



Currumbin State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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# From the Principal

## School overview

Currumbin State School is a community school located beside the picturesque Currumbin Creek. Established in 1909 our school seeks to provide a supportive and engaging learning environment for all.

Our focus is on excellence in all areas of education. This is articulated and promoted through expectations of a strong work ethic, pride in, and recognition of, socially just practices including valuing social diversity, and civic participation.

High achievements across academic, cultural, citizenship and sporting areas can be directly attributed to an outstanding, experienced, and well-qualified staff. Our staff make a significant contribution to the lives of our students. We believe that high quality teaching is vital to achieve high quality learning.

The 2018 School Annual Report highlights the achievements of Currumbin State School. 2018 saw a focus on:

- Deepening teacher knowledge, expertise and delivery of the Australian English Curriculum
- The implementation of programs to improve reading
- The provision of a safe, supportive and inclusive environment that meets the needs of all students and promotes learning

## School progress towards its goals in 2018

Annual Implementation Plan 2018	Progress
English	All classroom teachers collaboratively planned each English unit and met on a weekly basis to check-in on student achievement.
Reading	The teaching of reading was prioritised in 2018 through the roll out of a whole-school reading program.
Inclusion	A whole school approach to managing student behaviour was implemented.

## Future outlook

The following are some of the initiatives included in our Strategic Plan 2019-2022:

- Further improve teaching practices through the Feedback for Learning model
- Establish a sustainable school-based learning community with a focus on the effective use of data to improve teaching practice
- Improve school performance in Reading (specific focus on shared and guided reading) and Numeracy
- Continue to implement the Australian Curriculum

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1096	1088	1095
Girls	515	519	507
Boys	581	569	588
Indigenous	85	86	87
Enrolment continuity (Feb. – Nov.)	95%	96%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Currumbin State School has an ICSEA of 1017 – this is in the 56<sup>th</sup> percentile. This Index of Community Socio-Educational Advantage (**ICSEA**) is a measure that enables meaningful comparisons to be made across schools.

As at August 2018 our full time enrolment count was 1095. Enrolment growth has continued to increase steadily at 1% per year for the past 5 years. Some characteristics of the student body include:

- 93 students are Aboriginal and/or Torres Strait Islander.
- 19 students are in Out of Home Care.
- Approximately 98 students with English as an Additional Language or Dialect.
- 43 students have or are likely to have a verified disability.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our Approach to Curriculum Delivery

At Currumbin State School curriculum and assessment is rigorously planned to ensure high expectations for all students.

- Year level planning in collaborative teams in five week cycles.
- Consistency and shared expectations within and across year level teams are aligned by the HOC and Master Teacher to meet Australian Curriculum Standards.
- Early years teachers integrate age appropriate pedagogies to deliver curriculum content.

### Co-curricular Activities

Our school endeavours to provide a wide variety of extra-curricular activities intended to enrich the school experience for all students. Students are able to participate in the following activities;

- Leadership Development Program
- Choirs
- Strings Ensemble & Band
- Drumbeat
- Indigenous Leadership Program
- Before School Reading Club
- Premier's Reading Challenge
- Solid Pathways
- Social Skills Program
- Stop, Think, Do Program
- Say No to Bullying Program
- Rock & Water Program
- Swimming Program
- District Sport
- Oceanic Sport
- Representative Sport
- NRL Gala Challenge
- Netball Gala Day
- AFL Suns Cup
- Surfing
- Surf Survival
- Currumbin's Got Talent
- Running Club

### How information and communication technologies are used to assist learning

The *One Device Per Child* from Year 2 to Year 6 and a bank of 6 ipads in all 13 Prep and Year 1 classrooms, enhances the development of IT skills, enables access to online programs, curriculum relevant applications, virtual environments and embeds technology in every classroom. Other ICT, including interactive whiteboards in every learning space, laptop pods and PC clusters further enhance student learning. Ed-studios, virtual classrooms and digital libraries are used to enhance teaching and learning within and across sectors. ICT's are an embedded differentiation tool and online programs such as Maths Online, Reading Eggs and Bug Club enable 24/7 access to learning for students. Virtual Learning programs such as Impact and Solid Pathways provide unique learning opportunities for high performing students to enhance critical thinking.

Every teacher has been provided with an ipad and ICT personalised staff training is embedded in cycles of professional development opportunities. Digital skills continue to advance across the school community through the use of Facebook, email, websites and QSchools as the State sources of information and communication. A two day per week technical assistant and 30 hours of teacher aide time is deployed to facilitate ICT maintenance and growth. Continual upgrading of devices, networks and bandwidth ensures resource capacity.

## Social climate

### Overview

#### Overview

Currumbin State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

At Currumbin State School, we consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs. Our School Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Our school community identifies and promotes our high standards of responsible behaviour through:

- Being safe
- Being responsible
- Being respectful.

At Currumbin State School we emphasise the importance of the Explicit Teaching of Behaviour through directly teaching students the behaviours we want them to demonstrate. Communicating behavioural expectations is a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	90%
• this is a good school (S2035)	100%	97%	92%
• their child likes being at this school* (S2001)	100%	99%	96%
• their child feels safe at this school* (S2002)	98%	95%	96%
• their child's learning needs are being met at this school* (S2003)	97%	95%	85%
• their child is making good progress at this school* (S2004)	90%	97%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	88%
• teachers at this school motivate their child to learn* (S2007)	97%	95%	90%
• teachers at this school treat students fairly* (S2008)	98%	96%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	99%	97%
• this school works with them to support their child's learning* (S2010)	97%	94%	92%
• this school takes parents' opinions seriously* (S2011)	96%	88%	87%
• student behaviour is well managed at this school* (S2012)	97%	91%	86%
• this school looks for ways to improve* (S2013)	100%	96%	91%
• this school is well maintained* (S2014)	100%	91%	85%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	98%
• they like being at their school* (S2036)	94%	95%	97%
• they feel safe at their school* (S2037)	89%	92%	96%
• their teachers motivate them to learn* (S2038)	95%	97%	98%
• their teachers expect them to do their best* (S2039)	98%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	96%	92%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	80%	92%	89%
• they can talk to their teachers about their concerns* (S2042)	77%	91%	88%
• their school takes students' opinions seriously* (S2043)	86%	86%	95%
• student behaviour is well managed at their school* (S2044)	71%	86%	94%
• their school looks for ways to improve* (S2045)	90%	92%	97%
• their school is well maintained* (S2046)	93%	100%	98%
• their school gives them opportunities to do interesting things* (S2047)	89%	92%	96%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	100%	99%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	99%
• they receive useful feedback about their work at their school (S2071)	91%	95%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	97%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	99%	98%	99%
• student behaviour is well managed at their school (S2074)	97%	100%	100%
• staff are well supported at their school (S2075)	93%	100%	97%
• their school takes staff opinions seriously (S2076)	92%	96%	97%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	98%	95%	91%
• their school gives them opportunities to do interesting things (S2079)	94%	96%	96%

\* 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

Currumbin State School uses a variety of strategies to involve parents in their child's education. These include parent class email groups, regular contacts through Qschools, online newsletter, newsfeed and Facebook. The strong connection with the Parents and Citizens Association ensures that there are regular whole of school community events that bring our community together and celebrate our kids learning and achievements. Parents are represented on our Indigenous Reference Group, the Sustainability Committee, School Council and Kids Matter Team.

Our school provides many opportunities for parental engagement through volunteering such the tuckshop, class support (reading groups) and fundraising activities. All parents are invited to attend many events throughout the year including assemblies, information sessions, workshops, ceremonies, sports days and open classrooms.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### Kids Matter

Currumbin State has embedded the Kids Matter Program. All staff have received training in this component and changes have been made to our school environment consequently. Kids Matter has enabled the engagement of many outside agencies. The school community has also engaged with these agencies to deliver programs to our students.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	56	65	74
Long suspensions – 11 to 20 days	3	1	2
Exclusions	1	0	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing the school's environmental footprint

In 2018 efforts continued to reduce electricity and water usage.

- Planned and unplanned maintenance continues to replace guttering and plumbing with more water efficient equipment.
- Teachers and students discuss and implement power reduction practices in their classrooms.
- Water tanks were utilized in several areas to be used for vegetable gardens.
- A sustainability committee met to action planning further strategies to reduce the schools' environmental footprint such as recycling and nude lunchboxes.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	263,604	285,589	156,905
Water (kL)	2,097	3,377	3,101

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

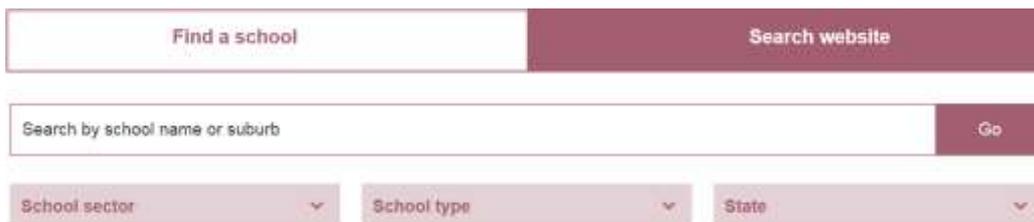
## School funding

### 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](http://www.myschool.edu.au) website at.

#### How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	34	<5
Full-time equivalents	69	25	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	8	
Graduate Diploma etc.*	3	
Bachelor degree	65	
Diploma	15	
Certificate	10	

### Professional development

#### Expenditure on and teacher participation in professional development

### Staff attendance and retention

#### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

#### Proportion of staff retained from the previous school year

The total funds expended on teacher professional development in 2018 were \$243 000

The major professional development initiatives were around the use of feedback to enhance student learning.

The proportion of the teaching staff involved in professional development activities during 2018 was 96%.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	92%	92%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	94%
Year 1	93%	94%	93%
Year 2	93%	93%	94%
Year 3	93%	94%	93%
Year 4	92%	94%	93%
Year 5	93%	92%	93%
Year 6	92%	92%	90%

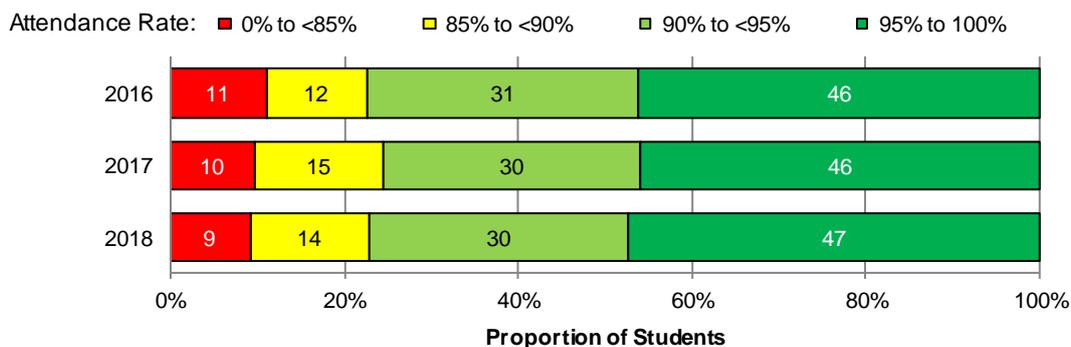
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

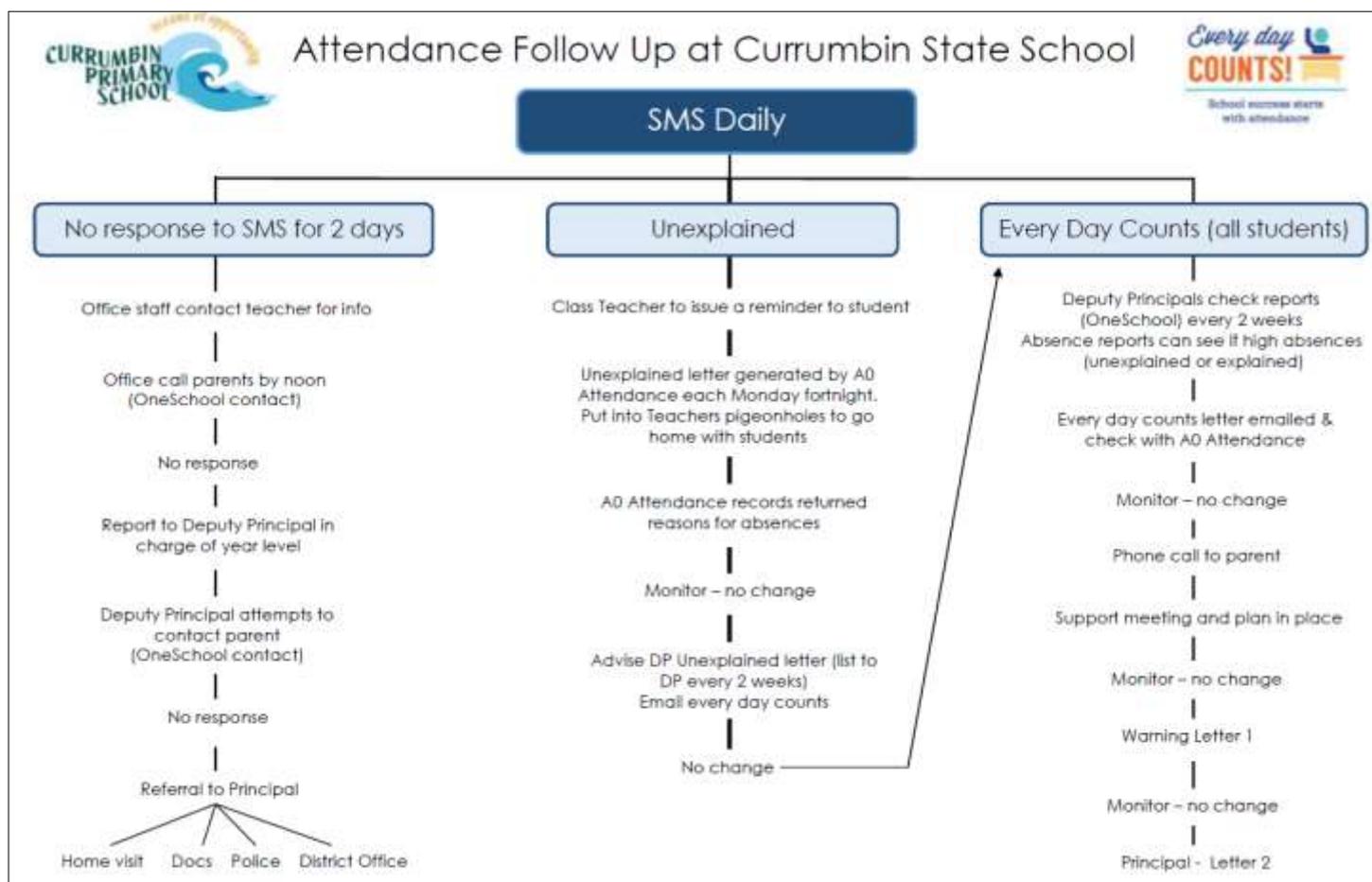
### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.



### Effective Practices at Currumbin State School

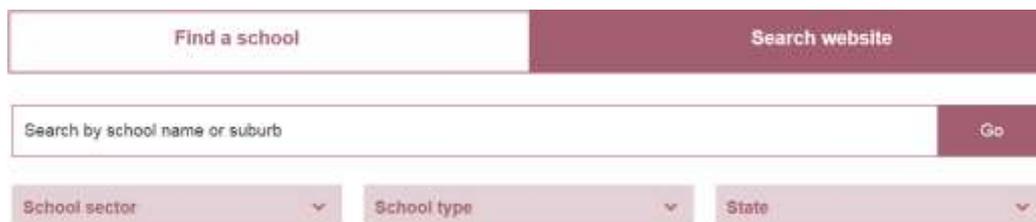
- Make school classroom environments as supportive, welcoming and attractive as possible for students.
- Set and monitor attendance targets.
- Allocate Teacher Aide time to follow up sector attendance.
- Professionally develop teacher's knowledge and use of class dashboard and absence reports.
- Fortnightly data analysis of days absent and reasons for absence by Deputy Principals.
- Reinforce the 'Everyday Counts' key messages in assemblies, on posters, on websites and in printed materials.
- Make every effort to understand and negate 'attendance blockers' for individual students, i.e. lack of food in the home, lack of correct uniform, bullying, disengagement.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.