Currumbin State School
Queensland State School Reporting
2014 School Annual Report

Postal address	6 Philip Street Currumbin 4223
Phone	(07) 5559 6333
Fax	(07) 5559 6300
Email	the.principal@currumbiss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Anne Saunders – Acting Principal

PRINCIPAL'S FOREWORD

Introduction

The 2014 School Annual Report highlights the achievements of Currumbin Primary School and it's community during the 2014 year. It evidences successes, areas for improvement, comparative data and the future outlook.

School progress towards its goals in 2014 – Reported on 2014 AIP School Improvement Targets

1. **Spelling in year 3 NMS 2014 95% (2013 90.5%).**

   - Use data more effectively to improve the teaching of spelling practices.
   - Crack the Code (targeted intervention and immersion).
   - Data based differentiated spelling lists using Single Word Spelling Test, South Australian Spelling Test and Words Their Way Inventories.
     - 2014 target 95% at or above national minimum standard.
     - 2014 actual 97% at or above national minimum standard.

2. **Year 3 U2B in Reading 40% (2013 = 35.8%), Writing 45% (2013 = 43.2%), Spelling 40% (2013 = 34.5%), Grammar and Punctuation 60% (2013 = 50%), Numeracy 30% (2013 = 22.8%)**
   - Created targeted teaching teams.
   - Adopted Tony Ryan as a *Critical Friend* to support Pedagogical improvement around higher order thinking.
   - Embedded formative assessment practices in Pilot Programs.
   - Introduced *Project 600* and *Solid Pathways* as virtual critical thinking classrooms.
   - *Differentiated Placemat* mandated in every classroom.
   - Specialist STLaN position created to support embedding of ICT's through *One Device Per Child* Program.

> **2014 Reading**   Target 40% in Upper 2 Bands
> Actual 44%
> **2014 Writing**   Target 45% in Upper 2 Bands
> Actual 40%
> **2014 Spelling**   Target 40% in Upper 2 Bands
> Actual 45%
> **2014 G&P**   Target 60% in Upper 2 Bands
> Actual 55%
> **2014 Numeracy**   Target 30% in Upper 2 Bands
> Actual 32%

3. **Attendance 94% (92.9% in 2013)**
   - Communicated clear attendance expectations to students, parents and staff.
   - Regular check-ins for students, class, whole school and patterns of absence.
   - Social/emotional economic support for students and families of poor attenders.
     > **2014 Target**   94%
     > **2014 Actual**   Whole School 91.8%
     > Non-indigenous 92%
     > Indigenous 89.5%

4. **Spelling U2B in Year 3 40% (2013 = 34.5%), Year 5 30% (2013 = 22.8%), Year 7 40% (2013 = 29%)**
   - Create targeted teaching teams, adopted Tony Ryan as a *Critical Friend* to support Pedagogical improvement around higher order thinking.
   - Embedded formative assessment practices in Pilot Programs.
   - Introduced *Project 600* and *Solid Pathways* as virtual critical thinking classrooms.
   - *Differentiated Placemat* mandated in every classroom. Specialist STLaN position created to support embedding of ICT's through *One Device Per Child Program*.
     > **2014 Yr 3**   Target 40%
     > Actual 46%
     > **2014 Yr 5**   Target 30%
     > Actual 35%

5. **Behaviour and Effort in School Reporting Improvement of 5% for C (or higher) results**
   - Progress towards this target has been minimal and current strategies need to be re-examined.

     > **2014 Target** 5% improvement

   BEHAVIOUR
   > **2013**   Actual 93.1%
   > **2014**   Target 98.1%
   > **2014**   Actual 92.3%

   EFFORT
   > **2013**   Actual – 92.2%
   > **2014**   Target 97.2%
   > **2014**   Actual 93.2%

Future outlook

IMPROVEMENT AGENDA

A sustained trajectory of improvement is sought and school targets achieved notably -

- All students without Evidenced Based Plans above National Minimum Standards.
- Sustain or improve the percentage of students in U2B from year 3 to year 5.
- 50% of year 3 and 5 students to be in the U2B.
- Closing the Gap.

PRIORITY AREAS OF DEVELOPMENT

Consistent curriculum planning and implementation.

- Learning communities that meet diverse student, parent and community needs.
- A school workforce that has the capability and flexibility to deliver the objectives of the Queensland Government Agenda for Improvement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1077	495	582	94%
2013	1090	508	582	95%
2014	1119	522	597	96%

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

Characteristics of the student body:

- Currumbin Primary School has an ICSEA of 1019 – this is in the 57th percentile. This Index of Community Socio-Educational Advantage (**ICSEA**) is a measure that enables meaningful comparisons to be made across schools.
- 79 students are Aboriginal and/or Torres Strait Islander (7.4%).
- 13 students are in Out of Home Care (1.2%).
- 62 students speak a language other than English at home (5.7%).
- 21 students have or are likely to have verified disability (2%).
- Approximately 1 in 4 students are from single parent families.
- Enrolment continuity has continued to increase steadily at 1% per year for the past 4 years.
- There is a continuous enrolment of generations of families.

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Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	21	21
Year 4 – Year 7 Primary	24	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	23	55	71
Long Suspensions - 6 to 20 days	2	7	0
Exclusions#	0	0	2
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Showcase innovation through specified enrichment classes.
- Focus on enabling personalised learning for all students through embedded ICT and One Device per Child from Prep to Year 6.
- Differentiate for learning, student ability and local context.
- Emphasise and embrace Literacy and Numeracy as fundamental to all Key Learning Areas.
- Is monitored and modified through formal and informal assessment, data collection and analysis.
- Recognise the benefits of data based differentiated class groupings and targeted teaching.

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Extra curricula activities

The *Sports and Arts Development* Programs develop student performance through regular, focussed activities.

- The *Sports Development* Program provides skill development through cooperative and competitive opportunities using professional coaches, community organisations and an expert teaching team showcased in local, district, regional, state, national and international arenas.

- *The Arts Development* Program encompasses an extensive creative arts program including choirs and music ensembles who perform at school and community events.

Other extra-curricular activities include:
- Leadership Development Program
- Grip Leadership
- Choirs
- Strings Ensemble
- Band
- Drumbeat
- Flag Monitors
- Sound and Light Technicians
- Acknowledgment of Country
- Peer Mentors
- Chess Coaching
- Premier's Reading Challenge
- CBCA Regional Readers Cup Challenge
- Currumbin's Got Talent
- Mathematics Challenge for Young Australians
- Logan Schools' Maths Team Challenge
- Speechmakers
- Deadly Returns Cultural Program
- Deadly Choices Healthy Lifestyles
- Kuralbo Reference Group Presenter
- Social Skills
- Brainwaves Day of Excellence
- Let's Get Cereal Day of Excellence
- Switch Onto Science Day of Excellence
- ICAS
- KODU and 21CLD Computer Programming Day
- Maths / Engineering Day
- Solid Pathways
- IMPACT Program
- Rock & Water Program
- Intensive Swimming Program
- TAD Therapy & Dance
- Deadly Choices AFL Day
- NRL Gala Challenge
- AFL Suns Cup
- District Sport
- Oceanic Sport

- Gold Coast Representative Sport
- South Coast Representative Sport
- Surfing
- Surf Survival
- Super 8's Cricket

How Information and Communication Technologies are used to assist learning

- The *One Device Per Child* from Prep to Year 6 (shared laptops in Year 7) 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, PC clusters and i-Pads enhance student learning.
- Digital skills continue to advance across the school community through the use of Facebook, email, websites and QSchools as the primary sources of information and communication.
- 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.
- ICT Personalised staff training is embedded in cycles of professional development opportunities.
- Online programs such as Maths Online, Mathletics, 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.
- A specialist teacher to model and implement ICT into classrooms ensures ease of access and curriculum relevance of technology.
- Continual upgrading of devices, networks and bandwidth ensures resource capacity.

Social Climate

An ongoing and constantly refined proactive approach to supporting students continues to see resultant SDA's well below the state average.

The intensive monitoring of data and proactive intervention of Student Support Services, Chaplain, Guidance Officer and strong connections to external agencies has ensured serious behaviour events are kept to a minimum.

The school provides a myriad of alternate activities during less structured times such as *Expression Sessions*, *Courtyard Play*, *Come and Play*, *Structured Play* and *Drumbeat*.

The *Kids Matter* program is in its early stages of introduction.

School and class rules are negotiated and explicitly taught in every classroom.

Acts of bullying are responded to immediately and consistently and students are explicitly taught and strongly encouraged to report such incidents.

The School Opinion Survey indicates consistently strong responses to:

- Their child likes being at this school
- Their child feels safe at this school
- Teachers at this school treat students fairly
- Student behaviour is well managed at this school

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	96%	98%
this is a good school (S2035)	95%	96%	100%
their child likes being at this school* (S2001)	100%	96%	98%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	96%
their child is making good progress at this school* (S2004)	95%	96%	99%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%	97%
teachers at this school treat students fairly* (S2008)	95%	96%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	97%
this school works with them to support their child's learning* (S2010)	100%	96%	96%
this school takes parents' opinions seriously* (S2011)	85%	93%	89%
student behaviour is well managed at this school* (S2012)	95%	96%	92%
this school looks for ways to improve* (S2013)	95%	100%	97%
this school is well maintained* (S2014)	100%	100%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	96%	94%	94%
they feel safe at their school* (S2037)	93%	92%	91%
their teachers motivate them to learn* (S2038)	97%	95%	96%
their teachers expect them to do their best* (S2039)	98%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	92%	86%	92%
teachers treat students fairly at their school* (S2041)	87%	85%	88%
they can talk to their teachers about their concerns* (S2042)	88%	80%	88%
their school takes students' opinions seriously* (S2043)	88%	84%	87%
student behaviour is well managed at their school* (S2044)	81%	79%	82%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school looks for ways to improve* (S2045)	97%	97%	95%
their school is well maintained* (S2046)	91%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	91%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		98%	98%
they receive useful feedback about their work at their school (S2071)		90%	94%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		94%	95%
staff are well supported at their school (S2075)		92%	94%
their school takes staff opinions seriously (S2076)		87%	95%
their school looks for ways to improve (S2077)		97%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		92%	97%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are invited to and engage in their child's education through:
- Attending '*Celebrations of Learning*' once per term
- Attending Parent Teacher interviews once per semester
- Open communication with teachers via email (contacts on website)
- Attending P&C, Indigenous Reference Group and Sustainability Committee Meetings to input and feedback on school decision making and budgets
- Assisting in tuckshop
- Attending parent information sessions
- Assisting in classrooms
- Fundraising support such as Mother's Day and Father's Day, Book Fair and Student Council Days
- Assistance with major events such as SWELL and NAIDOC
- Attending school functions as guests, volunteers and participants such as assemblies, music concerts and graduation ceremonies
- Attending school working bees
- Responding to feedback posts regarding policy change
- Working with external agencies to improve student behaviour

Reducing the school's environmental footprint

In 2014 efforts continued to reduce electricity and water usage.

- Planned and unplanned maintenance continues to replace plumbing with more water efficient equipment.
- Teachers and students discuss and implement power reduction practices in their classrooms.
- Water tanks were fitted in several areas to be used for vegetable gardens.
- A sustainability committee was formed and is being guided by external expert agencies. This committee is action planning further strategies to reduce the schools' environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	278,806	5,212
2012-2013	175,156	2,343
2013-2014	308,832	3,689

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	75	31	<5
Full-time equivalents	63	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	60
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	**73**
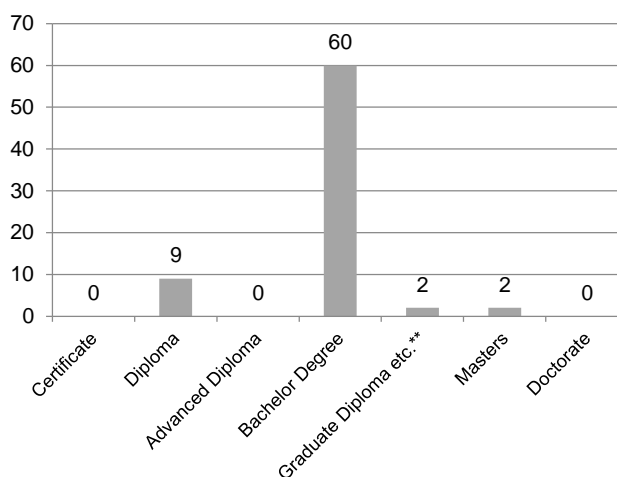
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $37 844.64.

The major professional development initiatives are as follows:

SCHOOL

- Visible Learning Classrooms through Formative assessment
- Reading Program
- Curriculum Planning
- Differentiation
- OneSchool
- Behaviour Management (ESCM)
- Pedagogical Framework
- Australian Curriculum: History and Geography
- Spelling: a whole school approach

PERSONALISED

- Pedagogical Practises
- ICT
- Program Implementation
- Curriculum Support
- Career aspirations
- Classroom organisation

SYSTEMIC

- Code of Conduct
- Student Protection
- Purchasing Policy
- Australian Curriculum
- Workplace Health and Safety
- CARA Training
- Learning and well-being Framework
- Induction for new staff
- SER Initiatives
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
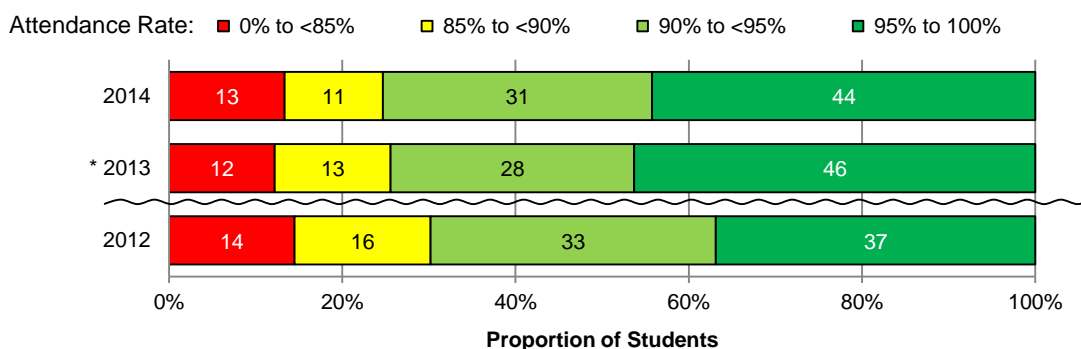
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Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	93%	92%	92%	93%	91%	89%					
2013	91%	93%	92%	93%	93%	92%	92%					
2014	92%	92%	93%	93%	92%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	13	11	31	44
* 2013	12	13	28	46
2012	14	16	33	37

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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 and again after the second break. Our attendance plan 2014 is as follows:

- Monitor class absences and take note of any patterns of absence. Notes or verbal explanations/phone messages are required. Unexplained absences must be explained within 3 days.
- 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.
- 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.

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- In the Junior and Middle school, students are presented with certificates for 100% attendance.
- Identified students are rewarded with attendance improvement rewards.
- Regular meetings with Indigenous students whose attendance is below 90%.
- Monthly whole school absence reports analysed and cross-referenced.

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/.

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.**

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

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 achievement, attendance and behaviour data and intervention targeted accordingly.
- Dedicated Teacher Aide sup[port
- Annual Health and Hearing Screens offered to all Aboriginal and Torres Strait Islander students.
- Phase 4/5 – actioning and implementing stage of South East Region EATSIPS framework.
- All Indigenous events included in school calendar
- Upper 2 Band students participating in Solid Pathways
- Significant Indigenous events celebrated

- Indigenous Reference Group meet monthly
- On-going Staff Training in *Hidden Histories*
- Acknowledge of Country at all Assemblies and Public Events
- Close relationships with Community Organisations, particular *Kalwun* and *Deadly Choices*
- Employment of 3 full-time Indigenous Teacher Aides

ATTENDANCE

Indigenous attendance (90.4%) continues to be approximately 2% less than non-Indigenous students (92.8%).

➢ 2013 Indigenous　　90.7%
➢ 2013 Non-Indigenous 92.5%

➢ 2014 Indigenous　　90.4%
➢ 2014 Non-Indigenous 92.8%

➢ Indigenous attendance range < 85% remains significantly less than non-Indigenous students.

➢ 2013 Indigenous　　18.5%
➢ 2013 All　　　　　　12.2%

➢ 2014 Indigenous　　22.2%
➢ 2014 All　　　　　　13.3%

ACHIEVEMENT

The gap between Indigenous and non-Indigenous students is consistently smaller than the state gap in Reading, Writing and Numeracy in Year 3 and 5.

<u>YEAR 3</u>
➢ Reading　　　School - 43
　　　　　　　　State　 - 62
➢ Writing　　　School - 45
　　　　　　　　State　 - 60
➢ Numeracy　　School - 54
　　　　　　　　State　 - 24

<u>YEAR 5</u>
➢ Reading　　　School - 17
　　　　　　　　State　 - 61
➢ Writing　　　School - 28
　　　　　　　　State　 - 53
➢ Numeracy　　School - 44
　　　　　　　　State　 - 51