



Postal address	Havana Road East Coolum Beach 4573
Phone	(07) 5471 5333
Fax	(07) 5471 5300
Email	the.principal@coolumshs.eq.edu.au
Website	www.coolumshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mr Lee Goossens, Principal

Principal's Foreword

Introduction

Coolum State High School identified four key areas for development and enhancement in 2010. They were:

- Learning for a strong future
- Nurturing caring relationships
- Being a school for the Coolum community
- Supporting individual development and success

The focus on learning for a strong future has enabled students to reach their potential. Coolum High students continue to graduate with a substantial qualification. Over ninety-three per cent of students received at least one of the following: an Overall Position (OP), a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Attainment (QCIA) or a Vocational, Education and Training (VET) qualification. Seventy-four per cent of the Year 12 students, who were eligible for the State's ranking of an OP, received an OP 1 to 15, with forty-six per cent obtaining an OP 1-10, including two OP1s. As well, over eighty-five per cent of students received pass results or better on internal assessments throughout the year.

The focus on nurturing caring relationships through restorative practices has resulted in a safe and supportive school environment. The percentage of students receiving behavioural comments that are satisfactory or better on the semester reports is over ninety six per cent. Good discipline, with a focus on wellbeing, care and respect, is the norm. A Student Services Team made up of a Guidance Officer, a Youth Support Teacher, a School Nurse and the School Chaplain, augment the normal support structures in the school. These are based around year level home groups with assigned teachers, Year Level Coordinators, Heads of Department and Deputy Principals.

The school is traditionally known for its strong sense of community. Parents in the local community are choosing Coolum High as their first choice of school for the secondary education of their sons and daughters. Over the last four years the enrolments at the school have increased, on average, by approximately four per cent each year. Families in the Coolum community support their local high school.

Having high expectations about the individual development and success of students has resulted in a good work ethic and a responsible attitude to study. Last year, eighty-seven per cent of Year 12 students, who applied for tertiary entrance, received an offer for further study. This result ran parallel with the school reports that indicated ninety one percent of students received a satisfactory grade or better on their industry in class. The culture of individual development and success is firmly entrenched at Coolum High.

School progress towards its goals in 2010

Coolum State High School strives to reach the following outcomes:

It is a good place to belong

It is the first choice of school for families in the Coolum Community

All students graduate with qualifications, without exception

The average attendance rate for students in 2010 was eighty-nine per cent with just over eighty-five per cent of the students progressing from year 8 to year 12. The retention rate for the state for the same group of students was seventy-six per cent. The positive atmosphere in the school can be attributed to the fact that over ninety-seven per cent of staff were retained by the school throughout the year with an attendance rate of over ninety-six per cent. Even though the opinion surveys results identify areas of improvement, the attendance and retention rates for both students and teachers is strong.

Approximately two-thirds of the students who live in the Coolum catchment area attend the high school. In 2010 over one hundred and fifty students from outside the catchment area of the school also chose to make Coolum High their school for their secondary education. This together with an overall increase in student population from 676 in 2006 to 783 in 2010 indicates a growing preference for the local high school.

The NAPLAN results for students in year 9 have shown an increase in the mean scores in all categories when compared to when the tests were introduced in 2008. Even though Coolum State High School students' performance was similar to other like schools, with our best results in Writing, the school has targeted Numeracy and Reading as areas for continued improvement.

For our year 12 graduates, the number of students who were awarded a Queensland Certificate of Education (QCE) continues to be strong. In 2010 eighty-two per cent of students were awarded their QCE which compares favourably with a state average of seventy-five per cent. Not only were the OP 1-15 scores about five percentage points higher than the state average, the number of students awarded a Vocation Education and Training qualification doubled in the last two years, with corresponding increases in VET certificates II and III being awarded. Similarly, the number of school based apprenticeships and traineeships entered into have also increased. This is a significant improvement on previous years.

Future outlook

The Strategic Plan 2011 to 2014 outlines the vision, purpose, values, strategic directions and outcomes for the school. In preparing students for life as local and global citizens, Coolum State High School is committed to excellence in learning, relationships, community and self.

Our role is to instil in all students

An ongoing desire for knowledge, skills and learning

A commitment to care for and respect ourselves, each other and the environment

The courage to act as moral and responsible members of society

The will to strive for individual success and fulfilment

At Coolum High we are committed to quality and excellence in:

Learning for a 21st century future with a curriculum that offers a challenging, rich and diverse range of learning experiences including academic, vocational, cultural and sporting pursuits. We have an ongoing desire to promote a positive and constructive work ethic.

Constructive relationships where there is a commitment to care and respect for all. Being a school for the whole community, we have an obligation to foster responsibility, tolerance and understanding of ourselves and each other so that integrity, trustworthiness and self-discipline prevail.

Contributing to our local and global community by acting as stewards for our environment and a sustainable future. We value a supportive and encouraging school community with strong partnerships with the wider community.

Support for individual development and success through building positive self-esteem and a continual desire to improve. Multiple pathways for future careers are made available through healthy and safe choices.

At Coolum State High School effective teaching and learning is conducted in a calm and ordered environment. It is the first choice of school for the families in the Coolum community, where students graduate with qualifications.

Our school at a glance

School Profile

Coolum State High School is a small, friendly community school that embraces the underlying philosophy of care, respect and excellence.

The population of the school day eight in 2010 was 783. The school is a co-educational state high school offering a comprehensive curriculum from Years 8 to 12.

The school is located in the Sunshine Coast Region midway between the Maroochy and Noosa Rivers. It is situated 3 kilometres north of the Coolum township, bordered on three sides by national park. The school services the communities of Pacific Paradise in the south, to Peregian in the north and west to the communities of Peregian Springs, Valdora, Maroochy River and North Arm.

The school is in an idyllic setting surrounded by natural bushland and is in close proximity to the beach.

Characteristics of the student body:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
783	373	410	85%

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 4 – Year 10	22	99%	98%	1%	1%
Year 11 – Year 12	17	96%	94%	2%	4%
All Classes	20	98%	96%	2%	2%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	128
Long Suspensions - 6 to 20 days	26
Exclusions	4
Cancellations of Enrolment	2

Curriculum Offerings

Coolum High offers a quality curriculum for all students.

Whilst providing rigorous academic courses, provision is also made for vocational education. As well, students are given the opportunity to participate in school-based traineeships, apprenticeships and structured work placement programs.

Subjects are offered through the key learning areas in the middle school in Years 8 and 9. Students undertake a core curriculum of English, Maths, Science, Social Science, and Health and Physical Education. They are able to choose electives from The Arts, Technology and Japanese.

While Year 10 is a transition year, it is still part of the senior school with subjects designed to give students the skills and a knowledge base to ensure appropriate course selections and career pathways for the future.

In Years 11 and 12, students may select six subjects from an array of Authority subjects, Authority Registered subjects and Vocational Education and Training (VET) subjects. Students may also elect to be part of the Headstart Program in conjunction with the University of the Sunshine Coast. The complete list of subject offerings can be found on the school's website.

Opportunities exist for students to undertake VET subjects as part of the school curriculum. A traineeship or structured work placement program is also offered, where students are placed in business and industry one day a week. School-Based Traineeships and Apprenticeships (SATs) allow students to complete nationally accredited modules to Certificate II or Certificate III level with on and off the job training as part of the requirements of the program. Strong partnerships exist with local universities, TAFE, CADET and the business community.

Extra Curricula Activities

The school offers a broad range of extra-curricular activities including sporting and cultural programs.

There are a number of District, Regional, State and National sporting opportunities as well as school Soccer, AFL, Rugby Union, Rugby League, Basketball, Netball, Touch, OzTag, Surfing and Cheerleading teams.

Culturally students can participate in the biennial School Musical, in the Stage, Concert and Rock Bands, in Arts Expo, in the school choir and in Toastmasters, Debating and Public Speaking. An array of excursions and leadership opportunities are offered regularly to broaden students' horizons. There are several subject based competitions that are offered at local, state and national levels.

How Information and Communication Technologies are used to Assist Learning

The Information and Communication Technologies E-Learning Index for 2010 was an A rating for enabling learners to work digitally. Thirty teachers have an ICT certificate while a further 5 have been awarded their Digital Pedagogical Licences.

Currently the school has attained 286 devices comprising desktop and laptop computers with wireless connections across the school. By the end of 2011, the rollout of Round 3 of the 1 to 1 National Secondary School Computer Fund allocation of computers will be complete. Not only will all teachers have their own laptops, but it is planned that all students in years 10, 11 and 12 will also have laptops.

As well, there are four dedicated computer laboratories, two "smart classrooms" utilising the latest Smartboard technology with a further 25 classrooms with data projectors to aid e-learning within the curriculum offerings across the school. All are networked on-line.

Social Climate

Student care and wellbeing is supported by Home Group Teachers, Year Coordinators, Heads of Department and Administration members attached to year levels and the Student Services Team. The Student Services Team consists of a Principal/Deputy Principal, Guidance Officers, Youth Support Teacher, School Chaplain and School Nurse.

A strong student welfare and support system exists in the school that fosters care and respect for all and is based upon restorative practices. It endorses socially just practices in a supportive school environment.

Coolum High provides a range of services that include inter-agency support networks, careers advice and support, alternative programs linking work and school, counselling, support in managing behaviour, programs with a focus on boys, bullying and harassment, self-esteem, transitional programs for 'at risk' students and a mentoring program.

The school has established very productive partnerships with local youth support groups including United Synergies, Youth Connections and the Coolum Youth and Community Centre.

Parent, student and teacher satisfaction with the school

Since 2009 the school has embarked upon significant curriculum and timetable restructure, especially in the middle school and in year 10. These changes were made so as to align the offerings at the school with Education Queensland's priorities in English, Mathematics and Science. In addition, the implications of the Australian curriculum in these areas, as well as in History, meant that considerable more time needed to be allocated to these four core areas. This came at the expense of the elective subjects, especially in The Arts and Technology. Albeit necessary, the changes have impacted upon satisfaction levels.

The parent satisfaction levels were similar to other like schools. Even though there needs to be an improvement, the return rate of parent surveys remains low. Attendance at parent / teacher interviews remains high while exit survey results from parents who attend these interviews are positive and encouraging.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	55%
Percentage of parents/caregivers satisfied with their child's school	67%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	38%
Percentage of staff members satisfied with morale in the school	62%

Involving parents in their child's education.

There is a strong sense of community at Coolum High and this especially applies to parental involvement in the school. Parents are involved in many facets of school life including:

Membership of the Parents and Citizens Association

Parent / Teacher evenings to discuss your child's progress in class

Year 8 Night to welcome new parents to the school

Year 7 to 8 transition morning teas for families choosing Coolum High for their secondary education

Middle School and Senior School leadership investitures and morning teas

Year 12 parent forums in conjunction with the senior retreat

Inter and Intra school sporting events

School trips and excursions

Indigenous parent support group

ANZAC Day ceremonies and dawn services

High achievers morning teas

School volunteer program (canteen, library and learning support)

Student mentoring program

International Student and Homestay Programs

Parents are kept informed of upcoming events through a monthly newsletter that is also posted on the school website.

As well, progress reports, end of semester reports and student recognition certificates are posted to parents on a regular basis.

Parents are encouraged to contact the school to discuss any concerns regarding their child's education so that timely communication can be had and appropriate action can be taken.

Reducing the school's environmental footprint

In line with the school's values to contribute positively to our environment and to ensure a sustainable future the following initiatives have been put in place to reduce our environmental footprint:

- Tanks have been installed to supply water to the amenities blocks within the school.
- Solar cells have been installed to produce electricity for the grid.
- The middle school garden supplies produce for our canteen.
- Shelters have been erected on the school oval to provide sun protection for students.
- Organic waste bins have been provided to collect compostable materials for the school garden project
- Environmental sustainability projects and topics are included in the curriculum and in cross curricular activities.
- All cisterns and pedestals in toilets across the school have been replaced with dual flush mechanisms.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$81,973	\$58,416	\$8,682	\$7,692	\$7,383	\$0	-\$200	306,888	1,332	0
2009	\$73,302	\$50,441	\$0	\$0	\$6,904	\$0	\$15,957	8,430	1,507	0
% change 2009 - 2010	12%	16%	N/A	N/A	7%	N/A	-101%	3540%	-12%	N/A

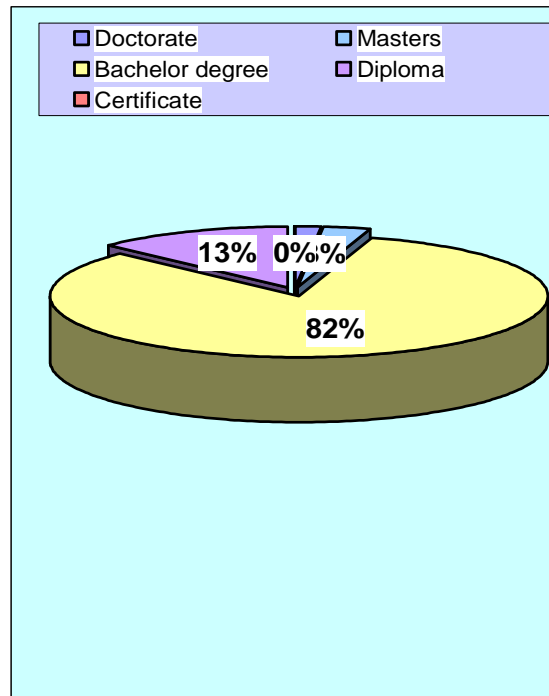
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	63	22	<5
Full-time equivalents	58	19	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	52
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was \$52,346.00 and the major professional development initiatives were as follows:

Literacy workshops

Restorative Practices workshops

ICTs for learning including ICT Certificates and Pedagogical Licences

Middle Schooling including Curriculum, Assessment and Reporting development in collaborative units

Senior Schooling including Work Programs, Panel Reviews and Vocational Education and Training

The involvement of the teaching staff in professional development activities during 2010 was 100%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff were retained by the school for the entire 2010 school year.

Key Student Outcomes

Student attendance – 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

Year 8 - 92%

Year 9 - 90%

Year 10 - 87%

Year 11 - 88%

Year 12 - 89%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Coolum State High when it comes to attendance, every day counts. To ensure this occurs, student attendance is not only monitored at the start of the day but also at every lesson and in every class.

At the start of the day student attendance is captured at Home Group with roll marking. Parents who have not notified the school through the Student Absence Line are contacted by phone. Similarly, the parents of students who arrive late, without explanation, are also contacted. If on consecutive days no contact has been made to explain a student absence then a letter is sent home, informing the parent of their child's absence, requesting contact be made with the school. In extreme cases this may result in the police and the Department of Communities (Child Safety) being notified.

During the day truancy is also monitored by each teacher for each student in every class. A report highlighting student absence from the previous day's lessons is generated and checked by Year Level Coordinators and Heads of Department. Class teachers are notified of any truancy with consequences applied. Continual truancy from lesson results in parents being contacted.

In addition, individual student attendance is included on report cards issued three times per year.

Performance of our students

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, go to the MySchool website at <http://www.myschool.edu.au/>. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Coolum High has a relatively small indigenous population, making up about three per cent of our student body. Even though there are fluctuations between attendance, retention and achievement rates over recent years, generally the gap between indigenous and non-indigenous students in these areas needs improving.

The school has an indigenous working party that is made up of a deputy principal, a guidance officer, an indigenous liaison officer, a teacher and a teacher aide.

The group is working on a variety of strategies to improve the attendance, retention and achievement of indigenous students. These include:

- Embedding Aboriginal and Torres Strait Islander perspectives into the fabric of our school community.
- Systematic monitoring and tracking of progress
- Individual education and career plans
- Actively including parents into our school community

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 78%

Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement	133
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	72
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	29
Number of students awarded one or more Vocational Educational Training qualifications.	98
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	77
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	109
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	74%
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.	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
11	17	25	17	2

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
50	72	13

Post-school destination information

NEXT STEP 2011 STUDENT DESTINATIONS Coolum State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Coolum State High School

Table 1 below reports the response rate for Coolum State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Coolum State High School in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
114	133	85.7

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2011, 43.9 per cent of young people who completed their Year 12 at Coolum State High School in 2010 continued in some recognised form of education and training in the year after they left school.

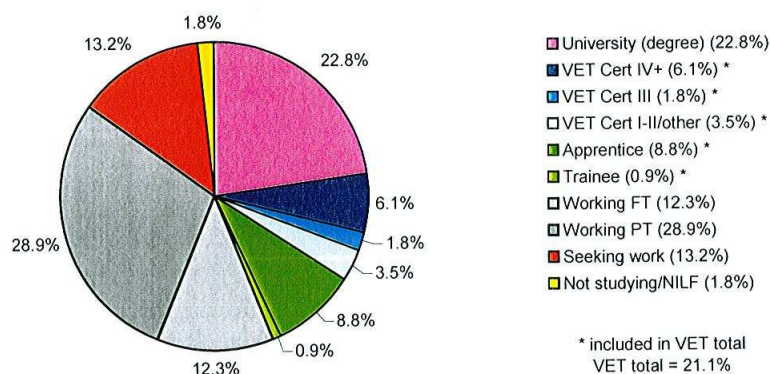
The most common study destination was university (22.8 per cent). The combined VET study destinations accounted for 21.1 per cent of respondents, including 11.4 per cent in campus-based VET programs, with 6.1 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.6 per cent commenced employment-based training, either as an apprentice (8.8 per cent) or trainee (0.9 per cent).

In addition to the above study destinations, a further 10.5 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

56.1 per cent did not enter post-school education or training, and were either employed (41.2 per cent), seeking work (13.2 per cent) or neither studying nor in the labour force (1.8 per cent).

Figure 1 Main destinations of Year 12 completers



Early Leavers Information

Coolum State High School is committed to ensuring all students who enrol in year 8 graduate at the end of year 12 with a qualification commensurate with their aspirations and abilities.

Students who are at risk of leaving school early are monitored and identified so that early intervention strategies can be put in place to minimise the likelihood of this occurring.