Currajong State School
Queensland State School Reporting
2015 School Annual Report

Postal address	P O Box 4126 Vincent 4814
Phone	(07) 4758 0666
Fax	(07) 4758 0600
Email	principal@currajongss.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	Mr Anthony Ryan

Principal's foreword

Introduction

A summary of the advancements, successes and outcomes over the past 12 months at Currajong State School is contained below. During 2015 Currajong made significant advanes in student academic performance and collegial coaching and feedback.

I welcome your feedback and any questions you may have after you have read this report. Please feel free to contact me through any one of the above contacts.

School progress towards its goals in 2015

During 2015 Currajong State School evaluated the CAFÉ reading program which has resulted in improved results for students reading. The school focused its curriculum on the development of reading across the school. Staff have consolidated the consistent implementation of the national curriculum in English, Maths and Science. We have a concise assessment and reporting policy which outlines the expectations, standards and targets for the students and their learning. Moderation of the schools English units has been very successful in ensuring consistent practise across the school and region.

Future outlook

Currajong State Schools improvement agenda for 2016 is outlined below:

Embed common whole school reading program
• Employ Literacy Coach
• Embed Whole School reading program
• Embed CAFÉ strategies across the school
• Maintain Literacy Blocks
• Embed Oral Language and Literacy in the Early Years (OLLY) and Prep Oral Language and Literacy (POLLY) program into Prep and year 1
• Review the Strive program
• Teacher aides used to support reading program
Implement a comprehensive performance system to enhance Quality Teaching and Learning
• *Maintain the whole-school coaching, observation and feedback cycle enacted by all members of the school leadership team*
• Use collaborative planning across cohorts
• Enhance school induction program
• Embed use of School Placemat
• Develop feedback protocols for Teacher – Student, Student - Teacher.

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	615	310	305	124	92%
2014	628	309	319	131	95%
2015	578	280	298	116	93%

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.*

*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:

70% of Currajong students live in the local Currajong, Gulliver and Vincent areas. The majority of the remaining students come from the Mt Louisa area. We currently have 21% indigenous students and 4% ESL. 90% of families are in the middle income bracket.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	25	23	23
Year 4 – Year 7 Primary	25	26	23
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

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	78	89	63
Long Suspensions - 6 to 20 days	8	6	1

Exclusions	0	1	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

During 2015 students were provided with the opportunity to participate in a variety of extra-curricular activities including camps and excursions, cultural activities and community programs.
• There is a school wide focus on Respect for learning, teaching and safety to ensure a calm environment fostering explicit effective teaching and student engagement.
• Lunch time activities include Visual Arts, board games room, chess club, Currajong idol.
• Special Education program students with disabilities are supported in classes by SEP teachers and teacher aides who assist class teachers to develop and deliver adjusted curriculum programs.
• Instrumental music lessons are offered through a specialist teaching program for Years 3-7.
• Student Leadership is fostered though an active School and House Captaincy program and the Bounce Back Program.

Extra curricula activities

- **Camps and Excursions** – Kinchent Dam, Paluma, Visy Recycling Centre, Townsville Museum, Museum of Tropical Queensland
- **Community** – Top of the Class, Opti-minds, Readers' Cup, Anzac Day March, Vietnam Veterans' Day Commemoration Ceremony
- **Sporting** – Interschool Swimming and Athletics, Cross Country, Netball, AFL, Rugby League Challenge Cup, Rugby Union development Cup
- **Additional Programs** – Bounce Back resilience training, Learn to Swim, Support-a-Talker, Support –a-Reader
- **Cultural** – Choir, Band, Instrumental Music, Eisteddfod

How Information and Communication Technologies are used to improve learning

Currajong State School is equipped with devices that enable a one to one technology environment. Computers are used in all classrooms to enhance the teaching and learning process as well as to prepare students for life long learning in the 21st century. All students have access to desktop, laptops and Ipads which are connected wirelessly to the network. Teachers use computers and associated equipment to plan, teach and assess, and students use computers and associated equipment to research, present, demonstrate, practice, consolidate, communicate, organize and acquire new knowledge. IPads, IPod's, Interactive Whiteboards, TV etc are available in classrooms. Teachers have participated in significant professional development activities to enhance their personal and professional capacity to make effective use of the resources available.

Social Climate

Children at Currajong come from a variety of social and cultural backgrounds. Values of safety, resilience, responsibility, respect and curiosity are promoted within the school. Consistent and regular promotion of these values continues to have a positive impact on student behaviour, manner and attitude. The Bounce Back program is the corner stone of this program which encourages students to take responsibility for their own actions and is led by the year 7 students. Both parents and students report positively on Currajong as a caring and safe place. In the 2014 School Opinion Survey 100% of parents responded that they were satisfied that their child is likes going to this school. A School Chaplain, funded through a Federal Government Grant has been a very successful addition to our school support system.
We also believe that it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Students need to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

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%	100%	100%
this is a good school (S2035)	100%	94%	100%

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	94%	100%
their child is making good progress at this school (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	89%	75%
teachers at this school motivate their child to learn (S2007)	100%	83%	100%
teachers at this school treat students fairly (S2008)	96%	78%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	96%	100%	100%
this school takes parents' opinions seriously (S2011)	88%	82%	100%
student behaviour is well managed at this school (S2012)	83%	67%	100%
this school looks for ways to improve (S2013)	92%	94%	100%
this school is well maintained (S2014)	96%	94%	100%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	87%	97%	96%
they like being at their school (S2036)	88%	94%	90%
they feel safe at their school (S2037)	80%	91%	91%
their teachers motivate them to learn (S2038)	94%	96%	98%
their teachers expect them to do their best (S2039)	96%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	96%	96%
teachers treat students fairly at their school (S2041)	81%	84%	90%
they can talk to their teachers about their concerns (S2042)	77%	85%	89%
their school takes students' opinions seriously (S2043)	72%	84%	79%
student behaviour is well managed at their school (S2044)	64%	77%	73%
their school looks for ways to improve (S2045)	92%	94%	97%
their school is well maintained (S2046)	83%	85%	89%
their school gives them opportunities to do interesting things (S2047)	93%	93%	93%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	85%	90%
they feel that their school is a safe place in which to work (S2070)	69%	67%	88%
they receive useful feedback about their work at their school (S2071)	72%	73%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	70%	80%
students are encouraged to do their best at their school (S2072)	94%	88%	94%
students are treated fairly at their school (S2073)	83%	81%	88%
student behaviour is well managed at their school (S2074)	53%	61%	84%
staff are well supported at their school (S2075)	67%	69%	84%
their school takes staff opinions seriously (S2076)	81%	69%	83%
their school looks for ways to improve (S2077)	94%	84%	94%
their school is well maintained (S2078)	89%	75%	86%
their school gives them opportunities to do interesting things (S2079)	83%	79%	86%

# '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

School staff are conscious of the need to form and foster a strong and positive home – school rapport. Start of Year Information sessions to discuss curriculum content, expectations, assessment procedures and homework policy are held to encourage a connection. Teachers contact parents regularly to ensure they are informed about their child's learning, development, successes or difficulties. Parents and Friends are encouraged to become involved in the school by:
• Providing classroom support for reading, art and other activities,
• Attending our assemblies (2.30pm on Mondays),
• Attending Sports Carnival,
• Attending School Ceremonies – Captains Badge Ceremony, ANZAC Ceremony, Appreciation Ceremonies,
• Joining the Parents and Citizens Association,
• Voluntary work in the school tuckshop,
• Attending and/or helping out with the school Family Fun Night and other fundraising activities,
• Accepting our invitation to a special thank-you morning tea which is held at the end of each year to recognize and thank those people who help us in so many ways.

Reducing the school's environmental footprint

A school wide program to reduce its ecological footprint was embedded during 2015. This included raising awareness around recycling, working in partnership with local businesses to improve water use and restrictions on air-conditioners and lights usage.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	351,284	18,700
2013-2014	263,402	7,919
2014-2015	353,314	5,655

*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	45	27	<5

Full-time equivalents	40	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	**45**
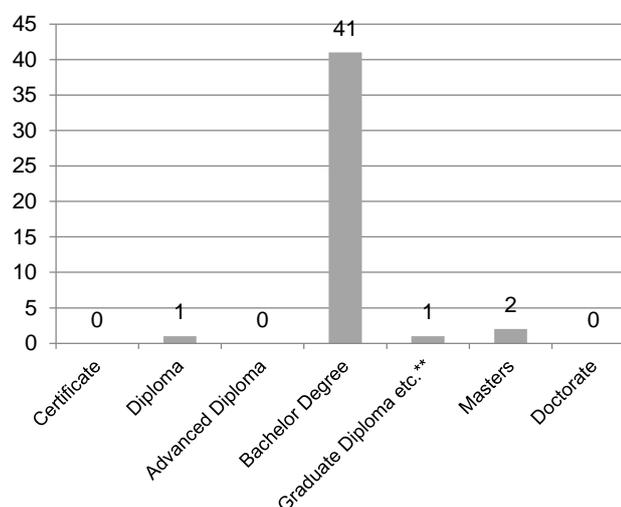
*Teaching staff includes School Leaders

**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 $32445.

The major professional development initiatives are as follows:

Peer Coaching and Mentoring

Leadership Development

Planning for differentiation

Teaching of Reading and Spelling

Classroom Management

Moderating classroom practise and student achievement.

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	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%	91%	91%	92%	92%	92%	88%					
2014	91%	92%	90%	91%	90%	91%	92%	90%					
2015	93%	92%	94%	92%	92%	93%	95%						

*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.

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Student attendance distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	17	11	24	48
2014	20	10	22	48
2015	12	10	21	56

Proportion of Students
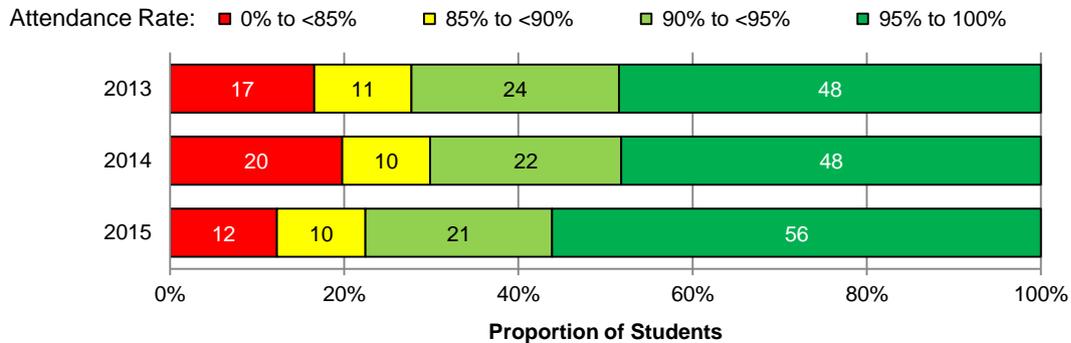
Description of how non-attendance is managed by the school

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.

School rolls are marked twice daily by the class teacher. Students who have an unexplained absence are followed up through letters sent home with a request for explanation. If these notes are not returned Parents or Guardians are contacted by phone for explanation. Student absences are monitored to identify patterns that may need to be addressed. In some cases letters outlining students and parents responsibilities under the compulsory schooling act are sent home.

Student attendance is encouraged through the schools cool schools program which celebrates and rewards the students' attendance rates.

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 [GO]

Suburb, town or postcode

Sector:

☑ Government

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SEARCH

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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.