



Currumbin 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



Contact Information

Postal address:	6 Philip Street Currumbin 4223
Phone:	(07) 5559 6333
Fax:	(07) 5559 6300
Email:	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:	John Cattoni

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. Outstanding 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 high quality teaching is vital for high quality learning. The school has developed programs to nurture excellence in academic achievement to ensure our brightest students reach their full potential.

Principal's Forward

Introduction

The 2016 School Annual Report highlights the achievements of Currumbin State School. 2016 saw a focus on curriculum delivery and improving student outcomes with a focus on Reading, Spelling and Behaviour. The school community and P&C association provided tremendous support throughout 2016.

School Progress towards its goals in 2016

Annual Implementation Plan 2016	Progress
Reading	The teaching of reading was prioritised in 2016 through the development of a whole-school reading program.
Spelling	Crack the Code was implemented as an approach to teaching spelling across the school. Data is collected twice annually.
Behaviour	A whole school approach to managing student behaviour as implemented. All teachers were in-serviced in Essential Skills and Positive Behaviour for Learning.

Future Outlook

The following are some of the initiatives included in our Strategic Plan 2015-2018:

- 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
- Further improve outcomes for Indigenous children
- Improve school performance in Reading (specific focus on shared and guided reading) and Numeracy
- Continue to implement the Australian Curriculum
- Implement recommendations from the School Strategic Plan

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	1096

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1119	522	597	87	96%
2015*	1061	486	575	79	94%
2016	1096	515	581	85	95%

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

Currumbin Primary School has an ICSEA of 1021 – this is in the 58th percentile. This Index of Community Socio-Educational Advantage (ICSEA) is a measure that enables meaningful comparisons to be made across schools.

As at August 2016 our full time enrolment count was 1096. Enrolment growth has continued to increase steadily at 1% per year for the past 5 years. Some characteristics of the student body include:

- 79 students are Aboriginal and/or Torres Strait Islander.
- 8 students are in Out of Home Care.
- Approximately 40 students with English as an Additional Language or Dialect.
- 27 students have or are likely to have a verified disability.
- Approximately 1 in 3 students are from single parent families.

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	21	23	23
Year 4 – Year 7	25	26	27
Year 8 – Year 10			
Year 11 – Year 12			

*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

At Currumbin Primary 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.
- The Key Learning Areas of English, Mathematics and Science are underpinned by the 2016 school priorities of Reading, Spelling and Behaviour.
- Early years teachers integrate age appropriate pedagogies to deliver curriculum content.
- We offer a community based pre prep program to facilitate a smooth transition to school life.
- Year 5 and 6 students develop STEM capabilities through departmental initiatives.
- We offer an Academic Enrichment Program from years 3 to 6.

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
- Grip Leadership
- Before School Reading Club
- Premier's Reading Challenge
- CBC Regional Readers Cup Challenge
- Solid Pathways
- STEM Cup
- Social Skills Program
- Stop, Think, Do Program
- Say No to Bullying Program
- Art Therapy
- Intensive Swimming Program
- District Sport
- Oceanic Sport
- Representative Sport
- NRL Gala Challenge
- Netball Gala Day
- AFL Suns Cup
- Surfing
- Surf Survival
- Deadly Choices AFL Day
- Running Club
- Currumbin's Got Talent
- Rock & Water Program
- Deadly Choices Healthy Lifestyles
- Super 8's Cricket

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 14 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 primary sources of information and communication. A 2 day per week technical assistant and 30hrs 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

Currumbin Primary 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. Following extensive consultation with staff this became a key strategic area for 2016. Staffing was allocated for a proactive behaviour support teacher to be employed in 2016 to assist with the implementation of school wide and targeted behaviour support strategies.

At Currumbin Primary 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 Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are evident to everyone, assisting Currumbin Primary School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Being safe
- Being responsible
- Being respectful.

At Currumbin Primary 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.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Currumbin Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support plans/profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Regular professional development of all school staff, enabling them to enact consistent procedures.
- Commitment of the Student Support Services Team, to work collaboratively with stakeholders to ensure adjustments are being made to assist students to engage successfully in learning and the school environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	98%	99%	100%
this is a good school (S2035)	100%	99%	100%
their child likes being at this school* (S2001)	98%	99%	100%
their child feels safe at this school* (S2002)	100%	99%	98%
their child's learning needs are being met at this school* (S2003)	96%	96%	97%
their child is making good progress at this school* (S2004)	99%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	93%
teachers at this school motivate their child to learn* (S2007)	97%	92%	97%
teachers at this school treat students fairly* (S2008)	94%	93%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	97%
this school works with them to support their child's learning* (S2010)	96%	95%	97%
this school takes parents' opinions seriously* (S2011)	89%	92%	96%
student behaviour is well managed at this school* (S2012)	92%	94%	97%
this school looks for ways to improve* (S2013)	97%	96%	100%
this school is well maintained* (S2014)	93%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	94%	93%	94%
they feel safe at their school* (S2037)	91%	90%	89%
their teachers motivate them to learn* (S2038)	96%	96%	95%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	88%
teachers treat students fairly at their school* (S2041)	88%	83%	80%
they can talk to their teachers about their concerns* (S2042)	88%	85%	77%
their school takes students' opinions seriously* (S2043)	87%	85%	86%
student behaviour is well managed at their school* (S2044)	82%	77%	71%
their school looks for ways to improve* (S2045)	95%	94%	90%
their school is well maintained* (S2046)	93%	83%	93%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	99%
they feel that their school is a safe place in which to work (S2070)	98%	100%	99%
they receive useful feedback about their work at their school (S2071)	94%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	96%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	99%
student behaviour is well managed at their school (S2074)	95%	100%	97%
staff are well supported at their school (S2075)	94%	87%	93%
their school takes staff opinions seriously (S2076)	95%	82%	92%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	96%	98%
their school gives them opportunities to do interesting things (S2079)	97%	100%	94%

* 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 Primary 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 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, open classrooms and end of term Positive Rewards Day. We have relationships with outside organisations that support our school with both financial contribution and volunteering at school events.

Parents of students with diverse needs are closely involved in the planning and review of their child's individualised learning plans. Some parents attend weekly Crack the Code sessions with their child.

Respectful relationships programs

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

Kids Matter

Currumbin Primary has embedded Component 1, Creating a Positive School Community, of the Kids Matter Program. All staff have received training in this component changes have been made to our school environment consequently.

Kids Matter has enabled the engagement of many outside agencies including:

- Palm Beach Neighbourhood Centre
- Accorus Unique
- EdLink
- SCU
- Gold City Council
- Act for Kids
- Local churches.

The school community has also engaged with these agencies to deliver programs to our students. These programs have included:

- EdLink – Inside Out assembly sessions and lunch time activities
- Accorus Unique – Sensability program for Upper school students
- Paul Stanley Presentation to Upper primary students from the Matt Stanley Foundation
- Adopt a Cop presentations at assemblies
- Shine program for Year 4 students through the Gold Coast Suns.

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	71	53	56
Long Suspensions – 6 to 20 days	0	2	3
Exclusions	2	0	1
Cancellations of Enrolment	0	0	0

* 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

In 2016 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 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 such as recycling and nude lunchboxes.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	308,832	3,689
2014-2015	293,801	3,694
2015-2016	263,604	2,097

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

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	80	43	<5
Full-time Equivalent	65	28	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	3
Bachelor degree	65
Diploma	15
Certificate	0

*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 \$99,204.00

The major professional development initiatives are as follows:

School (Priority Based)	Systemic	Personalised
<ul style="list-style-type: none"> • SER Indigenous Education • Art and Science of Teaching • ICT Roadshows • Guaranteed and Viable Curriculum • Working and Learning with Jim Knight • Kids Matter • Developing a Classroom Feedback Culture • Effective Classroom Practices • Thinking and Learning Conference • Tactical Teaching of Reading • Strive • Danger Zone • IMPACT Professional Learning • STEM Training • Representative Sport • Formative Assessment in Numeracy • ECEC Visits • Curriculum Engagement Days • Collegial Conversations • Primary Connections • School Priority Committees • Innovators of the Future • Patrons Training • Essential Skills for Classroom Management • Problem Solving in Numeracy • Reading Challenging Texts • Parliament in the Classroom • Creative Lab • Literacy Blocks / Flexible Grouping • HPE Conference • Crack The Code • The Teaching of Reading • Wellbeing Conference 	<ul style="list-style-type: none"> • SER Special Educators Network • DP Network • Peer Review Training • Leadership Masterclass Breakfast • Principal Network Breakfast • HOC Cluster Conference • PBC Alliance Breakfast • Regional Business Lunch • Cluster Professional Learning • QASEL Conference • Hatch, Match and Dispatch • Managing Underperformance • Coaches Network Meeting • Principals Conference • AEDC Workshop • Master Teacher Conference • School Improvement Breakfast • Beginning Teacher Mentoring • PBC SHS Year 6 Transition • Librarian Network Conference • Non Violent Crisis Intervention • Code of Conduct • Student Protections • Asbestos Awareness & Education Training • Finance Training • First Aid 	<ul style="list-style-type: none"> • Dealing with Difficult Discussions • The Breakthrough Coach • Time Management • Drumbeat

The proportion of the teaching staff involved in professional development activities during 2016 was 96%.

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%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	92%

*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 Primary schools was 93%.

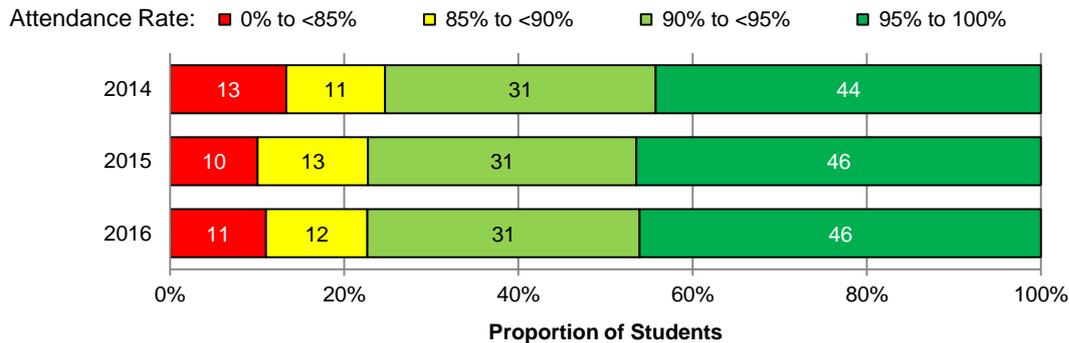
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	92%	93%	93%	92%	92%	92%					
2015	94%	94%	94%	92%	94%	93%	92%						
2016	94%	93%	93%	93%	92%	93%	92%						

*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.

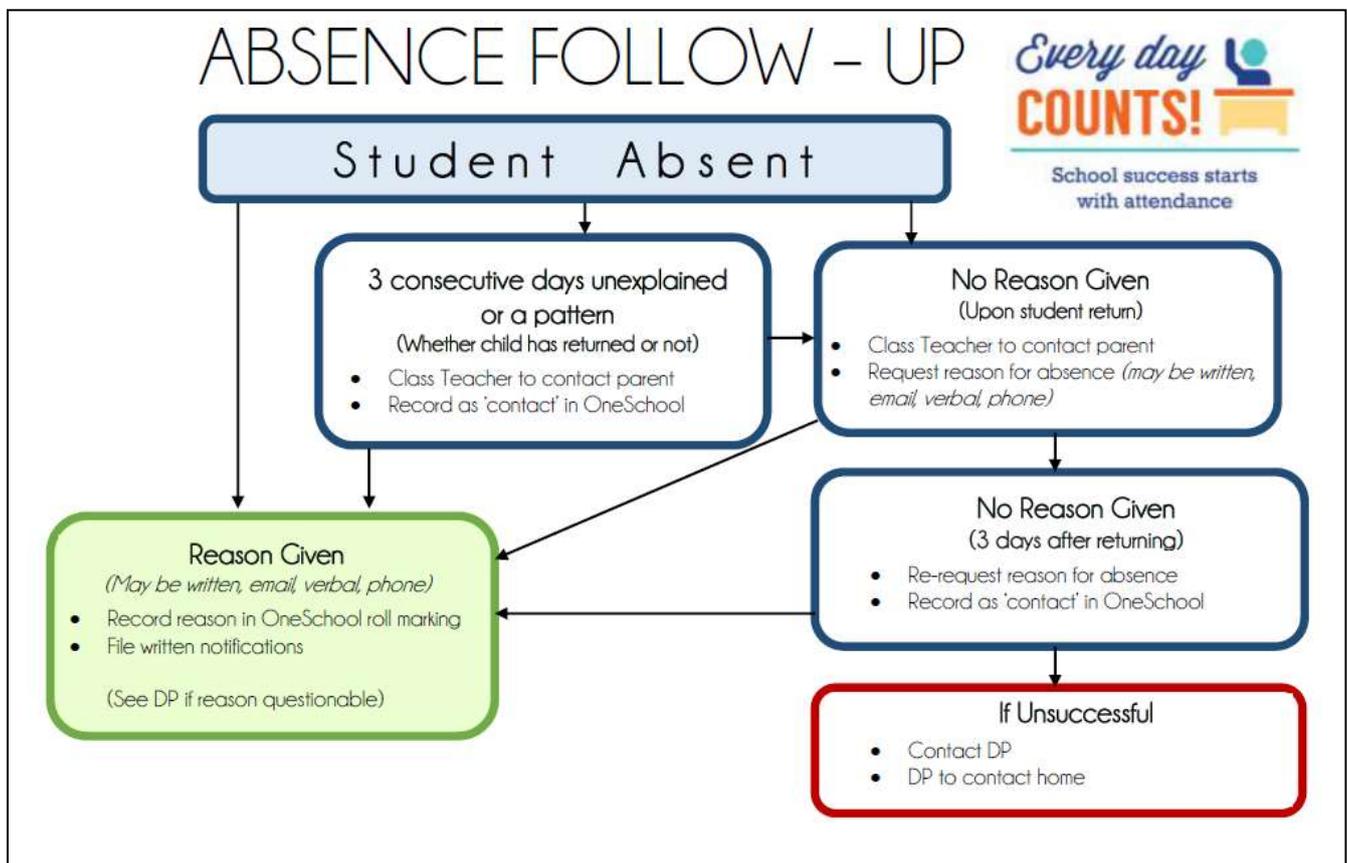
Student Attendance Distribution

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.



Effective Practices at Currumbin Primary 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
- Fortnightly advertising of whole school official attendance on Facebook (to coincide with newsletter)
- Professionally develop teachers knowledge and use of class dashboard and absence reports
- Fortnightly data analysis of days absent and reasons for absence by DP's
- 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 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

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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 Number of students awarded an International Baccalaureate Diploma (IBD).

2014

2015

2016

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