



*Riding the Waves to Success*

Currimundi State School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2017-2021*  
Department of Education



## Contact Information

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## School Overview

Situated near Caloundra, on the beautiful Sunshine Coast, Currimundi State School provides co-educational education from Prep to Year 6 for around 600 students. Currimundi State School has developed a Curriculum Framework that encapsulates the school's vision of 'Riding the Waves to Success'. This vision utilises the school's unique coastal environment as a basis for building a shared vision for teaching and learning and sums up our beliefs that all people can enjoy success if they are empowered with the skills, knowledge and time to meet relevant challenges. The school's curriculum plan outlines the school's approach to implementing Core Learnings, Pedagogy, Assessment and Reporting and addresses systemic requirements as well as being responsive to the needs of the learners in our local community. Currimundi State School's curriculum provides a firm foundation of literacy and numeracy. Students participate in literacy and/or numeracy groups. Literacy and numeracy groups are supported by the class teacher, Head of Curriculum, Master Teacher, Support Teacher: Literacy and Numeracy and teacher aides. This enables the school to optimise instructional learning for each child. The school is implementing the Australian Curriculum. Year level teams work with the Head of Curriculum and Master Teacher to plan, implement, assess and report on the curriculum. The Art and Science of Teaching is the basis for the pedagogical framework used across the school. Teachers receive a significant amount of professional development in the Art and Science of Teaching pedagogy. Teachers regularly work together as a year level or in professional learning communities. This allows the staff to share and enhance their pedagogy practice with peers.

## Principal's Foreword

### Introduction

Mr. Noel Baggs began the 2017 year as Principal and after he was appointed to the new school, Baringa State Primary School, Mr. Terry Janz was permanently appointed as Principal of Currimundi State School at the commencement of Term 3, 2017.

Upon arrival as incoming Principal, I was welcomed into this beautiful school. Students are friendly, parents are supportive and staff are committed to student wellbeing and improvement. The tag of "a small, friendly school by the beach" is a very apt description. It's a place where children, parents and staff are happy and want to be; where they feel supported and respected for the individual contributions they make; where everyone is treated with dignity and respect.

Three key components make us successful:

1. A Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. A Guaranteed and Viable Curriculum

Our school is a school that improves the performance of every learner, with respected and experienced teachers that connect with every student. It is my firm belief that, "kids don't care how much you know, until they know how much you care."

Our school's vision, 'Riding The Waves To Success', tells all students that they can have success. That success takes many different forms and we need to value and celebrate all successes. At Currimundi State School, there will always be learning



waves for us to ride. We take pride in our behaviour, cooperation and manners - we refer to it as 'Currimundi Courtesy'. Our positive 'Responsible Behaviour Plan for Students' supports the provision of a safe environment for all through the use of rewards and consequences

We strive to ensure that students leave Currimundi State School with the confidence, skill and ability to contribute as valuable citizens of our global community, to have a healthy respect for themselves and others, and to foster a burning desire to make a difference in our world.

## School Progress towards its goals in 2017

### Improvement Agenda Priorities

- Reading-Big 6: Introduced the Big 6 elements of reading with a focus on the explicit teaching of phonemic awareness and phonics across Prep to Year 3 using Master Teacher to develop and embed evidence based vocabulary strategies in years 3 and 4. The intervention programs of Foundation Q, MiniLit and MacqLit were implemented to support reading outcomes improvement.
- Numeracy: Embed the 'NCR Number Project' across the school with school based Instructional Leadership and Master Teacher was used to lead and support with a focus on learning goals. (TERM data sets)
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Writing: Build teacher capacity to plan effectively for writing using data to inform the teaching and learning program. Implementation of Writing coach to lead and support the building of teacher capacity.

## Future Outlook (2018)

We will have four key improvement areas in 2018:

1. Implementing Teacher Teams to Power School-wide Improvement
2. Promote 21<sup>st</sup> Century skills development including digital technology, science, and mathematics
3. Continue to embed our Big6 Reading approach with a focus on implementing and evidence-based approach to the teaching of reading in Prep.
4. Focus on building wellbeing assets of our young people so that they learn and thrive.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	592	262	330	36	93%
<b>2016</b>	594	246	348	36	95%
<b>2017</b>	582	243	339	35	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Situated near Caloundra, on the beautiful Sunshine Coast, Currimundi State School provides co-educational education from Prep to Year 6 for around 600 students.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	23
Year 4 – Year 6	28	26	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Currimundi State School offers a challenging and future orientated curriculum that focuses on preparing students to be lifelong learners. Our Currimundi framework reflects the Australian Curriculum standards and is delivered through explicit teaching and challenging units of work across the key learning areas. Our teaching teams design purposeful curriculum that equips our students to succeed at their developmental level utilising Literacy and Numeracy blocks for differentiation. Teachers work with the Head of Curriculum & Master Teacher and focus on curriculum, pedagogy and moderated assessment. Literacy and numeracy skills and practices are the cornerstone of all learning and an integral part of all activities. In Term 4 2017, the school reintroduced planning days for year level teams to ensure all teachers have a deep knowledge of the Australian Curriculum as a cornerstone of their planning

### Co-curricular Activities

Our dynamic curriculum is enhanced through a diverse range of learning opportunities, including: Years 5 to 6 Italian, recreational sports (Surf Life Saving program??) (including surf and beach skills), Surfing Excellence Program, Developmental Surfing Group, interschool sport, Student Council, camping programs, Book Week, Arts Week, Deadly Homework Club, Music Bus program, Lunch Time Clubs, Prep-year 4 swimming lessons, instrumental music programs, School Musical, Positive Behaviour for Learning, After School Hours Care and Vacation Care.

### How Information and Communication Technologies are used to Assist Learning

The Australian Curriculum is used as a guide for the appropriate implementation of ICT's in the curriculum. Wi-Fi enhancement has occurred to build a strong foundation for ICT access across the school. Broadband speed has been significantly upgraded to access digital resources and enhance the resources outlined in the National Curriculum. A combination of networked labs and iPad packages are deployed across the school.

In 2018, the school will introduce a digital technology coach to support digital-technology skill-building in other teachers.

## Social Climate

### Overview

At Currimundi State School, we enjoy one important advantage over most schools - a great beachside location. This has allowed the beach to become a focus of a whole range of outdoor and environmental learning activities. This scope of our curriculum is not only designed to bring out the best in our students but to inspire our young people to develop a love of learning.

Our school motto is 'Riding the Waves to Success' with teaching and support staff dedicated to ensuring our students have every opportunity to develop to their full potential. The school introduced 'Kids Matter' in 2016 as a framework to support student mental health and wellbeing and to further enhance parent partnerships with the school.

Catering for the needs of these students is a staff consisting of a Principal, two Deputy Principals, Head of Special Education, Head of Curriculum, Master Teacher, Business Services Manager, 40 teachers, several advisory visiting specialist teachers, a school chaplain and 22 ancillary staff members.

The whole school community is encouraged to participate in decision making processes through consultation involving students, staff and parents.

Currimundi State School has a Behaviour Management Plan that aims to create an environment where every member of the school community is able to function to the best of his or her ability and feel safe and secure to support each other in 'Riding the Waves to Success'. The school's Guidance Counsellor and Chaplain collaboratively plan proactive pastoral care and



personal development programs to meet the individual needs of our students. Parent support sessions and parent education sessions are also offered on a regular basis within the school environment.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	95%	100%
this is a good school (S2035)	98%	100%	100%
their child likes being at this school* (S2001)	93%	100%	98%
their child feels safe at this school* (S2002)	95%	100%	98%
their child's learning needs are being met at this school* (S2003)	95%	93%	95%
their child is making good progress at this school* (S2004)	95%	91%	98%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	93%
teachers at this school motivate their child to learn* (S2007)	95%	93%	100%
teachers at this school treat students fairly* (S2008)	95%	90%	98%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	95%
this school works with them to support their child's learning* (S2010)	95%	91%	98%
this school takes parents' opinions seriously* (S2011)	89%	86%	97%
student behaviour is well managed at this school* (S2012)	95%	93%	93%
this school looks for ways to improve* (S2013)	98%	95%	98%
this school is well maintained* (S2014)	93%	95%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	97%	98%
they like being at their school* (S2036)	95%	98%	95%
they feel safe at their school* (S2037)	95%	95%	95%
their teachers motivate them to learn* (S2038)	96%	93%	98%
their teachers expect them to do their best* (S2039)	96%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	94%
teachers treat students fairly at their school* (S2041)	85%	86%	94%
they can talk to their teachers about their concerns* (S2042)	83%	87%	90%
their school takes students' opinions seriously* (S2043)	85%	93%	90%
student behaviour is well managed at their school* (S2044)	87%	94%	90%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	94%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	98%	96%	98%
they receive useful feedback about their work at their school (S2071)	93%	93%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	89%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	100%	96%	100%
their school takes staff opinions seriously (S2076)	95%	91%	100%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	95%	95%	95%
their school gives them opportunities to do interesting things (S2079)	93%	95%	98%

\* 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

Our community actively participates in the life of the school through the Parents & Citizens Association, 'Currimundi Café', class helpers, voluntary tutoring in literacy and numeracy, and coaching in sporting activities. The P & C provide a key forum for community involvement.

The whole school community is encouraged to participate in decision-making processes. Program management and committee structures provide for active input from parents, teachers and students in designing Individual Curriculum Plans (ICP's) for students with specific needs. A range of workshops have been organised for parents - Meet the Staff, Maths & Reading Workshops and Students with Disabilities forums.

The school undertook a Curriculum Audit process with consultation with all stakeholders and produced a strategic 4 year implementation plan 2016-2019.

In 2017 Currimundi State School was appointed as an Independent Public School (IPS). A key element of being an IPS is to work with community in local decision-making and tapping into local expertise. A School Council was formed to guide the strategic direction of the school and to embrace community connections and the tenants of being an IPS.

## Respectful relationships programs

### CURRA Kids Stand Tall Program

The strategy is taught school wide at the beginning of each year and is constantly reinforced throughout the year. The Stand Tall Program is a strategic way to deal with bullying. Students are taught the processes and are given practical examples of its application. Lessons may include role plays, modelling and scenario discussions. Middle and upper school students are introduced to the concepts passive, assertive and aggressive responses.

The CURRA Kids Stand Tall Program consists of three steps:

- TALK Friendly "I" message
  - Firm "I" message
  - Stop or I will report
- WALK Walk away
- SQUAWK Report to the teacher / staff

In 2018 we will commence using the resource "Resilience, Rights and Respectful Relationships."

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	11	32	16
Long Suspensions – 11 to 20 days	0	2	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	167,348	1,731
2015-2016	155,005	1,412
2016-2017	177,495	1,439

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time Equivalent	37	16	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	4
Bachelor degree	34
Diploma	2
Certificate	

\*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 2017 were \$25,545.87.

The major professional development initiatives are as follows:

- Explicit Improvement Agenda (Big 6, Numeracy, Writing)
- Support Staff
- HPE (including Wellbeing)
- Digital Technologies
- Leadership
- Special Events
- Instructional Rounds

The proportion of the teaching staff involved in professional development activities during 2017 was 78%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
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).	86%	87%	88%

\*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 2017 for all Queensland Primary schools was 93%.

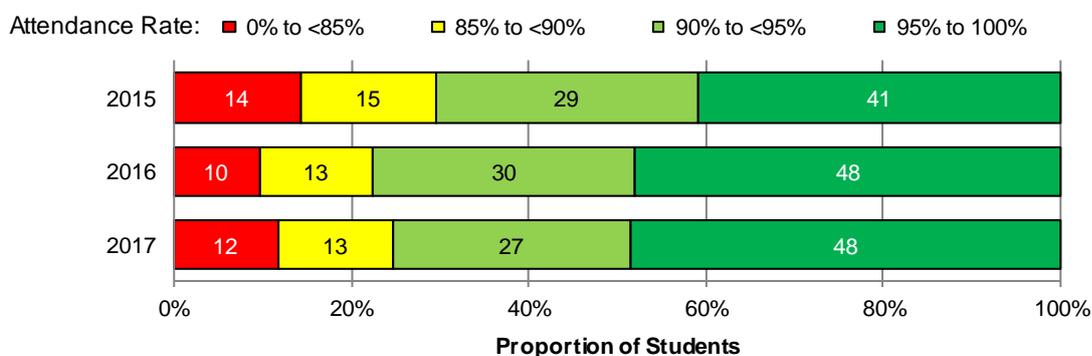
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	92%	92%	92%	92%	89%						
2016	94%	93%	93%	93%	93%	94%	92%						
2017	93%	92%	94%	94%	93%	92%	92%						

\*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 DETE 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.

The school expects parents/caregiver to contact the school in advance if they know their child is to be absent. Currimundi SS sends an SMS message to the parent's mobile phone if a student is recorded as being absent without an explanation. If you are not receiving text messages and believe you should be, please contact the school on 54366888 as soon as possible to confirm that we have your correct mobile phone details.

The message will arrive on the phone displaying the number, "0426305135". Parents should store this number in their mobile phone under "Currimundi SS" so that when the message arrives, the parent is aware the message has come from the school.

Alternatively, if you are receiving SMS messages, it is important that you reply to the school within 7 days (Government legislation requires it). The easiest way to respond to text messages is by reply SMS.

Additionally, in the case where poor attendance becomes a concern,

1. School identifies unexplained or unsatisfactory absences or patterns of absences for example:
  - when a student is absent for three or more consecutive school days
  - where there is a persistent pattern of unexplained absences or absences without reasonable excuses
  - where a student's attendance is reasonably considered unsatisfactory by the principal.
2. Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply.
3. Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school, using the Director-General's Guidelines for authorised officers on how to determine whether parents have a reasonable excuse for the purposes of ss.176 and 239 of the Education (General Provisions) Act 2006.
4. School offers support to family to ensure child's attendance improves. All efforts, including records of meetings and conversations, must be documented in OneSchool (e.g. phone calls, home visits, contact with local police, referral to Youth Support Coordinator or other support worker).
5. Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.
6. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process.

## 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/>.

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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 results.

## Conclusion

We strive to ensure that students leave Currimundi State School with the confidence, skill and ability to contribute as valuable citizens of our global community, to have a healthy respect for themselves and others, and to foster a burning desire to make a difference in our world.