

Currumbin Valley State School

Queensland State School Reporting

2015 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

Currumbin Valley State School is situated in the beautiful Currumbin Valley. The school was established in 1908 and continues to thrive through a celebration of quality education.

The school is committed to providing an education program that challenges students to meet their full potential and prides itself on the delivery of strong curriculum offerings and excellent academic results. Recent national testing results revealed impressive findings with almost all grades 3, 5, and 7 found to be above National Minimum Standards for literacy and numeracy.

Currumbin Valley State School is developing a positive reputation for its developing Culture and Arts Program, which includes the staging of a whole-school musical.

Vision - Currumbin Valley State School is a small school which offers a quality education, by engaging professional staff, to all students in a unique and inspiring environment. The Currumbin Valley school community is committed and share a strong sense of purpose to foster the development of the whole child, helping students to progress to high school and through life with confidence, happiness and the tools to truly fulfill their potential.

School progress towards its goals in 2015

Our school continued to show strong enrolment trends, with new records being set in the past few years. This growth has come from a mixture of families already residing within the Currumbin Valley and surrounds and new families relocating to our area - a tribute to the reputation of our school. From 2015 we are now an enrolment managed school, which means families must make an application to enrol with us. Such applications will be processed according to the policies of Education Queensland.

Results on the National Assessment Program: Literacy and Numeracy (NAPLAN) indicate strong academic gains, both on an individual student level and school performance.

2015 - Year 3: Upper 2 Bands

| | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------------------------|---------|---------|----------|-------------------------|----------|
| Compared to state schools | 41% | 40% | 34% | 46% | 30% |
| Compared to Nation | 48% | 46% | 40% | 51% | 33% |
| 2015 | 86% | 60% | 40% | 73% | 50% |

2015 – Year 5: Upper 2 Bands

| | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------------------------|---------|---------|----------|-------------------------|----------|
| Compared to state schools | 33% | 15% | 28% | 41% | 22% |
| Compared to Nation | 31% | 18% | 32% | 35% | 27% |
| 2015 | 45% | 20% | 40% | 55% | 45% |

The school staff continue to build on these results through:

- a committed, whole school approach to curriculum planning and assessment. Teachers are released in teams from class to moderate assessment items, plan and develop units of work, upfront assessment including the development of guides to making judgements for reporting;
- continued refinement of school reading program to develop the use of higher order thinking to know and understand a variety of text types. Students will read with fluency, comprehend what they have read and be able to relate this information to new contexts;
- ongoing implementation of Words their Way from Prep to year 6 to develop a comprehensive understanding and knowledge of spelling, patterns and behaviours;

Future outlook

Currumbin Valley's explicit improvement agenda for 2016 includes:

Curriculum

- continued focus on implementing the Australian Curriculum, through adopting and adapting the use of the Curriculum into Classroom resources (C2C)

Reading

- Development and implementation of Currumbin Valley State School Reading Framework with a focus on guided reading to improve student reading comprehension outcomes
- Teachers set reading goals, in collaboration, with individual students for personal development

Spelling

- Continued implementation and refinement of Words Their Way spelling program
- Teacher and support staff professional development to ensure a consistent approach to delivery and instruction from prep to Year 6
- Teacher aide support to develop resources for implementation

Writing

- Development and implementation of Currumbin Valley State School Writing Framework with a focus on students employing a range of genres to communicate effectively to their audience for a range of purposes

Parent and community

- Engage parents and carers through a range of modes to share in their child's learning
- Provide a further suite of parent information sessions to assist parents to be more involved in their child's learning at home and as a helper within the classroom

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 | 123 | 66 | 57 | 5 | 89% |
| 2014 | 144 | 75 | 69 | 6 | 93% |
| 2015 | 150 | 80 | 70 | 7 | 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:

Currumbin Valley State School attracts a wide variety of students. The school supports children with disabilities and those who display academic, musical or sporting ability. Students with English as a Second Language are assisted by the many academic programs and specialised teachers. Currumbin Valley State School educates students from a wide variety of religious and cultural backgrounds, including many international families.

Average class sizes

| Phase | Average Class Size | | |
|-------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 21 | 19 | 18 |
| Year 4 – Year 7 Primary | 17 | 22 | 17 |

*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

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |

| | | | |
|----------------------------|---|---|---|
| Exclusions | 0 | 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.

Curriculum delivery

Curriculum is the core business of any school and the teaching staff at Currumbin Valley State School are committed to a whole-school approach to curriculum development and delivery; the material of the curriculum being various and flexible enough to cater to the needs of every student.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students.

- English, Mathematics, Science, Geography and History
- General Capabilities
- Cross-Curriculum Priorities

Currumbin Valley State School has elected to adopt and adapt the C2C planning documentation, which interprets the Australian Curriculum. The Curriculum into the classroom (C2C) is an Education Queensland initiative to help introduce the new curriculum in Queensland state schools, and includes English, Mathematics, Science and History for Prep to Year 10.

Staff have the flexibility to adjust the lessons plans, build in appropriate revision and extension time to assist with the range of student needs and adjust weekly hours to factor in blocks of teaching, special events, such as carnivals, excursions and public holidays.

Learning in Prep at Currumbin Valley State School occurs in many different ways including play, organised games, and investigation. They develop important life skills by working with other children and adults. Prep makes connections between school and what is learned at home. Play-based learning is described in the EYLF as 'a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations' (EYLF, 2009, p. 46). Young children's play allows them to explore, identify, negotiate, take risks and create meaning.

Prep teachers at Currumbin Valley State School use the Foundation Year of the Australian Curriculum to guide children's learning.

Extra curricula activities

- Life Education: Family Planning Queensland (every 2nd year); Bravehearts; Basic First Aid for students
- Somerset Festival of Literature
- NAIDOC Week learning and engagement rotations/celebrations
- Prep Father's Day Breakfast
- Prep Mother's Day Afternoon tea
- School camps for each year level, including Prep
- Project Club (Year 6): Coffee Shop; fundraising opportunities for the school and community - Crazy Hair Day; Australia's Biggest Morning Tea; Banadana Day, Jeans for Genes Day
- Senior debating competition
- Speechmakers competition for Prep – Year 6
- Book week learning and engagement rotations
- Instrumental Music for students Year 4 +
- Gross motor development in the early years – Gymnastics
- Reading: Gold Coast Mobile Library visits
- Bike Safety (Year 4/5)
- Sporting opportunities: Athletics Day; Hinterland Small Schools Athletics Carnival; Soccer/Netball Carnival; Swimming Carnival; participation in district and regional sporting events; Interschool sport (soccer)
- Sporting Schools activities (twice a week)
- Private providers: Drama Club; Vocal instruction; Instrumental lessons; Tennis coaching; yoga and well-being
- Bleach Festival
- Schools Clean Up Day
- Discos
- Bonnet Parade at Easter
- AFL – AUSKick program – outside school hours activities
- ICAS: International testing
- Community Club – lunchtime offerings

How Information and Communication Technologies are used to improve learning

Information and communication technology is represented in two ways in the Australian Curriculum: through ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. ICT capability is embedded throughout the curriculum in units of work. ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Currumbin Valley State School is proud of the technological progress it has achieved over the past few years. The school has interactive whiteboards in each of the classes. Each teacher has been provided with specific professional development targeted in this area and an interactive approach to learning is adopted.

The school boasts over 42 lap tops purchased for student use. Students are exposed to a variety of advanced programs such as PowerPoint presentations, webpage designs, photo shop editing, digital photography, video editing.

The school has a bank of 24 iPads for student use. These are timetabled and booked by teachers for identified and specific learning opportunities. Word processing, typing skills and other basic programs are used on a daily basis. Students also use the internet for research.

All students also have free access to Athletics and reading eggs both at school and at home, provided by the school P&C.

All teachers used One School to enter student data. Reports were generated on One School. All staff received professional development to assist understanding and use of ICTs to enhance student learning.

Social Climate

The school places emphasis on self-disciplined learning within a framework of high behavioural expectations. Our small school

environment leads to a supportive atmosphere for learning. Many of the families, who move to our school, indicate that they do so because of our positive educational environment.

Located in the serene Currumbin Valley the school environment provides a wealth of learning opportunities that are embraced by the school and community as a way to deepen life learning and become more aware of the world in which we live.

In 2015, we engaged a part-time chaplain to provide further support for our students. This is in addition to the school's adoption of 'You Can Do It', a social-emotional wellbeing program.

The school community support well-being by building a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their school and community.

Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. As a school, Currumbin Valley State School embodies this practice, by making parents feel welcome in school, addressing barriers to their participation, and keeping families positively engaged in their children's education. Staff and the P&C support families in expressing concerns and being involved in the decision making processes.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school (S2001) | 100% | 100% | 100% |
| their child feels safe at this school (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school (S2003) | 100% | 100% | 100% |
| their child is making good progress at this school (S2004) | 100% | 97% | 100% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn (S2007) | 100% | 97% | 100% |
| teachers at this school treat students fairly (S2008) | 100% | 97% | 100% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 97% | 100% |
| this school works with them to support their child's learning (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school (S2012) | 100% | 97% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| this school looks for ways to improve (S2013) | 100% | 100% | 100% |
| this school is well maintained (S2014) | 100% | 100% | 88% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 93% | 100% | 100% |
| they like being at their school (S2036) | 96% | 100% | 100% |
| they feel safe at their school (S2037) | 96% | 97% | 100% |
| their teachers motivate them to learn (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 93% | 95% | 97% |
| teachers treat students fairly at their school (S2041) | 93% | 84% | 97% |
| they can talk to their teachers about their concerns (S2042) | 93% | 95% | 97% |
| their school takes students' opinions seriously (S2043) | 93% | 95% | 100% |
| student behaviour is well managed at their school (S2044) | 79% | 92% | 90% |
| their school looks for ways to improve (S2045) | 96% | 100% | 93% |
| their school is well maintained (S2046) | 100% | 100% | 97% |
| their school gives them opportunities to do interesting things (S2047) | 96% | 92% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 86% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

'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

Productive partnerships expand the knowledge, skills and resources available in schools.

Currumbin Valley State School is able to expand its capacity to support the well-being of students by nurturing and growing the partnerships with and between:

- Students
- Teachers
- Parents and carers
- Support staff
- Community groups

We do this by recognizing that parents play an integral role in the education of their children, supporting both learning and wellbeing. Currumbin Valley works with parents and encourages them to be a regular part of the students learning and development:

- Community Club: offering a range of learning opportunities for students that recognize the wealth of expertise on offer among the parents and broader community
- Regular parades and activities
- Working bees
- Coffee Club: held and run by the students with parents for the parents and community
- Learning celebrations: in each of the classrooms to share and celebrate the achievements of the students
- School discos and Parent Retreat: an opportunity to support the school and students by taking part in a social event while building relationships among the parent body
- Classroom helpers: parents are invited and encouraged to be a part of their child's everyday classroom learning experiences
- Parent Education workshops: the school regularly holds or organizes learning activities for parents to be able to assist either in the school or to foster their own learning to support their child/ren at home.

Reducing the school's environmental footprint

Currumbin Valley State School utilises tank water for its drinking source and pumps creek water for all non-consumption purposes. The school community support the school students learning about the environment and caring for our world by encouraging and supporting the school garden. The students are responsible for planting and picking the produce which is then given to the students via 'salad' Wednesdays or excesses sold to parents.

Students also recycle their green waste by putting their fruit and vegetable scraps into a green bin which is then put into the compost or worm farm. The students also encourage the staff to do the same by emptying their bin daily.

The senior schools Project Club have formed an Environmental Committee who are planting out the school with native plants and creating an additional edible garden along the front of the school.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 37,056 | 0 |
| 2013-2014 | 121,598 | 0 |
| 2014-2015 | 38,110 | |

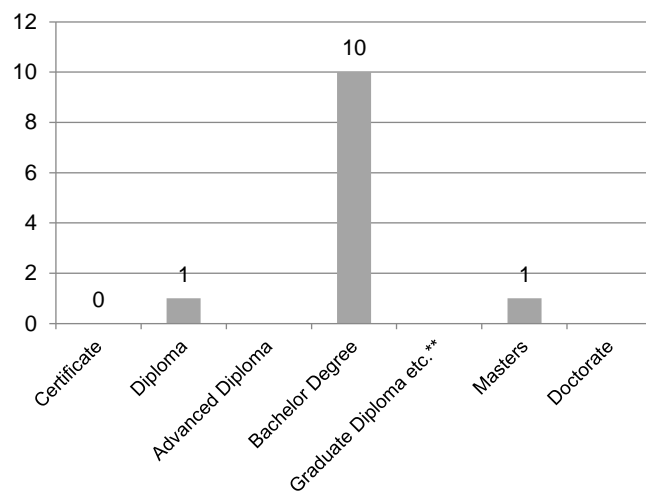
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 16 | 9 | <5 |
| Full-time equivalents | 10 | 5 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 1 |
| Advanced Diploma | |
| Bachelor Degree | 10 |
| Graduate Diploma etc.** | |
| Masters | 1 |
| Doctorate | |
| Total | 12 |



*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 \$ 8742

The major professional development initiatives are as follows:

- Moderation
- Curriculum planning and assessment
-

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. | 98% | 97% | 97% |

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

GO

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). | 90% | 91% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 90% | 95% |

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%.

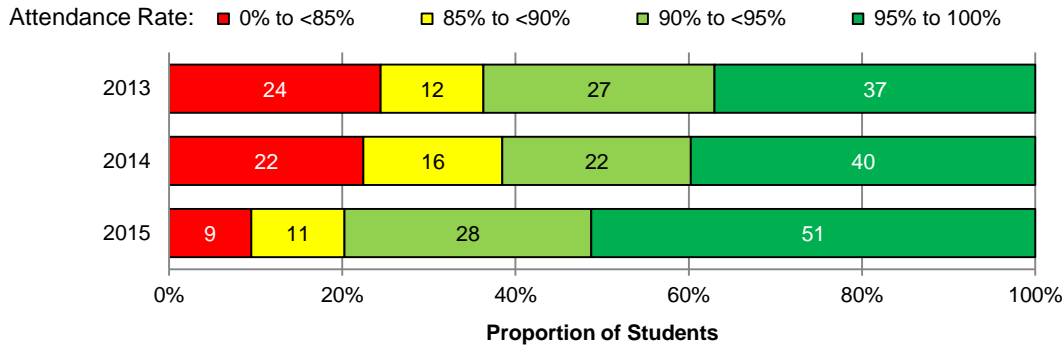
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 88% | 90% | 91% | 93% | 86% | 91% | 90% | 91% | | | | | |
| 2014 | 89% | 92% | 91% | 90% | 91% | 92% | 91% | 93% | | | | | |
| 2015 | 93% | 94% | 93% | 92% | 95% | 95% | 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.

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.

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than two days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

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

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 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.