Principal's foreword

Introduction

Currajong’s focus and achievements for 2014 were:

• Curriculum review
• A school developed English Program emphasizing explicit teaching, sequential content and authentic assessment was implemented and alignment with Australian Standards.
• Staff Leadership Capacity building.
• Teachers and teacher aides were engaged in professional development activities with a focus on catering for students with diverse learning needs. Lower school teachers participated in the state wide Literacy Training Program.
• Productive Learning Environment

School progress towards its goals in 2014

In 2014 the 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 School will be concentrating on expanding students’ vocabulary using Oral Language and Literacy Program (OLLY) Students’ social development will be enhanced through the implementation of the Bounce Back program. Mentoring and peer coaching will be utilised to implement change. The Currajong SS reading program will be reviewed and changes implemented across the school. Clear expectations will be set to enhance students understanding of what the need to know and do in order to achieve.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2014: Prep Year - Year 6
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>604</td>
<td>303</td>
<td>301</td>
<td>88%</td>
</tr>
<tr>
<td>2013</td>
<td>615</td>
<td>310</td>
<td>305</td>
<td>92%</td>
</tr>
<tr>
<td>2014</td>
<td>628</td>
<td>309</td>
<td>319</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>22</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
<td>27</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>83</td>
<td>78</td>
<td>89</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Exclusions*</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

Our distinctive curriculum offerings

During 2014 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 through an active School and House Captaincy program and the Bounce Back Program.

Extra curricula activities

- Camps and Excursions – Charters Towers, Paluma, Visy Recycling Centre, Townsville Museum, Museum of Tropical Queensland
- Community – Top of the Class, Readers’ Cup, Anzac Day March, Vietnam Veterans’ Day Commemoration Ceremony
- Sporting – Interschool Swimming and Athletics, Cross Country, 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 assist 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

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>94%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>94%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>90%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>94%</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her work* (S2006)</td>
<td>94%</td>
<td>96%</td>
<td>89%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>100%</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>84%</td>
<td>96%</td>
<td>78%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>93%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>90%</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>75%</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>97%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>97%</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>87%</td>
<td>97%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>92%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>95%</td>
<td>80%</td>
<td>91%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>99%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>89%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>92%</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>90%</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>79%</td>
<td>64%</td>
<td>77%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>94%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>98%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>86%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>69%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>72%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>94%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>83%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>53%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>67%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>81%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>89%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>83%</td>
<td>79%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

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 2014. This included raising awareness around recycling, working in partnership with local businesses to improve water use and restrictions on air-conditioners and lights usage.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years</strong></td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
</table>

Queensland Government
Headcounts

<table>
<thead>
<tr>
<th></th>
<th>43</th>
<th>27</th>
<th>&lt;5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>19</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>37</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>** Total</td>
<td>43</td>
</tr>
</tbody>
</table>

*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 2014 were $65425.

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 practice and student achievement.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry 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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>88%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

**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/](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.

*Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.*

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Our indigenous students are equal to or better than the student average at the school in Year 3, 5, 7 NAPLAN data. Attendance rates are below the average with our indigenous students attendance at 85.2% attendance and the average for the school is 92.4%. We are addressing these issues in 2015, through the focus schools plan and using our indigenous community support officer.