

Currumbin State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The 2013 School Annual Report highlights the achievements of the Currumbin Primary School community during the 2013 year. It evidences successes and areas for improvement, comparative data and future plans.

School progress towards its goals in 2013

Currumbin Primary School is proud of its traditions and the opportunities to achieve in all spheres. Our talented staff develop confidence, resilience, resourcefulness, tolerance, understanding and respect for diversity in our children.

We are committed to students' wellbeing through early identification and proactive intervention in development of social, emotional, behavioural and academic skills. All resources aim at improved student learning including extensive Professional Development, leading to collaborative analysis of data and classroom practice.

At Currumbin we are committed to engaging students in purposeful learning. Children's needs are identified and differentiated. Teaching plans combine with high expectations for success. Contemporary pedagogy around individual learning needs is informed by data. Digital technology is central to learning.

Our professional learning community has an agreed set of practices aimed at continuous improvement in students' learning. Students have the right to learn in a safe, caring and supportive learning environment.

Currumbin Primary School has enhanced culture, sports, arts and excellence programs aimed at developing the whole child. Our School focuses on inspiration, innovation and inclusivity. Our shared leadership is committed to effective partnerships. Parents are valued partners evidenced by open communication, active participation and consultation.

We encourage staff and students to make a difference, be respectful, honest, caring and to do their best. We believe a strong vision, a nurturing environment, and informed and consistent practice will enable children to embrace the learning journey with confidence.

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Future outlook

Improvement Agenda

1. Spelling/Reading NMS (improved by Agreed Practices/Reading Plan) in 2014, 2015, 2016.
2. U2B in Year 3 in Reading, Writing, Grammar, Punctuation and Numeracy (improved by Visible Learning Strategies, NAPLAN Strategic Plan, Enrichment/Intervention Plan).
3. Attendance Improvement (embedding Attendance Plan).
4. U2B Spelling in Years 3, 5, 7 (using ICT Support Intervention).
5. Behaviour/Effort results in Report Card Grading (Enriched Responsible Behaviour).

Priority Areas of Development

- Teaching Practices
- School and Community
- Leadership and School Capability

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1031	481	550	93%
2012	1077	495	582	94%
2013	1090	508	582	95%

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

Characteristics of the student body:

At least 38 countries are represented in the cultures of Currumbin Primary School families, with a very low ESL number of students. 6% of the student population is Aboriginal and/or Torres Strait Island Australians. Housing reflects the broad socio-economic characteristics of Currumbin Primary School families as does the great variety of occupations. There is continuous enrolment of generations of families.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	21
Year 4 – Year 7 Primary	26	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	59	23	55
Long Suspensions - 6 to 20 days	8	2	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our Curriculum:

- Offers a diverse range of activities based on ACARA (with C2C basis).
 - Focuses on enabling learning for all students through ICT development.
 - Differentiates for learning styles, student ability and relevance to the school community.
 - Emphasises and enhances Literacy and Numeracy skills as fundamental to all key learning areas.
 - Is monitored and modified through data collection and analysis.
 - Recognises the benefits of grouping, streaming and rotations.
-

Extra curricula activities

- The Sports and Arts Development program, in association with National sport providers, develops student performance through regular, focused activities and encourages participation for all Year 5,6 and 7 students.
 - The Creative Arts program involves selected students to develop creativity through community competitions and focussed skill building.
 - The Sport Development aspect provides skill development and internal competitive championships in association with the AFL, NRL and Australian Netball Associations and offers coaching at an advanced level with professional coaches, teachers and community organisations.
 - The Arts Development program encompasses an extensive music program for over 200 students who participate in Senior Choirs, Junior Choirs, Band, Strings, and Percussion groups who perform regularly at school and at local events.
-

How Information and Communication Technologies are used to assist learning

- The "One Device per Child" Learning Program involves PREP to Year 7 students. Development of IT skills, online learning programs, virtual classrooms and advancement of thinking skills are key elements of the program.
- Digital Technology skills have advanced across the school community through the use of Interactive Whiteboards, laptops, PC's and iPads.
- Ed Studios and Virtual Classrooms are being used to enhance teaching and learning within and across school sectors. ICT's are an effective tool for differentiation.
- Personalised staff training programs provide valuable professional development opportunities.
- Mathletics, Reading Eggs and Bug Club are valuable programs that motivate students and provide further differentiation for learning.

Completion of the whole-school network and bandwidth increase has enabled ICT to be integral to curriculum implementation

Our school at a glance

Social climate

Due to a long history of maintaining a proactive approach to Behaviour Management, Currumbin incidents in all categories of SDA are well below the state average. Provision of a large variety of lunchtime activities and the opening of facilities such as the design and technology room and the computer lab has ensured a minimum of serious behaviour incidents. Acts of bullying are responded to immediately and in most cases supervised play has led to a curbing of such activity and a reduction in the need to suspend students.

Support is offered to offending students and assistance is rendered to students and parents both in school and with outside agencies in an effort to lessen the possibility of continued poor behaviour.

The addition of a School Chaplain has seen the inclusion of the "Playground Peer Mentor Program" and "Board Game Time" and in-class support has continued. The success of these programs has been endorsed by staff, students and parents.

Parent, student and staff satisfaction with the school

In the School Opinion Survey 96% of respondents agreed that student behaviour is well managed at Currumbin Primary School and said they would confidently recommend this school to others (S2034 & S2012).

The overall student and parent satisfaction with the school remains high. Proactive actions relevant to student behaviour concerns have been effective. Staff morale and valuing of their professional development continues to rise, with the overall satisfaction at 95%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	96%
this is a good school (S2035)	95%	96%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%
their child is making good progress at this school* (S2004)	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%
this school works with them to support their child's learning* (S2010)	100%	96%
this school takes parents' opinions seriously* (S2011)	85%	93%
student behaviour is well managed at this school* (S2012)	95%	96%
this school looks for ways to improve* (S2013)	95%	100%
this school is well maintained* (S2014)	100%	100%

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	96%
they like being at their school* (S2036)	96%	94%
they feel safe at their school* (S2037)	93%	92%
their teachers motivate them to learn* (S2038)	97%	95%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	86%
teachers treat students fairly at their school* (S2041)	87%	85%
they can talk to their teachers about their concerns* (S2042)	88%	80%
their school takes students' opinions seriously* (S2043)	88%	84%
student behaviour is well managed at their school* (S2044)	81%	79%
their school looks for ways to improve* (S2045)	97%	97%
their school is well maintained* (S2046)	91%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	91%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	87%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	92%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents become involved in their children's education through:

- Attending "Celebrations of Learning" at the end of every term
- Attendance at and contribution to Parents and Citizens Association meetings
- Provision of "Book List" consumable items, including an I.T. device, and financially supporting excursions and camps
- Assisting at the Creekside Canteen (Tuckshop)
- Attending parent meeting and parent nights
- Homework assistance
- Working with teachers to change student behaviours
- Volunteering in classrooms. Parents help with art, reading, writing, numeracy, book borrowing and homework reader changing. They also assist with excursions and swimming lessons, sports, music performances and dance
- Fundraising support
- Helping prepare and present the "SWELL" Arts Festival show
- Attending special functions as guests and participants
- Attending concerts, assemblies and celebrations (e.g. Anzac Day)
- Supporting Book Fairs, Student Council Days and Chappy Fundraising

Reducing the school's environmental footprint

In 2013 further effort was made to ensure all plumbing problems were rectified as soon as possible to avoid wasting water.

Our Schools Officer maintains our school oval using spear water. The Pool is maintained well to reduce water/electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	6,110
2011-2012	278,806	5,212
2012-2013	175,156	2,343

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

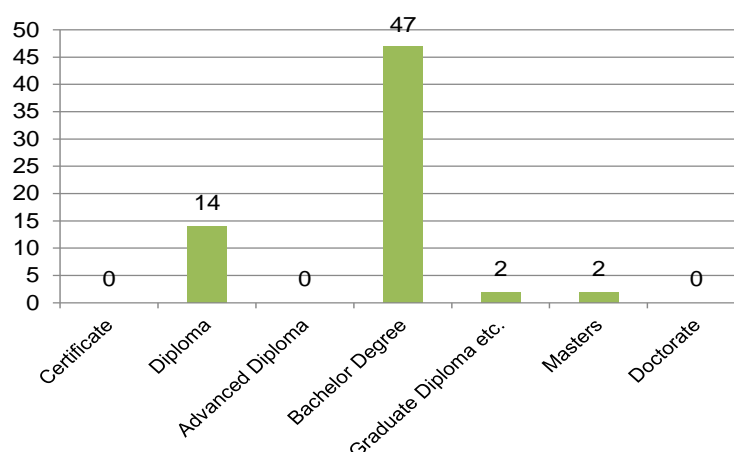
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	70	27	<5
Full-time equivalents	60	19	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	14
Advanced Diploma	
Bachelor Degree	47
Graduate Diploma etc.	2
Masters	2
Doctorate	
Total	65



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$29435.29

The major professional development initiatives are as follows:

- Team Planning Days
- Use of data to monitor student progress
- Developing teachers basic knowledge of Dimensions of Teaching and Learning
- Visible Learning Practice
- Use of OneSchool
- Differentiation using ICT in classrooms
- Conference attendance

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

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Average staff attendance	2011	2012	2013
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, 90% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's *My School* entry web page.

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

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

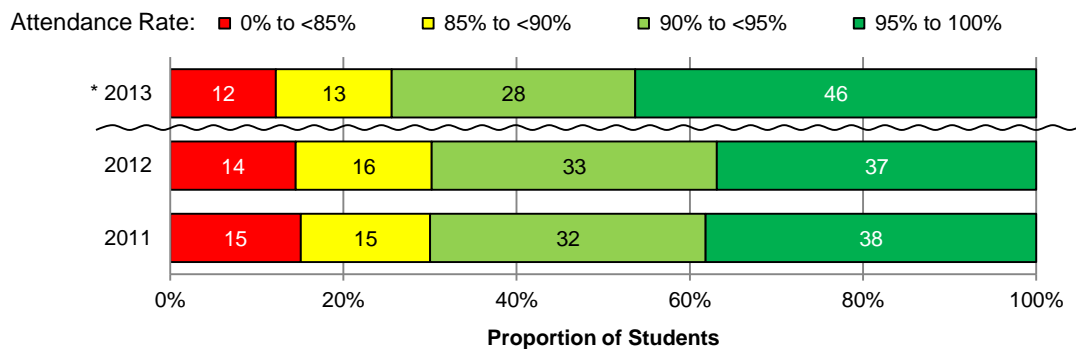
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	93%	91%	92%	93%	91%	91%	89%
2012	91%	93%	92%	92%	93%	91%	89%
2013	91%	93%	92%	93%	93%	92%	92%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Our school uses OneSchool for roll marking, marking 10 minutes after the start of the day (after 30 minutes children are marked as absent for that session) and again after the second break. Our attendance plan 2013 is as follows:

1. Monitor class absences and take note of any patterns of absence. Notes or verbal explanations/phone messages etc. are required for every absence, pink slips are sent home if there are any unexplained absences and if pink slips are not returned after 3 days, the teacher will email, send a note or phone home.
2. The teacher will notify the Deputy Principal to follow up if absences still remain unexplained or a pattern of "explained" but possibly unnecessary absences is occurring. The Deputy Principal will use the record from OneSchool and will phone parent and arrange an attendance plan if required.
3. If unnecessary absences continue and there is a failure to abide by the plan, the Deputy Principal will phone the parent to discuss the "failed plan" and refer to the Guidance Officer for distribution of appropriate formal letters.
4. In the Junior and Middle school, students are presented with certificates for 100% attendance.
5. Identified students are rewarded with attendance improvement rewards.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Achievement – Closing the Gap

ATTENDANCE

Improving attendance by engaging Aboriginal and Torres Strait Islander Students

Indigenous attendance was less than non-Indigenous attendance (approximately 2%).

NAPLAN ACHIEVEMENT

- A positive gap (above mean) between 11 and 40 points in Year 3 in all areas above non-indigenous mean.
- A negative gap (below mean) averaging 57 points in Year 5. The gap halved – English (from 2012).
- A negative gap averaging 31 points in Year 7.

Currumbin Primary School embraces and embeds the Aboriginal and Torres Strait Islanders communities and cultures. The welfare of our students and families is paramount. Currumbin Primary School is strongly committed to closing the gap.

Evidenced by:

- Close monitoring of attendance and behaviour data and intervention targeted accordingly.
- Dedicated Teacher Aide support
- Annual Health and Hearing Screens offered to all Aboriginal and Torres Strait Islander students.

Robin Ryan

Principal