



*Riding the Waves to Success*

## Currimundi State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



## Contact Information

Postal address:	PO Box 159 Caloundra 4551
Phone:	(07) 5436 6888
Fax:	(07) 5436 6800
Email:	principal@currimunss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Noel Baggs.

## 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 '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 focuses on literacy and numeracy. Students participate in literacy and/or numeracy groups. Literacy and numeracy groups are often staffed with the class teacher, Head of Curriculum, Support Teacher: Literacy Numeracy and teacher aides. This enables the school to optimise instructional learning for each child. The school is implementing the National Curriculum. Year level teams work with the Head of Curriculum 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

I am proud to be the Principal of such an energetic and dynamic school. Currimundi School is a welcoming place for everyone. 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 2016**

### **ACARA Priority**

- Mathematics: implemented “Coaching Model” using Master Teacher to introduce Term NCR Diagnostics P-6 to focus on Learning Goals. Science (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Humanities and Social Science: History P-6, (National Curriculum) using the C2C resource ensuring alignment with community expectations
- Introduced LOTE in Year 5 (mandate)

### **Literacy Priority**

Developed a consistent approach to teaching **Reading**: Make explicit shared understanding and pedagogical practice of the 5 reading procedures i.e. *1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.*

*Developed internal monitoring tool to track student progress and provide intervention and extension in Years 1-6*

### **Numeracy Priority**

- Embed the ‘**NCR Number Project**’ across the school with school based Instructional Leadership and Master Teacher support . (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

### **I4S and Master Teacher Projects**

ASoT Project, At Risk Project, Early Years Project P-3, ICT Project, Numeracy Project

### **ASoT Pedagogical Framework**

- Further developed and implemented The School’s Pedagogical Framework : ASoT
- Implemented PLC’s lead by Principal, DP, HOC, MT in Design Questions 1, 2, 3 and 5. Teachers complete an audit and select a Design Q for PLC’s in 2016.
- Introduced DQ 1 Learning Goals in Mathematics as linked to Term Data. Developed proficiency scales to give student feedback and track progress.
- Continued to access PD from Hawker Brownlow to ensure every Instructional Leader is an ASoT Instructional Leader.

## **Future Outlook (2017)**

### Strategy 1: Reading – The BIG 6 (Oral language, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension)

- Explicit teaching of **Phonemic awareness and Phonics – P-3**
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver intervention programs to address these – Foundation Q, MiniLit, and MacqLit,
- **Continue to embed a Balanced Reading Program**
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
  1. *Reading Aloud to students;*
  2. *Modelled Reading;*
  3. *Shared Reading;*
  4. *Guided Reading;*
  5. *Independent Reading.*
- Align reading framework to **Pearson’s Gradual Release of Responsibility Model**
- Embed **comprehension strategies** eg Sheena Cameron, into the reading procedures and align to Learning Goals
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **Instructional Rounds**
- Introduce a Whole of School Approach to explicitly teaching “**Vocabulary**” i.e.: aligned to ASoT (Marzano’s Framework)

### Strategy 2: Numeracy

- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations (PLT’s)
- With Regional Head of Department support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Computational Fluency P-6 – **A Guide to teaching Number Facts, Mental Computation and Written Methods**
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Implement Coalition Summative Assessments and develop student portfolios

### Strategy 3: Writing

- Provide time for teaching staff to plan effectively for Writing using **data to inform the teaching and learning** program (PLT’s)
- Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices
- Deepen staff knowledge understanding and pedagogical practice (**CSS Writing Profile – The teaching of writing**) i.e. Modelled Writing; Shared Writing, Guided Writing; Independent Writing & Reflecting. Align writing pedagogy to **Pearson’s Gradual Release of Responsibility Model**.
- Use the writing procedures as a focus for Instructional Leadership to build teacher capacity through **Instructional Rounds**
- Implement a common usage of “Editing” P-6

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	611	264	347	35	93%
<b>2015*</b>	592	262	330	36	93%
<b>2016</b>	594	246	348	36	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

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	2014	2015*	2016
Prep – Year 3	20	23	22
Year 4 – Year 7	22	28	26
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

Currimundi Primary 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.



## Co-curricular Activities

Our dynamic curriculum is enhanced through a diverse range of learning opportunities, including: Years 6 to 7 Italian, recreational sports (including surf and beach skills), Surfing Excellence Program, interschool sport, Student Council, camping programs, Arts Week, Deadly Homework Club, Music Bus program, Lunch Time Clubs, instrumental music programs, School-wide Positive Behaviour Support, 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.

## Social Climate

### Overview

At Currimundi Primary 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 Our school motto is 'Riding the Waves to Success' and teaching and support staff are dedicated to ensuring our students have every opportunity to develop to their full potential. The school will introduce '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, Deputy Principal, 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 Primary 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	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	95%	95%
this is a good school (S2035)	94%	98%	100%
their child likes being at this school* (S2001)	96%	93%	100%
their child feels safe at this school* (S2002)	96%	95%	100%
their child's learning needs are being met at this school* (S2003)	91%	95%	93%
their child is making good progress at this school* (S2004)	89%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	97%
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)	94%	95%	93%
teachers at this school treat students fairly* (S2008)	94%	95%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	92%
this school works with them to support their child's learning* (S2010)	93%	95%	91%
this school takes parents' opinions seriously* (S2011)	96%	89%	86%
student behaviour is well managed at this school* (S2012)	85%	95%	93%
this school looks for ways to improve* (S2013)	91%	98%	95%
this school is well maintained* (S2014)	85%	93%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school* (S2036)	92%	95%	98%
they feel safe at their school* (S2037)	96%	95%	95%
their teachers motivate them to learn* (S2038)	100%	96%	93%
their teachers expect them to do their best* (S2039)	96%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	97%
teachers treat students fairly at their school* (S2041)	94%	85%	86%
they can talk to their teachers about their concerns* (S2042)	88%	83%	87%
their school takes students' opinions seriously* (S2043)	88%	85%	93%
student behaviour is well managed at their school* (S2044)	92%	87%	94%
their school looks for ways to improve* (S2045)	100%	98%	99%
their school is well maintained* (S2046)	96%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	93%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	96%
they receive useful feedback about their work at their school (S2071)	88%	93%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	98%
student behaviour is well managed at their school (S2074)	92%	100%	96%
staff are well supported at their school (S2075)	84%	100%	96%
their school takes staff opinions seriously (S2076)	87%	95%	91%
their school looks for ways to improve (S2077)	98%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	88%	95%	95%
their school gives them opportunities to do interesting things (S2079)	90%	93%	95%

\* 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 will again instigate a Parent Class Representative Program in 2017.

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.

### 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

### 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	19	11	32
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. The school endeavoured in 2016 to reduce water and electricity usage. The school gardens are designed specifically for the coastal aspect and require minimal watering. Given the rising electricity management costs the use of electricity has been comparable over the past three years despite additional facilities and increased enrolments.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	176,729	1,570
2014-2015	167,348	1,731
2015-2016	155,005	1,412

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

School name

Suburb, town or postcode

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	47	27	<5
Full-time Equivalent	39	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	10
Bachelor degree	32
Diploma	0
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 \$[43,581].

The major professional development initiatives are as follows:

The staff at Currimundi Primary School engaged in a multitude of professional development activities in 2016. These activities covered various aspects of the school curriculum as well as priorities of Educational Queensland and were in line with the priorities outlined in the School's Annual Improvement Plan.

The targeted areas included:

- Training in implementation of the Australian Curriculum
- Training in Intervention Programs MiniLit and MacqLit
- *Regional Mathematics training by Numeracy Project Officers (NCR diagnostics and PLT's)*
- *School-wide Positive Behaviour Support*
- Art and Science of Teaching training (ASoT) introduced PLT's
- Balanced Reading Program – Comprehension Strategies (Sheena Cameron)
- 

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 99% 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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	87%

\*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%.

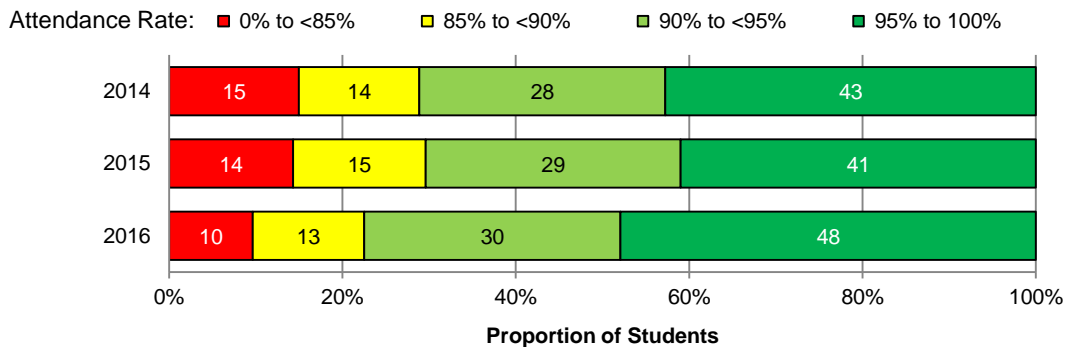
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	93%	93%	91%	90%	91%	91%					
2015	93%	92%	92%	92%	92%	92%	89%						
2016	94%	93%	93%	93%	93%	94%	92%						

\*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.

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.

To improve our attendance procedures, we will be informing parents/caregivers about any unexplained absences for their child. **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, "0427016460". 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.

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. See Policy and Procedures.
7. Use Oneschool Dashboard or other tools to consider patterns and trends in student absence linked to classroom pedagogy and engagement. Communicate these patterns and trends to classroom teachers and develop a plan to reduce absenteeism. Identify days of the week / times of the day where absenteeism is at its highest. For regular non-attenders parent contact is made on the day of the absence by phone to increase urgency.

## 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.

