

# Currumbin State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The 2015 School Annual Report highlights the achievements of Currumbin Primary School and its community during the 2015 year. It evidences successes, areas for improvement and the future outlook for Currumbin Primary School through an espoused and enacted sharp and narrow focus.

### School progress towards its goals in 2015

- All students above National Minimum Standards.

There was a decline in the percentage of students attaining NMS.

		% At or Above National Minimum Standard (NMS) - Achievement										NMS Improvement Relative to Nation			
		This School					Nation			QSS		This School		Old State Schools	
		2008	2012	2013	2014	2015	2008-15	2008	2014	2015	2015	2014-15	2008-15	2014-15	2008-15
Year 3	R	90.2	97.4	95.3	95.9	94.2		92.1	93.5	94.6	92.4	-2.9	1.4	0.7	4.6
	W*	95.4	98.3	95.3	96.6	93.5		95.4	93.8	95.5	94.3	-6.9	-2.0	0.3	4.9
	S	96.9	94.9	90.5	96.6	95.4		92.5	92.7	93.0	92.0	-1.5	-2.1	-0.4	4.5
	GP	96.2	94.9	98.6	97.3	96.0		91.7	93.6	94.5	93.1	-2.1	-2.9	-0.3	4.1
	N	96.9	97.5	97.3	97.2	95.1		95.0	94.6	94.4	93.0	-1.0	-0.3	0.0	4.7
Year 5	R	94.9	90.9	95.6	99.2	93.9		91.0	92.9	93.3	92.4	-5.7	-3.3	2.3	8.2
	W*	94.9	92.2	92.6	93.3	89.7		92.6	90.2	92.3	86.6	-5.7	-4.9	1.5	0.6
	S	94.1	98.7	94.9	97.8	91.8		91.7	92.7	93.5	91.0	-6.7	-4.1	0.4	4.4
	GP	94.1	93.5	94.9	97.0	93.2		91.9	92.8	92.9	89.9	-3.9	-1.9	0.5	3.2
	N	95.6	97.4	95.6	95.5	96.6		92.7	93.5	95.1	94.3	-0.5	-1.4	2.7	4.3

- Sustain or improve the percentage of students in U2B from year 3 to year 5.  
As is commonly observed in National and State Wide Data there was a decline in the percentage of students in the U2B from Year 3 – Year 5 with the exception of Numeracy.
- 50% of year 3 and 5 students to be in the U2B.  
The 2014 achievement of 1/10 NAPLAN areas realising 50% in U2B was maintained.

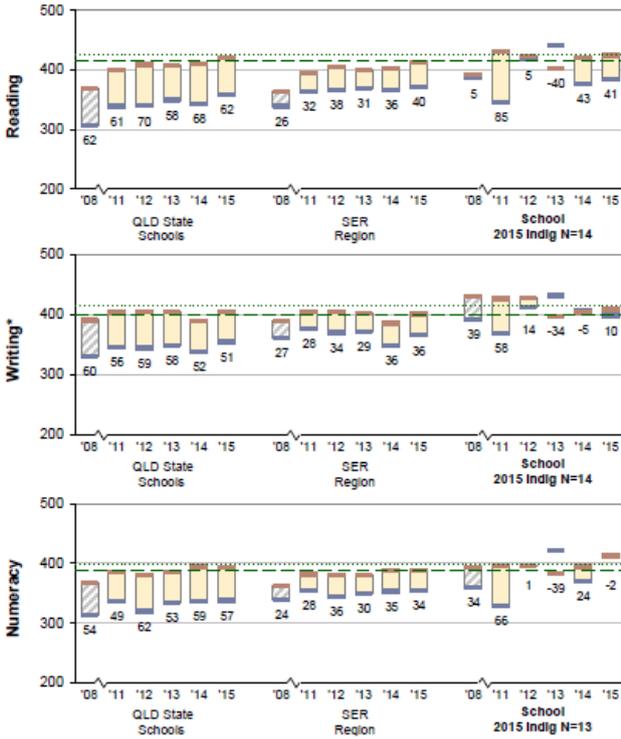
		% Upper Two Bands (U2B) - Achievement										U2B Improvement Relative to Nation						
		This School					Nation			SQSS		This School		Old State Schools				
		2008	2012	2013	2014	2015	2008-15	2008	2014	2015	2015	2013	2014	2015	2014-15	2008-15		
Year 3	R	37.0	49.6	35.8	44.2	46.5		39.5	46.2	48.2	41.5	S	S	S	-0.8	-0.8	0.1	6.5
	W*	50.0	61.0	43.2	40.4	47.7		44.6	39.1	46.8	40.7	S	A	S	-0.4	-5.3	1.1	7.4
	S	36.4	39.0	34.5	46.6	33.1		37.5	43.7	41.2	34.5	S	A	S	-11.0	-6.0	-1.7	11.8
	GP	36.4	57.6	30.0	55.5	53.0		40.5	49.9	52.2	46.5	S	A	S	-4.8	5.9	-1.2	13.7
	N	25.2	33.9	22.8	32.4	39.9		33.5	36.2	33.5	30.9	S	S	A	10.2	14.7	0.7	13.7
Year 5	R	26.6	22.1	35.8	38.6	31.1		27.4	34.5	33.5	31.3	S	A	S	-6.6	-0.6	-3.6	6.8
	W*	25.0	16.8	22.1	11.9	17.2		26.2	15.5	19.1	15.4	A	S	S	1.7	-0.7	0.3	6.2
	S	18.4	28.0	22.8	35.1	27.5		25.8	33.6	32.6	28.0	S	S	S	-6.2	2.7	-0.9	4.6
	GP	28.7	33.8	33.9	40.3	26.5		33.3	36.6	35.9	31.5	S	S	B	-13.1	-4.7	-3.9	7.9
	N	16.8	26.3	24.4	34.2	36.1		20.6	25.9	27.8	22.1	S	S	A	9.9	12.1	0.0	3.5

- 3) Closing The Gap.  
 There was a 0 or positive gap in 5/6 NAPLAN areas in Reading, Writing and Numeracy compared to 0/6 Statewide and in the South East Region

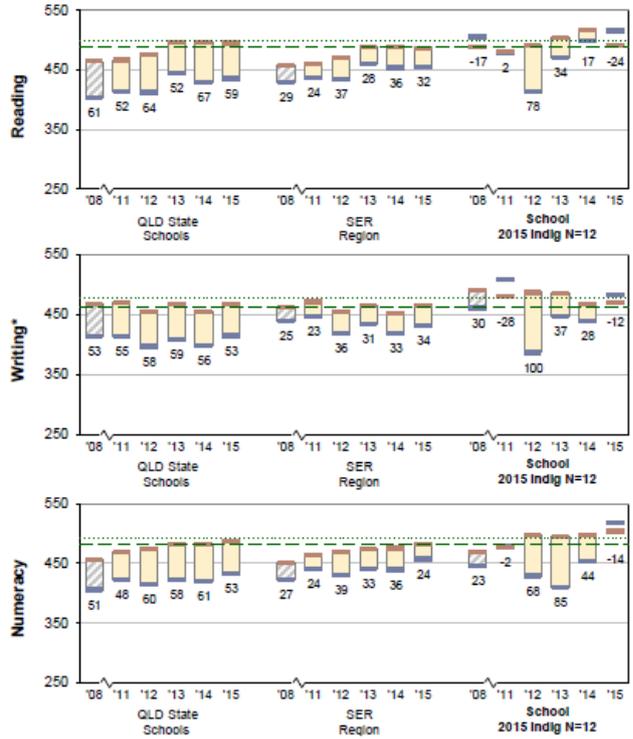
**NAPLAN Indigenous/Non-Indigenous Gap**



**Year 3**



**Year 5**



Future outlook



# CURRUMBIN STATE SCHOOL PEDAGOGICAL FRAMEWORK 2016



What is Quality Teaching and Learning at Curumbin State School?

In every classroom, every day we commit to.....

## READING

### Design Question 1 (pg 9-16)

- What will I do to establish and communicate learning goals, track student progress & celebrate success?
- Providing clear learning goals and scales
  - Tracking student progress
  - Celebrating success

## SPELLING

### Design Question 5 (pg 98-116)

- What will I do to engage students?
- Noticing when students are not engaged
  - Using academic games
  - Managing response rates
  - Using physical movement
  - Maintaining a lively pace
  - Demonstrating intensity and enthusiasm
  - Using friendly controversy
  - Providing opportunities for students to talk about themselves
  - Presenting unusual or intriguing information

## BEHAVIOUR

### Design Question 6 (pg 117-130)

- What will I do to establish or maintain classroom rules & procedures?
- Establishing classroom routines
  - Organising the physical layout of the classroom

### Design Question 8 (pg 149-161)

- What will I do to establish and maintain effective relationships with students?
- Understanding students' interests and backgrounds
  - Using verbal & non-verbal behaviours that indicate affection for students
  - Displaying objectivity and control

READING	SPELLING	BEHAVIOUR																									
<ul style="list-style-type: none"> <li>• Rigorous &amp; challenging (incorporating complex texts)</li> <li>• Informed by data</li> <li>• Balanced (shared, guided modelled, independent)</li> <li>• Varied in terms of text types</li> <li>• Opportunities to develop oral language through the discussion of texts</li> <li>• Text dependant questioning focused on text organisation</li> <li>• Structure &amp; language features</li> </ul>	<ul style="list-style-type: none"> <li>• Competitions &amp; Games – Spelling Bee, Digital Library, Jeopardy</li> <li>• Certificates / Awards for Spelling – ways for students to track growth</li> <li>• Artefacts - Spelling Charts – Crack The Code, Anchor</li> <li>• Use of language / segmenting across curriculum areas so that Crack The Code is meaningful / useful</li> <li>• Crack The Code progress tracked (lesson number)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school behaviour strategies are on display &amp; procedures are evident.                             <ul style="list-style-type: none"> <li>- Behaviour ladder</li> <li>- Time out area poster &amp; buddy reflection sheets.</li> <li>- Matrk, major/minor charts, active body listening, school rules posters</li> </ul> </li> <li>• Clear classroom procedures and routines established</li> <li>• Use of positive rewards system                             <ul style="list-style-type: none"> <li>- Class &amp; school positive program</li> <li>- Values cards</li> </ul> </li> </ul>																									
TARGETS	TARGETS	TARGETS																									
<p>% of students below NMS</p> <ul style="list-style-type: none"> <li>• Year 5 0%</li> <li>• Year 3 0%</li> </ul> <p>% of students in U28</p> <ul style="list-style-type: none"> <li>• Year 5 &gt; 35%</li> <li>• Year 3 &gt; 40%</li> </ul> <p>(at or above Nation)</p> <p>Curumbin MS3</p> <ul style="list-style-type: none"> <li>• Year 5 500</li> <li>• Year 3 430</li> </ul> <p>(at or above Nation)</p> <p>% of students achieving a C or better</p> <table border="0"> <tr> <td>• Prep 85%</td> <td>• Year 4 85%</td> </tr> <tr> <td>• Year 1 85%</td> <td>• Year 5 85%</td> </tr> <tr> <td>• Year 2 85%</td> <td>• Year 6 85%</td> </tr> <tr> <td>• Year 3 85%</td> <td></td> </tr> </table> <p>Indigenous 0 or positive gap in Reading</p>	• Prep 85%	• Year 4 85%	• Year 1 85%	• Year 5 85%	• Year 2 85%	• Year 6 85%	• Year 3 85%		<p>% of students below NMS</p> <ul style="list-style-type: none"> <li>• Year 5 0%</li> <li>• Year 3 0%</li> </ul> <p>% of students in U28</p> <ul style="list-style-type: none"> <li>• Year 5 &gt; 35%</li> <li>• Year 3 &gt; 40%</li> </ul> <p>(10% improvement)</p> <p>Curumbin MS3</p> <ul style="list-style-type: none"> <li>• Year 5 500</li> <li>• Year 3 410</li> </ul> <p>% of students achieving a C or better</p> <table border="0"> <tr> <td>• Prep 85%</td> <td>• Year 4 85%</td> </tr> <tr> <td>• Year 1 85%</td> <td>• Year 5 85%</td> </tr> <tr> <td>• Year 2 85%</td> <td>• Year 6 85%</td> </tr> <tr> <td>• Year 3 85%</td> <td></td> </tr> </table> <p>Indigenous 0 or positive gap in Spelling</p>	• Prep 85%	• Year 4 85%	• Year 1 85%	• Year 5 85%	• Year 2 85%	• Year 6 85%	• Year 3 85%		<p><b>STAFF</b></p> <p>100% participation in SOS</p> <p>100% believe morale is positive at this school (n17)</p> <p>100% believe behaviour is well managed (n17)</p> <p>100% believe this is a good school (n17)</p> <p><b>PARENTS</b></p> <p>100% believe behaviour is well managed (n72)</p> <p>100% believe this is a good school (n72)</p> <p><b>STUDENTS</b></p> <p>100% believe behaviour is well managed (n118)</p> <p>100% believe this is a good school (n118)</p> <p>10% of students have a negative behaviour reported on OneSchool.</p> <p>&lt;30 suspensions</p> <p><b>OFFICIAL ATTENDANCE RATE</b> (all students including indigenous)</p> <table border="0"> <tr> <td>Overall 95%</td> <td>Year 2 95%</td> <td>Year 5 95%</td> </tr> <tr> <td>Prep 95%</td> <td>Year 3 95%</td> <td>Year 6 95%</td> </tr> <tr> <td>Year 1 95%</td> <td>Year 4 95%</td> <td></td> </tr> </table>	Overall 95%	Year 2 95%	Year 5 95%	Prep 95%	Year 3 95%	Year 6 95%	Year 1 95%	Year 4 95%	
• Prep 85%	• Year 4 85%																										
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Year 1 95%	Year 4 95%																										

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1090	508	582	81	95%
2014	1119	522	597	87	96%
2015	1061	486	575	79	94%

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 2015, there were no students enrolled in a Pre-Prep program.\*

### Characteristics of the student body:

Currumbin Primary School has an ICSEA of 1021 – this is in the 58<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 2015 our full time enrolment count was 1061. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	20
Year 4 – Year 7 Primary	25	25	24
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	55	71	53
Long Suspensions - 6 to 20 days	7	0	2
Exclusions	0	2	0
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.

## 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.

## Extra curricula activities

Extra-curricular activities offered at Currumbin Primary School include:

- Leadership Development Program
- Choirs
- Strings Ensemble
- Band
- Drumbeat
- Flag Monitors
- Sound and Light Technicians
- Acknowledgment of Country
- 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 Competition
- Deadly Returns Cultural Program
- Deadly Choices Healthy Lifestyles
- Kuralbo Reference Group Presenter
- Social Skills Program
- Brainwaves Day of Excellence
- Let's Get Cereal Day of Excellence
- Switch Onto Science Day of Excellence
- Creative Minds Day of Excellence
- My Body Rules Day of Excellence
- Innovators of the Future
- Broadbeach Mathematics Olympics
- ICAS
- Indigenous Leadership Program
- IMPACT Program
- Rock & Water Program
- Principal's High Tea
- Debating
- Sparkle Program
- Bucket Filling Program
- Stop, Think, Do Program
- Say No to Bullying Program
- Art Therapy
- Intensive Swimming Program
- Deadly Choices AFL Day
- NRL Gala Challenge
- AFL Suns Cup
- District Sport
- Oceanic Sport
- Gold Coast Representative Sport
- South Coast Representative Sport
- Queensland Representative Sport
- Surfing
- Surf Survival
- Super 8's Cricket
- Solid Pathways
- Maths / Engineering Day
- KODU and 21CLD Computer Programming Day

## How Information and Communication Technologies are used to improve 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

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 in Semester 2 2015, 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.

### Reinforcing expected school behaviour

At Currumbin Primary School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

#### 1) Currumbin's Champion Card.

Staff members hand out tokens for the "Currumbin Champion Card" each day to students when they observe them following school rules in both classroom and non-classroom areas. When students achieve ten tokens in a term, they receive a wristband and are invited to the end of term rewards day.

#### 2) Class specific rewards.

#### 3) Certificates on Assemblies.

#### 4) Currumbin Champion Postcards sent home to parents.

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.

**Parent, student and staff satisfaction with the school**

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	98%	99%
this is a good school (S2035)	96%	100%	99%
their child likes being at this school (S2001)	96%	98%	99%
their child feels safe at this school (S2002)	100%	100%	99%
their child's learning needs are being met at this school (S2003)	93%	96%	96%
their child is making good progress at this school (S2004)	96%	99%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	96%	94%
teachers at this school motivate their child to learn (S2007)	96%	97%	92%
teachers at this school treat students fairly (S2008)	96%	94%	93%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	97%
this school works with them to support their child's learning (S2010)	96%	96%	95%
this school takes parents' opinions seriously (S2011)	93%	89%	92%
student behaviour is well managed at this school (S2012)	96%	92%	94%
this school looks for ways to improve (S2013)	100%	97%	96%
this school is well maintained (S2014)	100%	93%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	97%	98%
they like being at their school (S2036)	94%	94%	93%
they feel safe at their school (S2037)	92%	91%	90%
their teachers motivate them to learn (S2038)	95%	96%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	86%	92%	91%
teachers treat students fairly at their school (S2041)	85%	88%	83%
they can talk to their teachers about their concerns (S2042)	80%	88%	85%
their school takes students' opinions seriously (S2043)	84%	87%	85%
student behaviour is well managed at their school (S2044)	79%	82%	77%
their school looks for ways to improve (S2045)	97%	95%	94%
their school is well maintained (S2046)	95%	93%	83%
their school gives them opportunities to do interesting things (S2047)	91%	93%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	90%	94%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	98%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	94%	95%	100%
staff are well supported at their school (S2075)	92%	94%	87%
their school takes staff opinions seriously (S2076)	87%	95%	82%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	97%	100%	96%
their school gives them opportunities to do interesting things (S2079)	92%	97%	100%

# '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

Curumbin 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.

## Reducing the school's environmental footprint

In 2015 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	175,156	2,343
2013-2014	308,832	3,689
2014-2015	293,801	3,694

\*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.

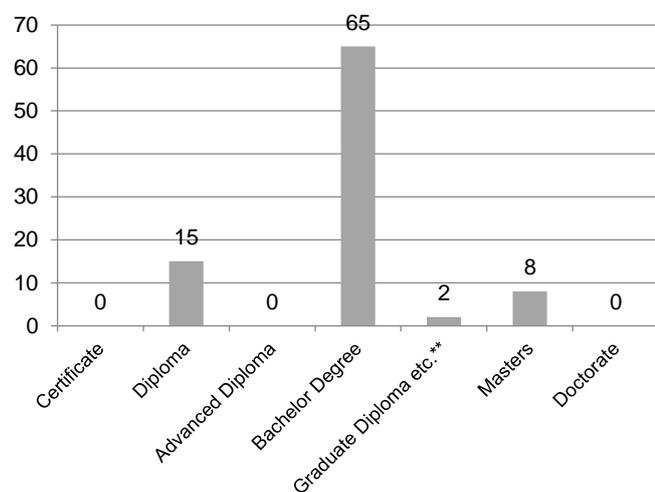
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	73	33	<5
Full-time equivalents	61	22	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	15
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.**	2
Masters	8
Doctorate	0
<b>Total</b>	<b>90</b>



\*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 2015 were \$71,795.00.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector  
 Government  
 Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	93%	91%	93%	92%	93%	93%	92%	92%					
2014	94%	92%	92%	93%	93%	92%	92%	92%					
2015	94%	94%	94%	92%	94%	93%	92%						

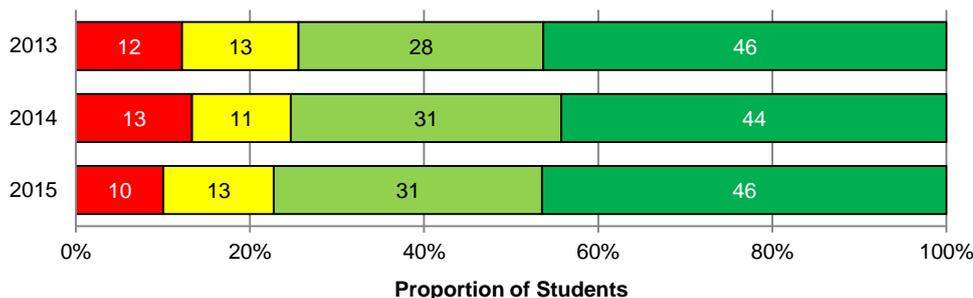
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

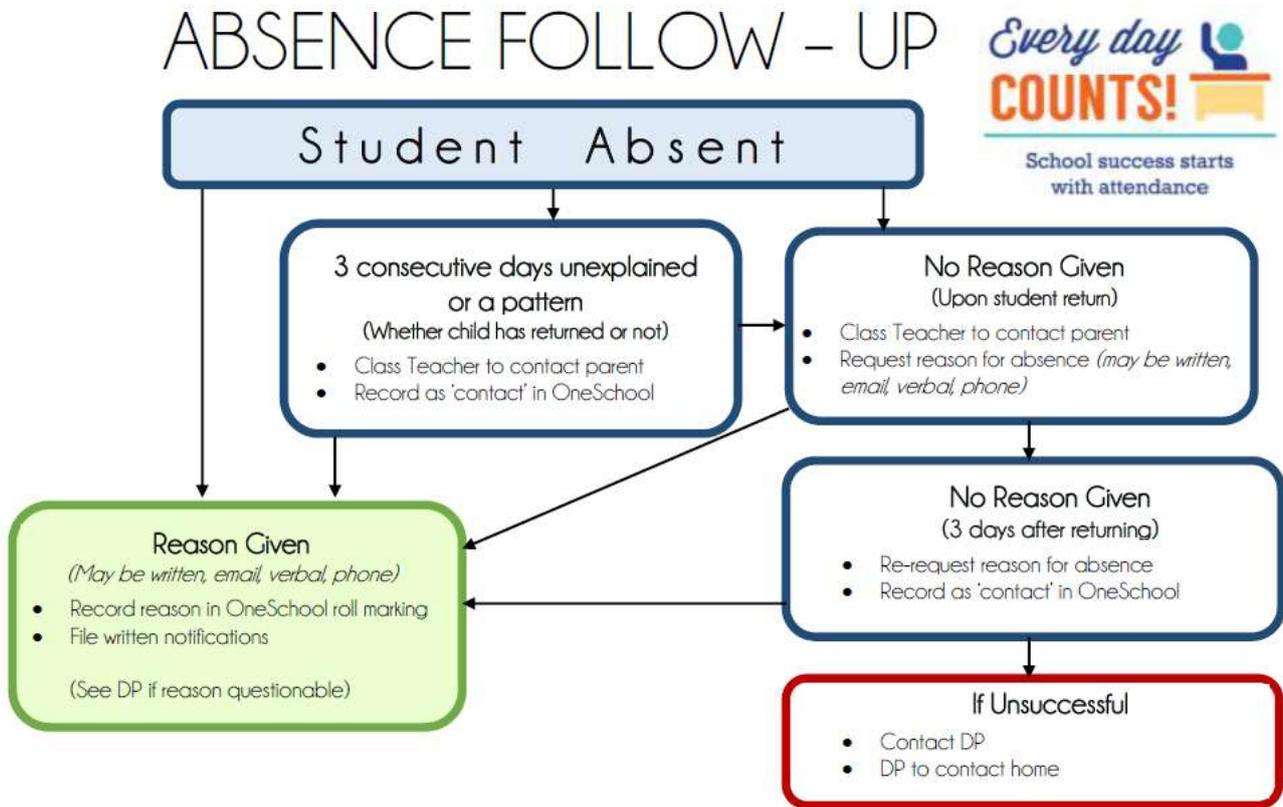
The proportions of students by attendance range.

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



**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.

**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.

Find a school

School name

Suburb, town or postcode

Sector

Government

Non-government

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

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

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014					
2015					

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014			
2015			

As at 16 February 2016. The above values exclude VISA students.