



## Currajong State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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# School Overview

At Currajong State School we believe the core function is to enhance student learning through the provision of quality teaching. We respect the rights of all students to learn, all teachers to teach and the rights of all to be safe. We seek to provide an ordered, predictable environment that is conducive to effective learning. We believe that students learn and develop best in an atmosphere of care and kindness, underpinned by reasonable, consistent discipline and we believe that teachers are able to work more effectively and happily in such an environment.

## 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 2016 Currajong made significant advances 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 2016

During 2016 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

<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>	628	309	319	131	95%
<b>2015*</b>	578	280	298	116	93%
<b>2016</b>	589	281	308	131	91%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	26	24	24
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

During 2016 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.

### Co-curricular 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 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

### Overview

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 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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	94%	100%	95%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	94%	100%	90%
their child is making good progress at this school* (S2004)	89%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	75%	95%
teachers at this school motivate their child to learn* (S2007)	83%	100%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	78%	88%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	95%
this school takes parents' opinions seriously* (S2011)	82%	100%	95%
student behaviour is well managed at this school* (S2012)	67%	100%	90%
this school looks for ways to improve* (S2013)	94%	100%	95%
this school is well maintained* (S2014)	94%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	98%
they like being at their school* (S2036)	94%	90%	94%
they feel safe at their school* (S2037)	91%	91%	94%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	97%
teachers treat students fairly at their school* (S2041)	84%	90%	94%
they can talk to their teachers about their concerns* (S2042)	85%	89%	91%
their school takes students' opinions seriously* (S2043)	84%	79%	86%
student behaviour is well managed at their school* (S2044)	77%	73%	86%
their school looks for ways to improve* (S2045)	94%	97%	96%
their school is well maintained* (S2046)	85%	89%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	85%	90%	94%
they feel that their school is a safe place in which to work (S2070)	67%	88%	88%
they receive useful feedback about their work at their school (S2071)	73%	86%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	80%	90%
students are encouraged to do their best at their school (S2072)	88%	94%	97%
students are treated fairly at their school (S2073)	81%	88%	90%
student behaviour is well managed at their school (S2074)	61%	84%	77%
staff are well supported at their school (S2075)	69%	84%	86%
their school takes staff opinions seriously (S2076)	69%	83%	83%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	84%	94%	94%
their school is well maintained (S2078)	75%	86%	84%
their school gives them opportunities to do interesting things (S2079)	79%	86%	86%

\* 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

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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The schools wellbeing framework underpinned by bounce back and kids matters incorporates opportunities for students to reflect on their personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

### 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	89	63	67
Long Suspensions – 6 to 20 days	6	1	1
Exclusions	1	0	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.

## Environmental Footprint

### Reducing the school's environmental footprint

A school wide program to reduce its ecological footprint was embedded during 2016. This included raising awareness around recycling, working in partnership with local businesses to improve water use and restrictions on air-conditioners and lights usage. Water usage did increase in this time due to new turf being established.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	263,402	7,919
2014-2015	353,314	5,655
2015-2016	355,876	13,535

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	27	<5
Full-time Equivalent	42	20	<5

#### Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	44
Diploma	1
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 2016 were \$62195

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 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, 95% 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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	90%	89%

\*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

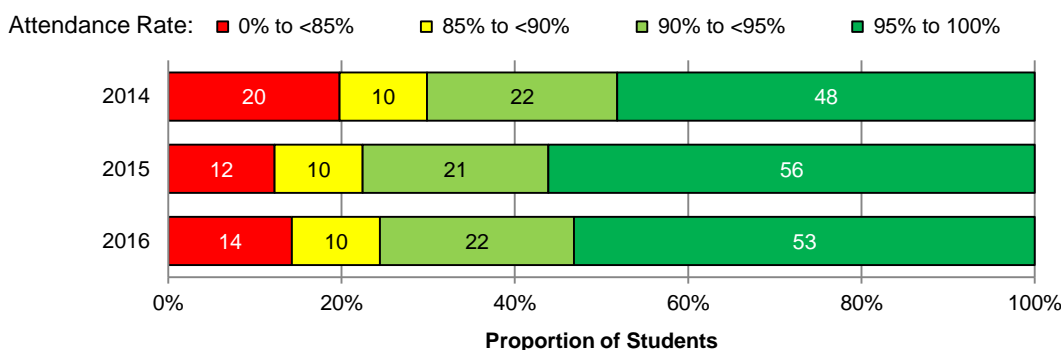
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	90%	91%	90%	91%	92%	90%					
2015	93%	92%	94%	92%	92%	93%	95%						
2016	93%	92%	90%	94%	92%	93%	94%						

\*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.

School rolls are marked twice daily by the class teacher. Students not in attendance will have their parents notified by SMS. 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.

## 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/>.

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.



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