



Cooktown State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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



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## School Overview

Cooktown is a coeducational school with approximately 370 students from Prep to Year 12. The school comprises approximately 40% Indigenous students mainly from Cooktown and Hopevale. We provide an excellent educational opportunity for our students in the Cooktown area based on a strong Indigenous and European history, an outstanding natural environment, a dedicated staff and a learning-rich curriculum. The school's vision, 'Hook into Learning and Reel in Opportunities' reflects the community's desire for an educated and informed youth. We are one of the leading school's in the Cape in the development of the Year 1 to Year 9 curriculum and have embedded curriculum options including Authority subjects, Certificates, SAS and traineeships and apprenticeships into our senior school. We have developed meaningful working relationships with the community to enhance learning and promote student pathways. This is built on a belief that together we make a difference and an absolute commitment to this community through our youth. Cooktown State School has a Service Commitment that 100% achieve an OP and enter University or a clear VET pathway or paid employment of 25 hours or more per week.

## Principal's Forward

### Introduction

The Cooktown P-12 State School has been serving Cooktown and outlying areas since 1875 as a primary school. In 1970 a Secondary school was built which meant that for the first time students could continue their secondary education close to home without having to travel to Cairns and beyond. In 1999 we proudly became a combined Prep to Year 12 campus. Throughout our history we have serviced the educational needs of our indigenous and non-indigenous families. As Cooktown grows in cultural diversity our student body is now inclusive of students from many diverse nationalities and cultures.

Our focus is for all students to be nurtured academically, emotionally and socially so that we can deliver the Service Commitment for all students to transition successfully into sustainable future pathways.

Our teaching model is Explicit Teaching. The expectation is that in all classrooms this consistent, fluent, empowering and engaging method is used to deliver learning experiences.

Our Pedagogical Framework ensures consistency across all year levels from Prep to Year 12.

As a Positive Behaviour for Learning school we have a clear set of behavioural expectations – At Cooktown State School we are Safe, Respectful Learners.

Our work at Cooktown P-12 State School is carefully aligned to the State and Far North Queensland Regional Priorities (which are detailed under School Progress)

The Cooktown State School Annual Report, outlines the progress of the school in 2015 in key areas of curriculum, staff and student outcomes.

### School Progress towards its goals in 2016

#### *Priority 1: Improving Teaching*

Strategy: Implement explicit teaching pedagogical framework in all classrooms

Actions	Targets	Timelines	Responsible Officer/s
Roll out the Cooktown P-12 SS Pedagogical Framework with the '15' Standards of Practice across the school to ensure consistency in ways of working	All 15 SOP	January - November	Principal Deputy Principals
Empower teachers to become expert teachers through Explicit Teaching PD, coaching and feedback,	All Teachers	January - December	Principal

professional readings, modelling and work shadowing			Deputy Principals Explicit Teaching Coach
Embed quality consolidation in all classrooms with support through coaching and feedback modelling and work shadowing	All Teachers	January – December	Principal Deputy Principals Explicit Teaching Coach
Embed into teaching practice the 16 elements of Explicit Teaching	All Teachers	January - December	All Teachers
Ensure that teachers know model and teach the behaviour expected in the Explicit Teaching process and that students understand and demonstrate the behaviours required	All Teachers	January - December	Principal Deputy Principals Explicit Teaching Coach
All teachers trained as Classroom Profilers	All Teachers	January – February	Principal Deputy Principals Teachers
Provide ESCM Professional Development 1x per term	All Teachers	1 x per term	Principal
Upskill 4 trained Classroom Profilers per term through PD to Advanced	16 Teachers	2 days per term	Principal
Embed systemic profiling for all teachers	All Teachers	February – December	Principal Deputy Principals
<b>Strategy: The teaching of reading, writing and numeracy</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Ensure Regional and State expectations of English and Maths learning times are met and accurately planned for by teachers	All Classrooms	January – February	Principal Deputy Principals
Ensure Regional Targets are met and aligned with the 5 week data capture in OneSchool	All Teachers	January – December	Principal Deputy Principals Teachers
Action and embed the Cooktown Reading Program	P-12	January – December	Principal Deputy Principals Reading Coach

Work with PEA-AC to ensure reading, writing and numeracy improvement strategies are embedded in practice	P-9	January – December	Principal Deputy Principals Reading Coach
Embed NAPLAN strategy from January to ensure all learning gaps are covered	All Teachers	January – December	Principal Deputy Principals Teachers
Embed foundational learning programs	Years 1 - 9	February - December	Principal Deputy Principals Teachers

### *Priority 2: Refining and embedding data based decision making*

#### Strategy: Using data to set school benchmarks, targets and short term individual goals

Actions	Targets	Timelines	Responsible Officer/s
Ensure school achievement targets are in line with Regional expectations and teachers know and understand the targets	Refer FNQ School Performance Placemat	January - December	Principal Deputy Principals Teachers
Embed data walls and achievement ladders across all classes	P-12	January - December	Principal Deputy Principals Teachers
Analyse all NAPLAN data with all staff through OneSchool to inform delivery of learning content to fill learning gaps	P-10	January - December	Principal Deputy Principals Teachers
Develop a clear understanding amongst staff that the accountability for NAPLAN results is everyone's responsibility	P-12	January - December	Principal Deputy Principals Teachers

#### Strategy: Measuring and monitoring school and student improvement

Actions	Targets	Timelines	Responsible Officer/s

Use OneSchool to track all student data	P-12	January - December	All Staff
Use data for, of and as learning to improve both student and teacher understanding of student improvement	P-12	January - December	Principal Deputy Principals Teachers
Use data TraQCEr tool for Year 11 -12 students to monitor progression towards QCE attainment	Years 11 and 12	January - December	Principal Deputy Principals Teachers
Collation and interrogation of student achievement data every 5 weeks	P-12	5 Weekly	Principal Deputy Principals Teachers
Interrogate behaviour data in PBL meetings fortnightly	P-12	Fortnightly	Principal Deputy Principals GO HoSES Teachers
Continue to track and triangulate all student data	P-12	5 weekly	Principal Deputy Principals Teachers
Secondary DPs to meet with students 2x per term to discuss progression data and to set achievement goals – to be recorded in OneSchool contacts and tracked	7-12	5 weekly	Deputy Principals
Case manage student progression through Wellbeing Committee and student support services team	P-12	Weekly	Principal Deputy Principals HoSES GO Teachers
Implement an enhanced career education program from Years 7 – 12	Years 7 – 12	January - December	Principal Deputy Principals

			HoSES GO Teachers
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*Priority 3: Refining and embedding planning and accountability systems at all leaderships levels*

**Strategy: Implement FNQ systems – Planning & Accountability Systems – SRD, AAP, APDP, Attendance, Improving Teaching, PBL**

Actions	Targets	Timelines	Responsible Officer/s
Continue to develop APDP across all staff	Staff	2x per year	Principal Deputy Principals HoSES GO
Every leadership member to have an SRD that reflects the role	Leadership	Term1 ongoing	Principal Deputy Principals HoSES GO
Develop teacher specific SRDs and other staff SRD's	All Staff	Term 2	Principal Deputy Principals HoSES GO Teachers
Develop a whole school Organisational Chart that is functional and comprehensive	All Staff	PFD	Principal
Develop, refine and embed the Cooktown P-12 SS Attendance Strategy	90%+ attendance	Term 2	Principal Deputy Principals HoSES GO Teachers
Track attendance daily with parent contact for absences the responsibility of Deputy VET	90%+ attendance	February – December	Deputy VET Admin Officer
Continue attendance reward system – trophy	90%+	January -	Principal

	attendance	December	Deputy Principals
Celebrate attendance through a variety of media	90%+ attendance	January - December	All Staff
Provide Explicit Teaching coach for P-9	P-9 Teachers	March - December	Principal Deputy Principals ET Coach
Define the role for Secondary VET Attendance and Wellbeing Deputy Principal	10-12 Teachers	February – December	Principal Deputy Principals
Provide PD in PBL, Profiling and ESCM to all teachers and Teacher Aides	Teachers Teacher Aides	January - December	Principal Deputy Principals Go HoSES
Continue to celebrate positive behaviour through rewards system	Students	Weekly	All Staff
<b>Strategy: Implement and embed System Leadership</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Refer to P&A Systems above – all systems embedded in context	All Staff	January - December	Principal Deputy Principals Go HoSES
Use the task assignment tool to ensure all tasks are clearly articulated in terms of – context, purpose, quantity, quality, resources – to guarantee on time comprehensive completion	All Staff	January - December	Principal Deputy Principals Go HoSES
Use breakthrough coaching tools to streamline efficiency and ensure task completion	All Staff	January - December	Principal Deputy Principals Go HoSES Admin Officers



			BSM
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Ensure every child reads every day	P-12	January – December	Principal Deputy Principals Teachers
Increase targeted reading support	P-9	January – December	Principal Deputy Principals Reading Coach
Use team teaching in Years 7,8 and 9 core subjects	Years 7, 8 and 9	January – December	Principal Deputy Principals Teachers

**Strategy: Leaders coaching and supervising teachers**

Actions	Targets	Timelines	Responsible Officer/s
Continue a timetabled system to ensure 20% of leadership time is spent in classrooms (purposely supervising or coaching)	P-12	January – December	Principal Deputy Principals Teachers
Continue to use a record of teaching practice across the school to track improvement and identify PD requirements	P-12	January – December	Principal Deputy Principals
Document and monitor all Classroom Walk Throughs and Coaching sessions through line manager AAP	P-12	January – December	Principal Deputy Principals Teachers
Ensure the continued progression from novice to expert of Explicit Teaching skills through fortnightly meetings held by line managers with teachers	P-12	January – December	Principal Deputy Principals Teachers
APDP to be completed and reviewed twice yearly with all staff	P-12 Teachers Teacher Aides Ancillary	Semester 1 and Semester 2	Principal Deputy Principals Line Managers

	Staff		
<b>Strategy: Teachers refining and embedding the C2C curriculum and foundational learning programs</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Adapt and adopt units in English, Mathematics, Science and History to ensure all key concepts are attained	P-10	January – December	Principal Deputy Principals Teachers
Use OneSchool to adapt and adopt all C2C unit plans and capture achievement data	P-10	January – December	Principal Deputy Principals
Ensure teachers develop a deep knowledge of the Australian Curriculum Achievement Standards	P-10	January – December	Principal Deputy Principals Teachers
Provide rigorous case management of students to ensure all graduates transition to an eligible Service Commitment option	Year 12	January – December	Principal Deputy Principals HoSES GO Teachers
<b>Strategy: All student data recorded and Maintained in OneSchool</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
OneSchool used to record, monitor and track all student data	P-12	January – December	Principal Deputy Principals HoSES GO Teachers

***Priority 4: Connecting parents and caregivers with their children’s learning***

**Strategy: Practices reflect that parents and caregivers are central to their children’s learning**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible</b>
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			Officer/s
Promote our open door policy	Parents	January – December	All Staff
Continue to hold open nights/days, celebration of curriculum activities and welcoming events	Parents	January - December	All Staff
Refine teachers classroom service agreement and commitment to parents	Parents	January – December	Principal Deputy Principal HoSES GO Teachers
Provide skilling sessions for parents to enable engagement and understanding of student learning	Parents	January – December	Principal Deputy Principal HoSES GO Teachers
Senior Secondary parents to co-sign a student learning profile every 5 weeks with DPs	100% QCE	2x per Term	Senior Secondary Teachers
Upgrade and revitalise the school website to keep information up to date	Whole School Community and Beyond	Weekly	Teacher Aide and Orange Card Holder
Web based Newsletter	Whole School Community and beyond	Fortnightly	Admin Officer
Ensure school participation and representation at every community event and on every appropriate committee, maintaining a high positive profile in the community	Whole School Community and beyond	January – December	All Staff
Teachers making minimum of 2x Term positive contacts with parents	Parents	2x per term	Teachers
Document and track all contacts with parents in OneSchool	All Staff	January – December	All Staff
<b>Strategy: Practices are inclusive and acknowledge divers cultural contexts and identities</b>			
Actions	Targets	Timelines	Responsible Officer/s
Continue to work with George Otero and team	Whole School Community	March onwards	Whole school community

	and beyond		
Develop cultural program with community elders	Whole School Community and beyond	March onwards	Whole school community
Continue to develop and refine student engagement and re-engagement program	Students	January – December	Principal Deputy Principal HoSES GO Teachers
Work with Community Engagement Officers in Hope Vale and Cooktown to be the conduit between parents and school	Parents & Students	January – December	Principal Deputy Principal HoSES GO Teachers
Continue to work with Gungarde Aboriginal Corporation	Whole School Community and beyond	January – December	Principal Deputy Principal HoSES GO Teachers
Continue to work closely with the Cook Shire Council and community Services	Whole School Community and beyond	January – December	All Staff
Engage the 3A team with the community and feeder agencies	Transition to Prep	January – December	DP Primary
Engage with the Hippi program in the community	Transition to Prep	January – December	DP Primary
Strategy: Expectations for maximising student learning and wellbeing are shared with parents			
Actions	Targets	Timelines	Responsible Officer/s
Employment and induction of school based nurse	7 -12	February - December	Principal
SRD of VET, Student engagement and wellbeing DP	7-12	February -	Principal

		December	DP VET
Continually use public opportunities – conversations, billboards, newspapers, assemblies, meetings, events – to promote the school	Whole School Community and beyond	January - December	All Staff
Publish PBL expectations and universals in the school newsletter and website.	Whole School Community and beyond	January - December	PBL Committee

### Future Outlook

The Explicit Teaching agenda will continue with all teachers required to be proficient by the end of Semester 1 (using the FNQ ET continuum).

The rollout of the Australian Curriculum will continue. The Distance Education Learning precinct that was established in 2014 and will continue to provide opportunities to maintain/extend senior school offerings using technology.

The focus on differentiation will be a feature of every teacher's practice - reflected in planning and assessment.

Positive Behavior for Learning will remain a priority with the continued appointment of our Deputy Principal - Student Services to provide increased profiling opportunities for teachers.

2016 has also see the commencement of work on an invigorated Pedagogical Framework with the development of Cooktown P-12 Standards of Practice to ensure a clear and consistent future pathway to improve student learning outcomes.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	356	186	170	148	83%
<b>2015*</b>	346	171	175	142	81%
<b>2016</b>	382	204	178	167	83%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Cooktown State School is a Low SES rural remote school catering for the educational needs of students from both Cooktown and outlying communities such as Rossville and Hope Vale. We have a rich cultural diversity, with approximately 40% of our students being indigenous as well as students from a variety of nationalities.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	22	25
Year 4 – Year 7	20	25	30
Year 8 – Year 10	19	17	17
Year 11 – Year 12	14	12	11

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Our distinctive curriculum offerings:

Cooktown SS uses an Explicit Teaching model to deliver all subjects. This focuses upon ensuring students have a clear understanding of what they are learning and are led through a process by their teacher to ensure the concepts learned are consolidated and embedded.



While students from Prep to Year 10 study the Australian Curriculum. The opportunity to study French is offered to Years 6, 7 and 8. From Year 8 other opportunities for electives are offered to students, commencing with Home Economics, Manual Arts, Art and Drama.

As students progress into Senior Secondary, they have the opportunity to gain both an academic or Vocational Education Qualification. These include: English, English Communication, Maths A, Maths B, Pre-Vocational Maths, Biology, Art, Drama, Home Economics, Industrial Skills, SOSE, HPE, Marine Studies, Marine Aquatic Practices, Geography, Cert II Sport and Recreation, Cert III Visual Arts, Cert III Children's Services, Cert III Radio Broadcasting, Cert I Conservation and Land Management, Cert II Hospitality, Cert II Visual Arts, Cert I Business, Cert III Fitness, Recreation Studies, Information, Communication and Technology.

The school also provides students the opportunity to study subjects of their choice not offered in timetabled classes through Distance Education. These lessons and tutorials are held in or purpose built SDE room. From, 2016 all Year 11 students will participate in the Outback to Ocean project and complete a Cert II Tourism.

### **Co-curricular Activities**

Student Council

Duke of Edinburgh

Choir

Australian Geography Quiz

Cooktown's Got Talent

Robotics Club

Chess

Auslan

Discovery Festival

Computer Club

Environmental Club

AFL

Rugby League

Re Enactment Society

Touch Football

Cooktown SS has a continued commitment to ensuring all staff and students utilise information technology to improve communication, teaching and learning. Students have access to technology through computer labs, library, classrooms and laptops. Computer to student ratios are high with a range of desktops and computer labs available for use. Classrooms are fitted with electronic whiteboards which assist teacher to deliver their programs effectively to students. All staff are issued with a personal laptop to ensure a high level of information technology in every component of their teaching. Sound field systems are integrated into every classroom to ensure hearing impaired students are catered for.

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

Use narrative to describe school strategies such as digital pedagogies. Cooktown P-12 SS has an advanced ICT program for students. Our Robotics club has received significant attention and is highly appraised across the state. Our 2 Labs have 2x 3D printers which students design, develop and produce robots or other artifacts. Every classroom has access to banks of computers. We also offer ICT strands to expand student learning opportunities.

## **Social Climate**

### **Overview**

The organisational structure of the school has seen a strong student Well-being team and School Wide Positive Behaviour for Learning strategy team develop universal strategies to assist students to successfully progress through their school career. These teams embed proactive support and intervention strategies. Our Chaplain and Guidance Officer work closely with students to support self-esteem, personal development and career aspirations. Our open door policy has provided parents with the opportunity to participate actively in their child's learning and become integral to the fabric of the school community. Clear expectations of connecting with parents are upheld significantly for positive student reporting.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	91%	90%
this is a good school (S2035)	83%	91%	100%
their child likes being at this school* (S2001)	67%	82%	100%
their child feels safe at this school* (S2002)	83%	100%	100%
their child's learning needs are being met at this school* (S2003)	67%	73%	90%
their child is making good progress at this school* (S2004)	75%	82%	90%
teachers at this school expect their child to do his or her best* (S2005)	92%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	82%	100%
teachers at this school motivate their child to learn* (S2007)	83%	91%	100%
teachers at this school treat students fairly* (S2008)	75%	82%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
this school works with them to support their child's learning* (S2010)	92%	91%	100%
this school takes parents' opinions seriously* (S2011)	67%	91%	100%
student behaviour is well managed at this school* (S2012)	67%	64%	70%
this school looks for ways to improve* (S2013)	92%	82%	89%
this school is well maintained* (S2014)	83%	80%	80%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	89%	86%
they like being at their school* (S2036)	87%	91%	81%
they feel safe at their school* (S2037)	86%	84%	85%
their teachers motivate them to learn* (S2038)	95%	92%	90%
their teachers expect them to do their best* (S2039)	98%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	86%
teachers treat students fairly at their school* (S2041)	85%	79%	66%
they can talk to their teachers about their concerns* (S2042)	81%	85%	69%
their school takes students' opinions seriously* (S2043)	83%	84%	65%
student behaviour is well managed at their school* (S2044)	69%	66%	56%
their school looks for ways to improve* (S2045)	89%	87%	80%
their school is well maintained* (S2046)	83%	83%	74%
their school gives them opportunities to do interesting things* (S2047)	85%	88%	83%

### Staff opinion survey



Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	97%	86%
they feel that their school is a safe place in which to work (S2070)	85%	93%	93%
they receive useful feedback about their work at their school (S2071)	75%	87%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	100%
students are encouraged to do their best at their school (S2072)	83%	93%	72%
students are treated fairly at their school (S2073)	79%	90%	83%
student behaviour is well managed at their school (S2074)	69%	83%	62%
staff are well supported at their school (S2075)	67%	90%	66%
their school takes staff opinions seriously (S2076)	70%	93%	61%
their school looks for ways to improve (S2077)	83%	97%	86%
their school is well maintained (S2078)	81%	87%	83%
their school gives them opportunities to do interesting things (S2079)	83%	93%	83%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The Cooktown SS provides various opportunities for parents to be involved in their children's education. As the main institution within a very small community the school is an integral part of community life. It is paramount that our community, especially our parents are encouraged, welcomed and valued as significant members of our school structure. Many parents are involved through volunteering as members of our Parents and Citizens Association which gives them an active role in school decision making. The school hosts many informal and formal events such as – Student, parent and teacher interviews, open nights, family breakfasts, assemblies, presentation evenings, induction and transition events, talent contest, drama productions and sporting events which welcome parent participation. Parents play key roles in events such as the Year 6 and the Year 12 graduation ceremonies. The entire school community values parents through positive parent contacts and ensuring that close relationships with parents are developed and maintained. Cooktown P-12 SS has worked closely with Dr George Otero and his team on building community relationships.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These include, High Five, Positive Behaviour for Learning and the school rules of being a Safe, Respectful, Learner. Fortnightly safe behaviour focus taught lessons, Well Being committee, Guidance Officer work with individuals on restorative justice. Reporting through OneSchool processes to agencies for significant harm issues. Students are taught through these identified programs which focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	221	146	202
Long Suspensions – 6 to 20 days	11	2	9
Exclusions	1	0	4
Cancellations of Enrolment	4	3	1

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology



created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school has endeavoured to limit the electricity consumption through less usage of air-conditioning units in cooler months and ensuring classrooms have good air flow. We have explicitly taught students about our carbon footprint and have formed a large Environmental Club who meets regularly and informs the school community of our environmental impact. Students who study Conservation and Land Management add to the environmental voice of the school. Our school is also a Reef Guardian school and participates in beach clean- up and other environmentally beneficial events.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	408,799	128
2014-2015	401,352	4,516
2015-2016	121,447	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	26	6
Full-time Equivalent	34	16	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	31
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$57816.02

The major professional development initiatives are as follows:

Profiling, Explicit Teaching, Well Being, How Language Works, ESCM, Pedagogical Framework, Writing, C2C, OneSchool, Data, Assessment, ICP, Inclusive Education, Differentiation, Moderation, Verification.

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

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	81%	83%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	69%	75%	75%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

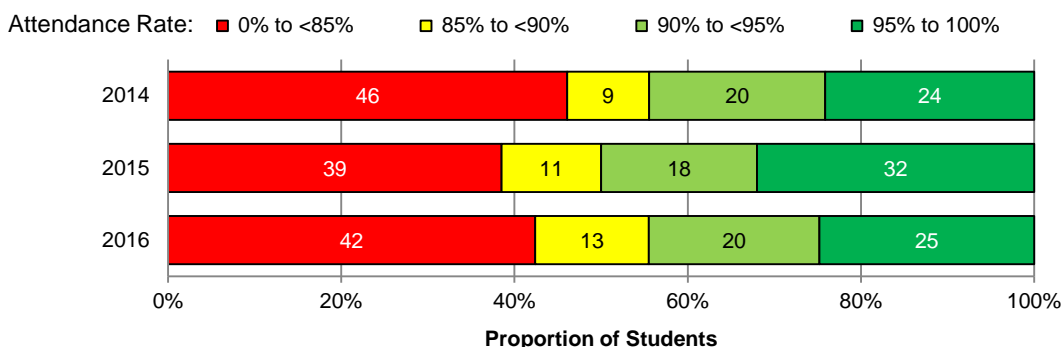
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	79%	82%	83%	87%	88%	83%	85%	77%	87%	75%	76%	71%	73%
2015	85%	88%	85%	89%	88%	89%	84%	78%	78%	81%	78%	75%	78%
2016	83%	83%	83%	84%	86%	86%	86%	78%	77%	76%	79%	71%	81%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

**Cooktown SS continues to refine its attendance strategy. Procedures for maximising attendance are based on research which include these four areas which are key to improvement:**

Early intervention

School renewal and community partnerships

Improving teaching and pedagogy  
Specialised responses including alternative programs and mentoring  
Cultural awareness and connectedness

**Cooktown SS uses the following procedures:**

Departmental letters regarding poor attendance  
Rolls are marked electronically through OneSchool  
SMS to parents to inform student absence has been noted  
Telephone contacts made by class teachers to parents to discuss reasons for absence  
Letters sent home to parents stating % of their child's attendance  
Positive rewards for attendance

Home visits

'Try for Five' program

Deputy Principal Student Services and Deputy Principal Student Well being

## NAPLAN

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	14	23	16
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving an Overall Position (OP)	4	6	3
Percentage of Indigenous students receiving an Overall Position (OP)	0%	17%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	6	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	22	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	18	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	12	22	15
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	100%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	75%	83%	67%
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.	86%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	2	1	1	0
2015	0	1	4	1	0
2016	0	0	2	1	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	11	10	5
2015	15	18	10
2016	6	16	6

As at 3rd February 2017. The above values exclude VISA students.

Certificate I in Work Education  
 Certificate II in Workplace Practices  
 Certificate I in Business (Administration)  
 Certificate II in Business (Administration)  
 Certificate I in Hospitality  
 Certificate II in Hospitality  
 TNQQIT as TAFE  
 Certificate II in Creative & Visual Arts  
 Certificate III in Creative & Visual Arts

Certificate II in Animal Husbandry  
 Certificate III in Children's Services  
 Certificate I and II in Radio (Broadcasting)  
 Certificate II in Conservation and Land

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	39%	45%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	15%	38%	10%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.cooktownss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

As part of delivering the Far North Queensland Service Commitment, students who choose to leave school prior to completing Yr12 Students are supported and encouraged to enter into further education and training or fulltime employment. Students identified as at risk of leaving school earlier than the completion of Year 12 are encouraged to work with a variety of support personnel (Guidance Officer, Deputy Principal Senior Secondary, Head of Department Vocational Education or Community Youth Support Coordinator). Students are regularly interviewed regarding results and SET planning. Teachers maintain regular assessment data and engagement data. If students are identified as at risk an interview is convened with the parents, students and teachers to work through strategies that will best support the student to be successful and attain real life outcomes.

Students who terminate their enrolment must provide justification for the decision.

## Conclusion

Living in a remote rural community has proven advantageous for our students. They are able to live in a clean and wholesome environment while experiencing quality and rigorous education. Our school attracts expert and passionate staff who prepare our students to be socially, emotionally and academically adept global citizens. We are proud of our school and invite you to visit to share our remarkable journey.

