposition towards achieving success throughout their lives.

The research base related to ‘mindsets’, brain science, human behaviour and psychology, is one which is being actively researched and developed. Accordingly, College staff regularly review and develop their use of mindsets and the growth approach in light of this ongoing research.

The Primary and Secondary campuses continue 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 our 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.

To further support the holistic approach to education and child development, Habits of Heart were introduced in 2015. Together, Habits of Heart and Habits of Mind, support our iLR approach and provide a relational and values-based framework from which to approach learning and growth.

Our Heads of Year and Student Counsellors 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 experience all learning areas, while Year 9 students are able to make their first elective choices. Subject electives include Chinese, Business, Design Technology, Digital Technologies, Drama, Extension Mathematics, Food Technology, Graphics, Media, Music, Physical Education, Robotics and Visual Art. 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. Students in Years 9 to 12 are guided in their choices for courses and pathways which will support their future careers, education and training.

To ensure that our Secondary students have access to academic assistance beyond the classroom, a range of subject based after-school tutorials are available.

Throughout 2017, our teachers have actively engaged in the various processes that will bring about the successful delivery of the new Queensland Senior Assessment System. In the local context, teachers have started to participate in regular QCAA briefings and have undergone pedagogy and curriculum related training, and started a long-term review of curriculum, and teaching and learning practices. More widely, our teachers have contributed to QCAA's state-wide efforts to produce the new system, by being involved as curriculum writers and team leaders.

### **Technology infrastructure and support:**

A highly functional and well-maintained wireless network allows staff and students to access an array of network services, and to connect to the internet from anywhere within the College. Staff can also access all on-site services when connected to the Internet using their College issued personal laptops.

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.

Our College operates a one-to-one, take home, laptop scheme called the **eMind** programme. Through the **eMind** programme, all students in Years 7 to 12 are issued a College laptop for use at home and while at the College. The **eMind** programme allows for innovative pedagogy to be developed and delivered, through the use of modern technology infrastructure and a suite of highly effective support systems.

Year 5 and 6 students have one to one access to laptops within the classroom and there is an extensive array of technology available for students throughout the Primary Campus.

To support the curriculum offerings, a sophisticated array of online 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 and support. This allows an array of blended learning and technology enriched methods to be used by teachers.

Teachers are supported in their use of ICTs, in their planning and delivery of Digital Technologies curriculum and in all other technology-related aspects of their work by the eLearning Specialists who work across the Primary and Secondary campuses. The eLearning Specialists are supported by a team of year-level mentors called the eXperts.

During 2017, the College continued its trial of a limited programme of ICT and Digital Curriculum lessons presented by a commercial provider. This supports teachers in the Primary Campus and delivers instruction on 3D design, 3D printing and coding. This trial continues to aim at providing students with engaging lessons while assisting teachers to gain experience of delivering high quality ICT and Digital Technologies Curriculum lessons to students.

A fleet of large, interactive flat panel displays and data projectors in all teaching rooms enables digital resources and media use. These resources also complement the use of a wide range of interactive technologies within 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. In Digital Technology classes and in a range of other subjects using Project-based or Inquiry Learning robotics equipment, drones and virtual environments are used by teachers and students.

A 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. To complement the College's main LMS, faculties explore the use of additional systems such as Stile, in Science, and Language Perfect, in Chinese.

Throughout 2017, our College continued to develop innovative approaches to providing technology related services. Specifically, the College has invested in a range of cloud-based services to satisfy data backup and disaster recovery (DR) requirements. Research continues into the educational and business case for moving technology infrastructure to the 'cloud'.

In conjunction with the move to utilising cloud-based technologies, the College has also continued its drive to modernise the way it acquires high quality IT services through strategically focused engagement of external IT service providers. This enables the College to maintain a highly functional technology infrastructure while moving the focus of internal IT support activities from equipment and systems toward supporting innovative teaching and learning activities.

### **Extra-curricular activities:**

All students are encouraged to participate in our diverse programme of cocurricular activities in order to foster a sense of balance and 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.

Once again, this year our debaters, public speakers, actors and many talented musicians achieved great success in the cultural realm. The wonderful eisteddfod performances and music recitals throughout the year acknowledged the efforts of many dedicated young musicians who continue to display outstanding commitment to their musical studies.

This was clearly evident in the marvellous College musical - *Hairspray*. This highly entertaining production showcased the acting and musical talents of more than 70 students and left audience members in awe of their acting and singing abilities - accompanied by the student band.

Our students also achieved high level awards in Mathematics, Science, English and Chinese competitions in 2017.

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 2017.

The College sport teams (Years 4 - 12) all train after school as part of our commitment to APS sport. 2017 was another successful year in the APS Winter and Summer Team competitions, with Secondary APS Premierships in Netball, Football, Touch, AFL and Basketball. Sporting highlights include:

- Winning the Secondary APS Athletics Percentage Trophy for the Second consecutive year.
- Placing 3<sup>rd</sup> out of 128 Netball Teams at the state-wide Primary Schools' Samsung Cup
- Open Girls Netball Team placing 2<sup>nd</sup> in the South Coast Vicki Wilson Netball Cup competition and then placing 7<sup>th</sup> in the State Finals.
- Junior Vicki Wilson Team placing 3<sup>rd</sup> in the finals of the South Coast Junior Netball Vicki Wilson Shield.
- Open Boys Basketball team competing in the Champion Basketball School Queensland competition for the first time.
- Primary Schools 20/20 Cricket team playing the in South Coast Finals.
- Continuing success of the Coomera Anglican College Netball, Basketball and Football Academies.
- Undefeated Teams in the Primary APS in Soccer, Netball and Basketball.
- The continual growth and success of the CACaburra Netball club and Basketball Club in the local Netball and Basketball Associations.
- 104 students selected to represent the Hinterland District in a variety of sports.
- 49 students selected to represent the South Coast region in a variety of sports.
- 7 students selected to represent Queensland School Sport in a variety of sports.

Worthy to note is the outstanding success achieved in two prestigious Drama competitions. After dedicated rehearsal, commendable teamwork and remarkable acting, our cast of the Senior Drama play “Bare Witness” won the highly sought after FIRST PLACE at the **Gold Coast Drama Festival**. Furthermore, we also experienced success at the Regional Finals of **ShakeFest**. We were awarded first place for the following: **Duologue, Monologue, Film, Dance, Scene**.

### Sporting Academies

Coomera Anglican College offers specialised coaching and elite training programmes through Basketball, Netball and Football Academies. These specialised training pathways encourage the best performance from all athletes. The Academy programmes comprehensively prepare athletes for their progression through to professional sport levels. The athletes are provided with opportunities to compete to the best of their ability at an elite level. The Academies are competency based and designed to assist an individual’s development, ensuring that all athletes have an opportunity to advance through the sport. Our Sporting Academies are built around our philosophy of Flexibility, Strength and Agility with injury prevention at the core, where students are required to do yoga, age appropriate strength and conditioning in our High Performance Centre, Fast Feet, and attend specialised personal development sessions.

### Music Academy

The College continued to grow its Music Academy during 2017, offering additional opportunities for our music students. We have more students than ever actively involved in our music programmes, and this will continue to grow as we invest more into additional resources and instruments.

## COLLEGE CULTURE

### **Pastoral Care:**

The College has strong pastoral care programmes from the Early Learning Centre to Year 12. These are 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, House Coordinators and Pastoral Care teachers take on the responsibility for student welfare in the Secondary Campus. The Heads of Year liaise with the Heads 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, welfare and wellbeing of students. Coomera Anglican College embraces the Anglican Diocese of Brisbane Child Protection Policy and follows the Anglican Schools Commission’s - Student Protection in Anglican Schools - Policy and Procedures 2015. 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. Students are taught about what constitutes cyberbullying and how to keep safe online, during assemblies and class sessions. Information sessions about cyber safety are held regularly for parents. Students have completed confidential online surveys which indicate a low level of bullying at our College. All students also have access to the confidential *Safe School Drop Box*, through a link on the student LMS. Here students can anonymously 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 three 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. The College is committed to satisfying the 'maintenance' phase of *eSmart* accreditation through the continued work of teachers. This is overseen by the eSmart committee.

Awareness of cyber safety has been 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 approach to behaviour management revolves around 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.

The research of internationally renowned psychologist Carol Dweck has demonstrated the importance of a Growth Mindset in shaping student achievement. In 2015, students in the Secondary campus were introduced to these simple yet powerful ideas and offered practical strategies and techniques for building a 'Growth Mindset'. Teachers also continue to examine the developing evidence base of Dweck's work. A range of simple and practical classroom strategies are used to encourage students to develop Growth Mindsets rather than Fixed or Closed Mindsets. Teachers are encouraged and supported to use Growth Mindset language in student assessment and teacher feedback.

Students with Growth Mindsets see mistakes as part of the learning process. They accept that if they are stretching to meet a challenge, they will make mistakes. They see these mistakes as setbacks that they must overcome in order to be successful.

Similarly, students with Growth Mindsets regard 'feedback' as a necessary and important part of the learning process. They are interested in what other people think about the strategies they are choosing. They ask for help and share their progress with others to get their perspectives, and use the advice and corrections that people offer to grow and improve.

Of course, creating a Growth Mindset is an ongoing process and one that will continue into the future for each individual. However, once a student grasps that their character, personality and intelligence can be developed, through persistence and hard work, they also understand that their true potential is unknown. This view creates “a love of learning and a resilience that is essential for great accomplishment,” writes Dweck. Increasingly, Coomera Anglican College students are embracing Growth Mindsets and the belief that they can learn more or ‘become smarter’ if they work hard, persevere, and view challenges and failures as opportunities to improve their learning and skills. This relates not only to students’ learning generally but also contributes to the building of resilience and empathy required in the context of appropriate behaviours that minimise bullying.

### **Service**

Our **justiceandmercyPROJECT** provided opportunities for service learning and community engagement programmes to flourish in 2017.

### **Interact Club**

Involving approximately 800 hours of community service, 2017 has certainly been a year of growth and achievement for Coomera Anglican College Interact Club. We chose to have three main areas of focus; Youth Homelessness, the Sustainable Development Goals and End World Polio. These focuses included running two very successful fundraisers - Crazy Socks for Youth Homelessness and a Purple Pinkie Day to End World Polio. Members of the Interact Club were also able to give back to their local community by volunteering at the Gold Coast Triathlon, planting trees at Regatta Parklands, cleaning up North Burleigh Beach and face painting at the PAFA Car Boot event. As a student run club, these events provided opportunities to engage in local events and contribute positively to causes identified by students, to improve local and global communities.

### **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 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. We encourage strong partnerships between our parents and the College in the education of their children.

### **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 periodically 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. The most recent survey indicated that 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.

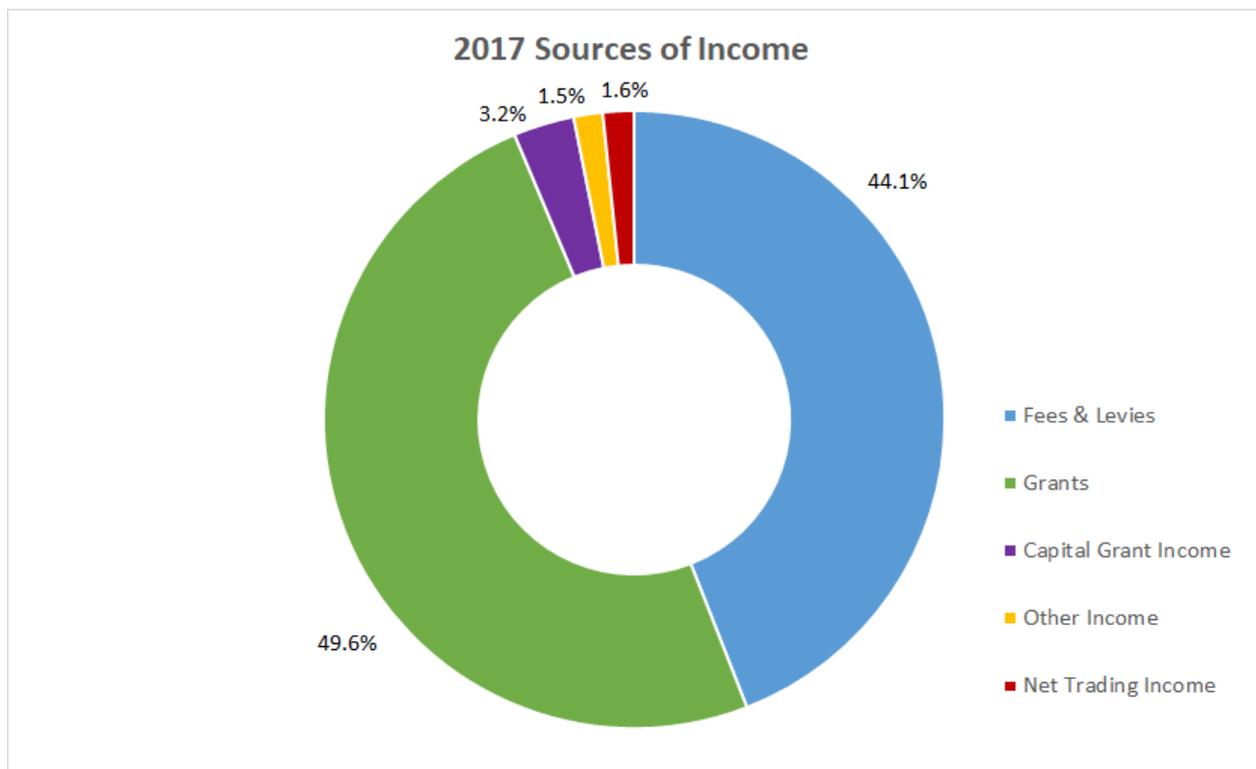
Student surveys reveal that students are very comfortable and feel safe and happy at Coomera Anglican College.

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

The next survey is due for completion in 2018.

## 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 2017, the College employed a total of 191 full time and part time staff. In 2017, no staff members identified as Indigenous.

Staff Composition Table

Status	Teaching	Non-Teaching	Early Learning Centre	Total
<b>Full Time</b>	101	21	<sup>^</sup> 8	130
<b>Part Time</b>	9	1	<sup>^</sup> 13	23
<b>Term Time</b>		25		25
<b>Part Time Term Time</b>		13*		13
<b>Total</b>	<b>110</b>	<b>60</b>	<b>21</b>	<b>191</b>

\* Includes Uniform Shop staff.

<sup>^</sup> Includes Outside School Hours Care/Vacation Care staff.

During 2017, we also engaged the following *casual* employees:

Instrumental Tutors	15
Performance Technician	1
Early Learning Centre	2
Outside School Hours Care/Vacation Care	8
Sport Coaches	24
<b>Total</b>	<b>50</b>

### Staff Qualifications:

Qualification	Highest Qualification of staff (%)
Doctorate or higher	1.6%
Masters	12.5%
Honours Degree	6.2%
Bachelor Degree	64.7%
Post Graduate Diploma	8.2%
Diploma	5.6%
Certificate	1.2%

- Most support staff have **Certificate** qualifications - Education Support or Teacher Aide and many have Senior First Aid Certificates.
- All support staff have a current Blue Card.
- All support staff dealing with children 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
- All external coaches have a current Blue Card.

## Staff Development:

The use of innovative and effective ways to use technology for education, continues to be a key factor informing the planning for staff development and training. The eLearning Manager and Head of Teaching and Learning, together with external training providers, have supported teachers' ongoing need to constantly review the methods and resources used in classrooms. In addition, teachers choose and access external technology-related workshops and seminars in the form of off-campus and online training events.

All teaching staff were involved in a diverse range of on-site professional development activities during 2017 covering topics such as: Student Wellbeing and Behaviour Management, Child Protection: Understanding Grooming and Child and Risk Management Strategy Overview; to mention just a few. In addition, in the second half of 2017 all teachers of the College were introduced to the 2030 Project. The College Principal has described the purpose of the 2030 Project in these terms: *'To continue to improve as a College and a learning institution and to position ourselves appropriately, we must be aware of and respond to future trends in global education. Our approach to teaching, learning and pedagogy needs to be Real, Relevant, Responsive and Relational to prepare our graduating students for a changing world. 2030 is an approach to ensure that we equip our students with the skills, attributes and character strengths required for the world of work they will enter beyond the College. To that end, it is essential that we develop a graduate profile or set of attributes for students completing Year 12. These attributes should cover all realms of human endeavour including academic, social, emotional, technological, cultural, spiritual and physical. Such graduate attributes should be signposted at the end of Years 3, 6 and 9 so that we can work with individuals to ensure that areas of concern or weakness can be enhanced throughout their educational journey in our College. Given that most students are able to move through the College from the Early Learning Centre to Year 12, they should be gaining the attributes of a Coomera Anglican College student as a consequence of their education.'*

To this end, staff have commenced an ongoing and continual process of reflection and review of their pedagogical practice. To facilitate this process, individual teachers were appointed to roles as Junior Secondary Curriculum Leaders for 2017 with a brief to develop, trial and refine a more inquiry based approach in the English, Humanities, Mathematics and Science faculties across Years 7, 8 and 9.

The College is an *eSmart*-accredited school. Each year, students and teachers have completed regular *eSmart* activities related to online safety and responsible social network behaviours. This is a requirement of maintaining our *eSmart* certification.

The College continually seeks to improve the quality and efficacy of the teaching and learning that occurs in every classroom and every lesson. During 2017, we continued to develop our use of evidence-based, 'best practice' teaching. This occurs through a continuing programme of targeted professional learning related to growth mindsets, 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. In 2015 we commenced a move toward improved handling and use of academic data aimed at improving teaching and learning, and in 2017 this has included the introduction of a major new system of academic data analysis and display software. This assisted teachers in

planning for their students' needs and will eventually lead to innovative methods of progressive reporting and student mentoring.

During 2017, we continued work on several school improvement processes. This included the Self-Improving Schools project, and an extension on the engagement in Numeracy and Literacy Coaching, both administered by ISQ. The Queensland Government's 'Great Teachers = Great Results' initiative also continued to contribute to the professional development of the teaching staff.

Of continuing significance are our teacher observation and peer coaching processes. These continue to form the basis of our highly effective staff development and appraisal system. An experienced staff member manages the College Professional Growth Model. This is a comprehensive system addressing teacher induction, ongoing professional growth and an innovative approach to teacher appraisal. It includes performance analysis using 360-degree peer feedback, student surveys, and self-reflection. These elements inform the use of ongoing peer coaching. This system continues to promote reflective practice, professional sharing and supports our teachers in their professional development. Teachers have received high-level training and continuous support during this process.

An annual budget allowance supports professional development for all staff across the College.

In 2017, \$94,034 (College) and \$15,620 (Early Learning Centre) was directly expended on teacher professional development. A substantial amount of in-house professional development ran at no cost to the College and supplemented the off campus training done by staff. This initiative taps into the significant expertise on staff, and allows for peer tutoring as well as peer instruction.

The College offers an annual Principal's Scholarship and a Special Project Bursary, up to the value of \$7,500 each. These are awarded to staff members with innovative and classroom-focused initiatives. This encourages and supports staff in researching and developing projects that aim to directly improve the effectiveness of teaching and learning. The funds from these bursaries support self-education, travel expenses and other costs associated with the successful proposals from staff members.

#### **Staff Attendance and Retention:**

From the end of 2017, 94.2% of staff were retained for 2018.

Staff attendance rate for permanent and temporary staff and school leaders in 2017 was 97.94%.

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## KEY STUDENT OUTCOMES

### Average student attendance rate:

Average Student Attendance for each year level for 2017

Year Level	Ave Attendance Rate %	Year Level	Ave Attendance Rate %
Preparatory	93.76	Year 7	94.56
Year 1	95.07	Year 8	93.69
Year 2	94.93	Year 9	94.14
Year 3	95.15	Year 10	93.00
Year 4	93.55	Year 11	93.12
Year 5	94.03	Year 12	94.69
Year 6	94.48		

Average student attendance rate in 2017 was 94.18%.

### 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 2017

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 produced results that are 'above' or 'well above' National Average Scores in all areas.

### NAPLAN TEST RESULTS for Years 3, 5, 7 and 9 in 2017

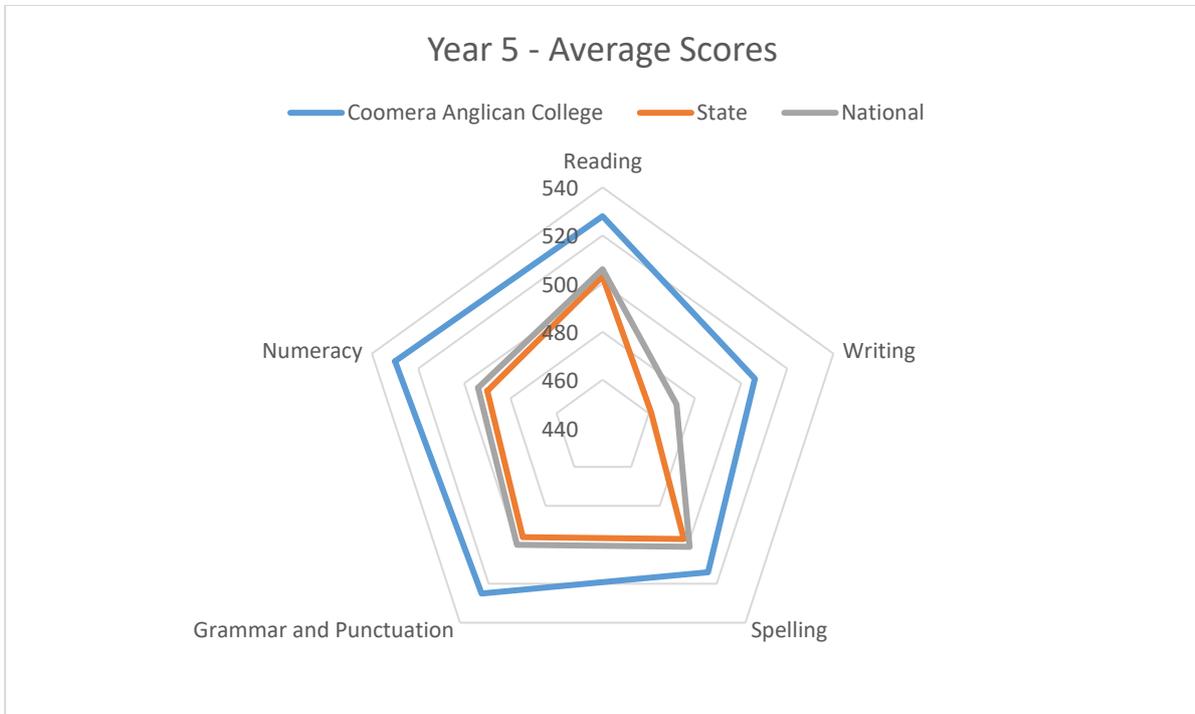
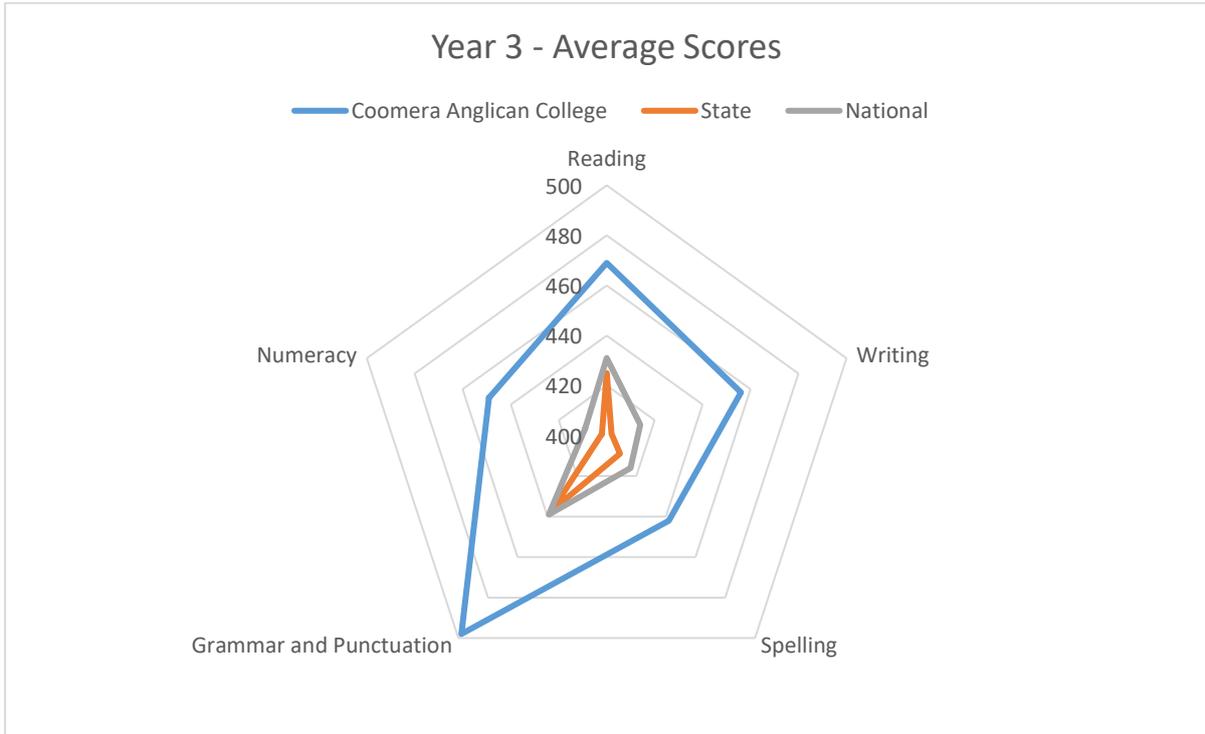
<b>READING</b>			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	469	431	100%
Year 5	528	506	99%
Year 7	563	545	99%
Year 9	601	581	98%

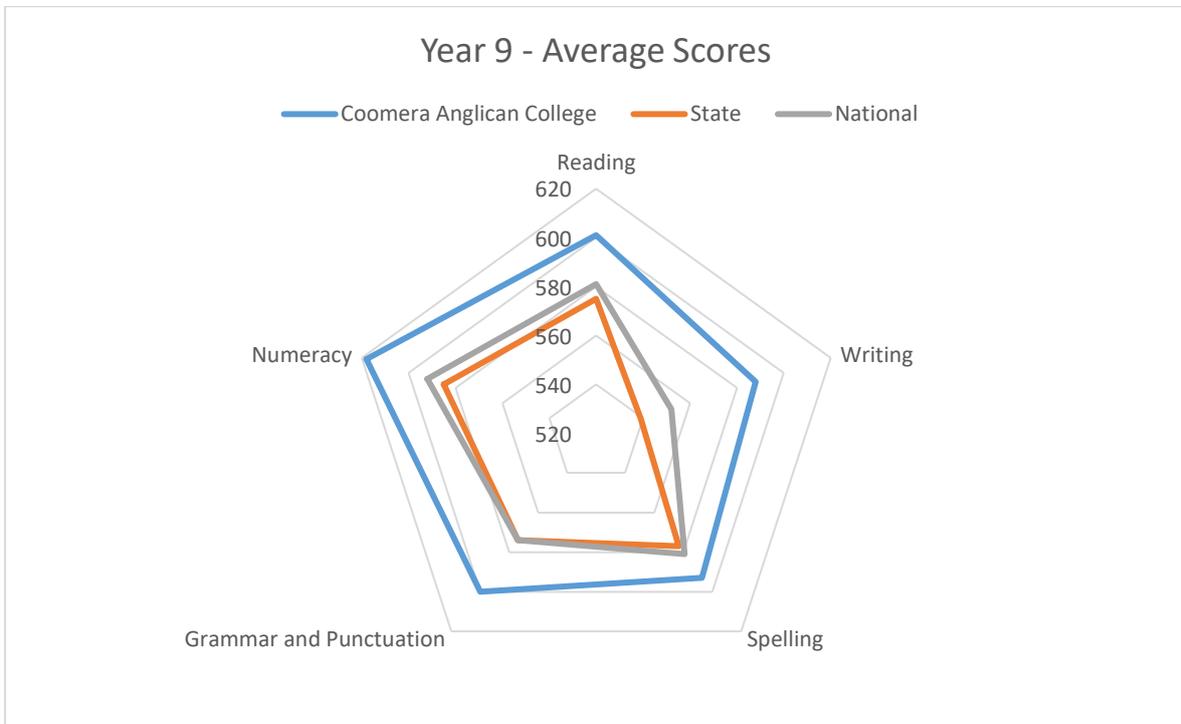
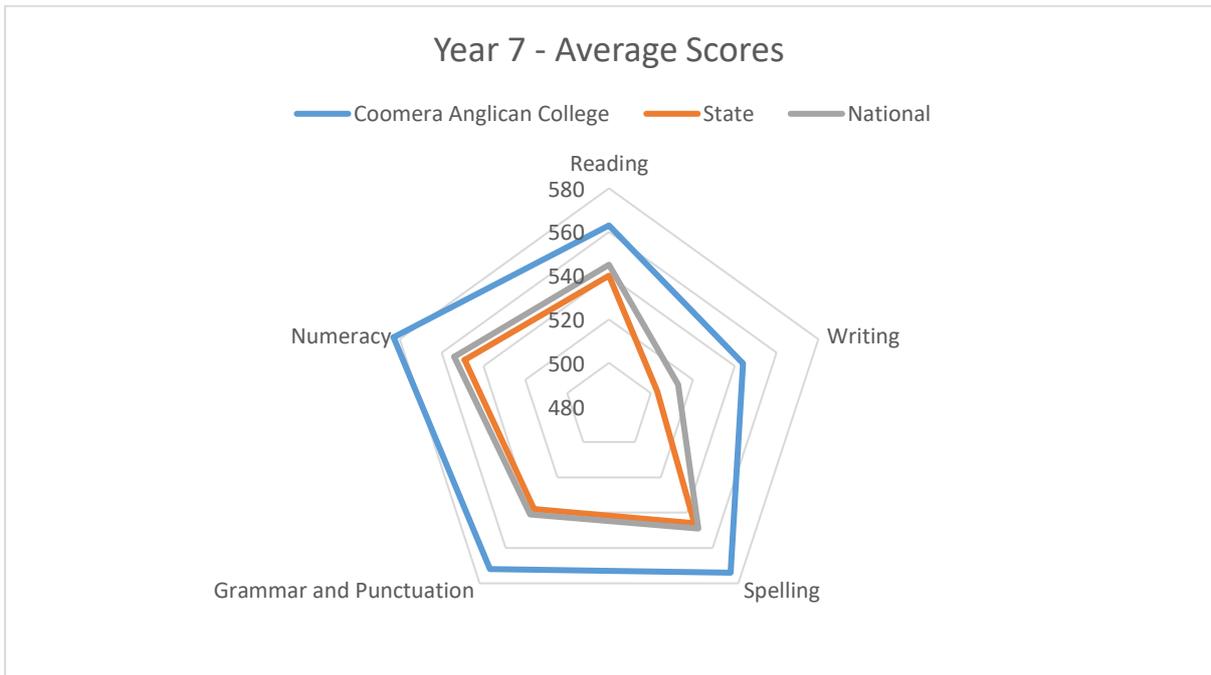
<b>WRITING</b>			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	456	414	100%
Year 5	506	472	99%
Year 7	544	513	99%
Year 9	588	552	95%

<b>SPELLING</b>			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	442	416	100%
Year 5	514	501	98%
Year 7	574	549	100%
Year 9	593	581	98%

<b>GRAMMAR AND PUNCTUATION</b>			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	498	439	100%
Year 5	525	500	97%
Year 7	572	541	97%
Year 9	600	574	99%

<b>NUMERACY</b>			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	449	409	100%
Year 5	530	494	100%
Year 7	583	554	100%
Year 9	618	592	100%





**Apparent student retention rate:**

Year 10		Year 12		Year 10 - 12 Apparent Retention Rate
Year	Enrol	Year	Enrol	
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%
2013	98	2015	89	90.8%
2014	109	2016	97	89.0%
2015	101	2017	96	95.0%

For 2017: Year 12 student enrolment as a percentage of the 2015 Year 10 cohort is 95.0%.

**Year 12 Outcomes:**

In 2017, 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 2017.

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Statement	93
Number of students awarded a Queensland Certificate of Individual Achievement	Nil
Number of students who received an Overall Position (OP)	77
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	30
Number of students awarded a Queensland Certificate of Education at the end of Year 12	89
Number of students awarded an International Baccalaureate Diploma (IBD)	Not applicable
Percentage of Year 12 students who received an OP1 - 15 or an IBD	94%
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	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

## Post school destination information

The following table and pie graph illustrate the main destinations of Coomera Anglican College's 2017 graduates.

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)	44	68.8%
VET total (Cert IV+ III, I - II, apprenticeship, traineeship)	8	12.5%
Working full-time	5	7.8%
Working part-time/casual	6	9.4%
Seeking work	1	1.5%
NILFET	0	0%
<b>Total Year 12 Responses</b>	<b>64</b>	<b>100%</b>

How we compare:



### 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](mailto:larmitage@cac.qld.edu.au)). Further details are also available on the College website.

Staff in our Enrolments Office can assist with a tour of the College Facilities or assist with enrolment enquiries. Phone: 07 5585 9900 or email: [enrolments@cac.qld.edu.au](mailto:enrolments@cac.qld.edu.au) or Rachel Castles [rcastles@cac.qld.edu.au](mailto:rcastles@cac.qld.edu.au) or Anthea Ludik [aludik@cac.qld.edu.au](mailto:aludik@cac.qld.edu.au)