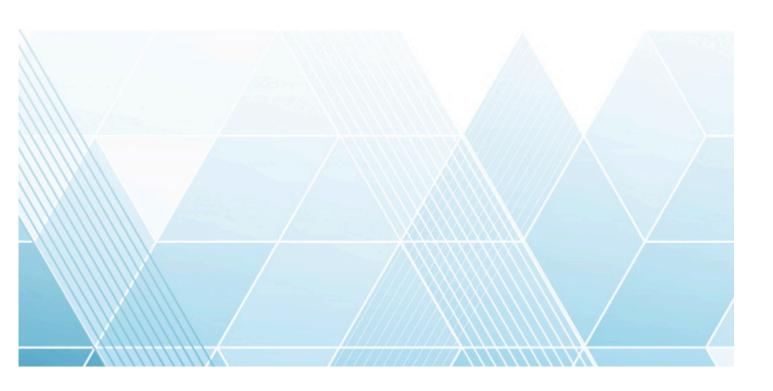


Currumbin Community Special School

School annual report

Queensland state school reporting

2024





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School context	
Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2024	Prep Year – Year 12
Webpages	Additional information about Queensland state schools is located on the: • My School website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

	F	ebruary	·	,	August	
Year Level	2022	2023	2024	2022	2023	2024
Prep Year	5	3	2	5	3	2
Year 1	6	7	5	6	7	5
Year 2	9	6	7	9	6	7
Year 3	7	12	6	7	12	7
Year 4	7	6	11	8	6	10
Year 5	4	8	6	3	6	5
Year 6	9	3	7	10	4	8
Year 7	11	12	5	11	11	6
Year 8	9	11	11	7	11	12
Year 9	10	7	11	10	7	12
Year 10	13	9	7	14	9	7
Year 11	5	10	10	5	8	10
Year 12	12	7	9	12	7	8
Total	107	101	97	107	97	99
Total	107	101	97	107	97	

Notes

Average class sizes

Table 2: Average class size information for each phase of schooling

Class size data is not available for this school.

^{1.} Student counts include headcount of all full- and part-time students at the school.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the <u>School Opinion Survey webpage</u>.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree¹ that:	2022	2023	2024
This is a good school.	100.0%	95.8%	95.0%
My child likes being at this school. ²	100.0%	95.7%	95.2%
My child feels safe at this school. ²	95.8%	91.7%	85.0%
My child's learning needs are being met at this school. ²	100.0%	83.3%	90.0%
My child is making good progress at this school. ²	100.0%	87.5%	94.7%
Teachers at this school expect my child to do their best. ²	95.8%	100.0%	95.2%
Teachers at this school provide my child with useful feedback about their schoolwork. ²	100.0%	95.2%	93.3%
Teachers at this school motivate my child to learn. ²	100.0%	91.3%	95.2%
Teachers at this school treat students fairly. ²	100.0%	95.8%	86.4%
I can talk to my child's teachers about my concerns. ²	100.0%	95.8%	95.5%
This school works with me to support my child's learning. ²	100.0%	87.5%	90.5%
This school takes parents' opinions seriously.2	95.8%	87.5%	86.4%
Student behaviour is well managed at this school. ²	95.7%	87.0%	85.7%
This school looks for ways to improve. ²	95.5%	83.3%	90.0%
This school is well maintained. ²	100.0%	100.0%	95.2%

Notes

Table 4: Student Survey

Survey data is not available for this school.

^{1.} Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

^{2.} Nationally agreed parents/caregiver items.

^{*} data not available

Table 5: Staff Survey

2022	2023	2024
84.2%	76.5%	78.9%
100.0%	92.9%	100.0%
92.3%	79.3%	79.3%
100.0%	92.9%	93.1%
100.0%	100.0%	100.0%
96.2%	100.0%	93.3%
92.3%	86.2%	83.3%
88.5%	86.2%	82.8%
92.3%	79.3%	85.7%
100.0%	100.0%	96.6%
100.0%	100.0%	100.0%
96.2%	84.6%	89.7%
	84.2% 100.0% 92.3% 100.0% 100.0% 96.2% 92.3% 88.5% 92.3% 100.0%	84.2% 76.5% 100.0% 92.9% 92.3% 79.3% 100.0% 92.9% 100.0% 100.0% 96.2% 100.0% 92.3% 86.2% 88.5% 86.2% 92.3% 79.3% 100.0% 100.0% 100.0% 100.0%

Notes

- 1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
- 2. Nationally agreed staff items.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: <u>Managing Student Absences and Enforcing Enrolment and Attendance at State Schools</u>; and <u>Roll Marking in State Schools</u>, which outline processes for managing and recording student attendance and absenteeism.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	2	4	6
Long suspension	3	1	1
Exclusion	0	0	0
Cancellation	0	0	0
Total	5	5	7

Notes

- 1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations. 2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each
- time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the <u>My School</u> website.

How to access our income details

- 1. Click on the My School link http://www.myschool.edu.au/.
- 2. Enter the school name or suburb of the school you wish to search.



3. Click on View School Profile to access the school's profile.



4. Click on Finances and select the appropriate year to view school financial information.



Staff profile

Teacher standards and qualifications

The Teacher registration eligibility requirements: Policy (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

https://www.gct.edu.au/registration/gualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff		Non-teaching staff		Indigenous staff				
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Headcount	33	33	34	35	42	46	<5	<5	<5
FTE	28	28	28	22	25	27	<5	<5	<5

Notes

- I. Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- 3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages.

Table 8: Overall student attendance at this school

Description	2022	2023	2024
Overall attendance rate for students at this school	81%	85%	85%

Notes

- 1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
- 2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2022	2023	2024
Prep Year	74%	87%	92%
Year 1	84%	87%	82%
Year 2	89%	85%	88%
Year 3	88%	83%	83%
Year 4	68%	78%	88%
Year 5	83%	83%	72%
Year 6	83%	93%	83%
Year 7	80%	84%	88%
Year 8	76%	84%	86%
Year 9	78%	85%	82%
Year 10	78%	91%	88%
Year 11	89%	81%	90%
Year 12	84%	85%	79%
Ungraded	100%		

- Notes
 1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
 2. Full-time students only.
 3. DW = Data withheld to ensure confidentiality.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the <u>My School</u> website.

How to access our NAPLAN results

- 1. Click on the My School link http://www.myschool.edu.au/.
- 2. Enter the school name or suburb of the school you wish to search.



3. Click on View School Profile of the appropriate school to access the school's profile.



4. Click on NAPLAN and select a year to view school NAPLAN information.



Notes

- 1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- 2. The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

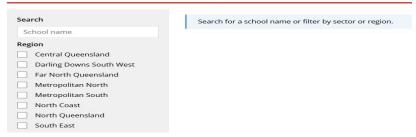
Year 12 outcomes information are also available via the <u>My School</u> website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.agf.edu.au and www.ibo.org.

How to access our certification data

- 1. Click on the QCAA link http://www.gcaa.gld.edu/.
- 2. Enter the school name you wish to search.

Year 12 certification data by school



3. Click on View School Profile of the appropriate school to access the school's profile.



Student destinations

The Queensland Department of Education conducts <u>annual surveys</u> that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step - Post-school destinations

The results of the 2021 Next Step post-school destinations survey, Next Step – Post-School Destinations report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://currumbinspecs.eg.edu.au.

Post-school destinations information is also available via the My School website.