Introduction

2011 was the year of celebrating Excellence in Education at Norfolk Village. The school opened its new Performing Arts Sports Complex funded by the BER project and hosted a range of community events such as Anzac Day assembly, school fete and Grandparents Day. Norfolk Village celebrated improved results in Naplan receiving Regional recognition for the rate of improvement in grammar and punctuation. The school undertook its second Teaching and Learning Audit in less than twelve months and first Quadriennial School Review. 2011 audit results were a significant improvement in comparison with 2010.

The school relaunched its Professional Learning Framework with all staff completing their First Steps in Maths (Number) training and fifteen teaching staff were trained as Peer Coaches.

During 2011 a number of school based initiatives were relaunched to extend learning opportunities for Gifted and Talented students. The school entered Tournament of the Minding for the first time, participated in various workshops and relaunched its lunch action program. The teaching staff attended a day with Tony Ryan to improve the teaching of Higher Order Thinking and differentiation became a core focus in curriculum planning. The school continued its achievement with film making and was awarded State finalist in a national competition.

Enrolment numbers continued to grow reaching 758 students. The school was allocated its second Deputy Principal position and gained an additional teacher from semester 2. An outcome of the Quadriennial School Review enabled the school to redeploy resourcing to fund a second Head of Curriculum position.

The 2011 Annual Report gives an indication of what the school achieved and what its main goals are for 2012. Included in the report are details about our student population, behaviour information, curriculum, 2012 goals, staff, parent and student perceptions and finances.

School progress towards its goals in 2011

The results of the 2010 Teaching and Learning Audit enabled the school to reconceptualise its focus on curriculum, pedagogy and assessment. The school's explicit improvement agenda included three goals:

1. Improved English and Math results for all children.

A school maths program was implemented, aligned with the Roadmap it provided a consistent approach toward the teaching of mathematics at Norfolk Village. Staff completed their First Steps in Maths (Number) training in term 3. The program aimed to upskill staff to confidently identify gaps in mathematical knowledge and understanding of number concepts. The diagnostic tasks are used as evidence for support when referring to special needs. Peer coaching was utilised as a strategy to support teacher development in teaching number concepts.

Norfolk Village engaged the services of a literacy consultant to assist in improving literacy pedagogy in Prep. The consultant provided explicit modelling and coaching of specific key literacy instructional methods to each Prep teacher. School assessment tools such as PROBE were formally implemented to assess reading comprehension in the senior years (3-7). In 2012 the school plans to train all staff in First Steps in Reading. Similarly to maths, an English program was implemented in 2011.

2011 School Annual Report
Class Profiles were implemented in 2011 to monitor student progress with the school’s assessment schedule. Performance was analysed by Head of Curriculums and class teachers with results discussed at year level and juncture meetings. Whole school moderation in mathematics, writing and science continued in 2011.

2. Continued high levels of behaviour.

School Wide Positive Behaviour Systems (SWPBS) continued to provide a successful process in achieving a safe and supportive learning environment. As enrolments continued to grow behaviour incidences decreased overall. OneSchool data indicates that in comparison with 2010, suspension data had significantly decreased and the recording of positive behaviour had increased more than 20 points per day. Gotcha assemblies were held twice a term to reward students who had received the most positive acknowledgements in their year level. Kool Kids Café was introduced as a new strategy to reward classroom learning behaviour. Both initiatives were warmly received by the school community.

3. Continued good working relationships with parents and community groups.

Norfolk Village has a wide range of communication processes in place to ensure parents and community groups are well informed about events and programs. The school continued to host Curriculum Cafes as Q and A nights for parents. The priority in 2011 was the implementation of the national curriculum (ACARA) gaining support from Lesley Engler as a key note speaker. Curriculum Posters were implemented as a new strategy to inform parents each term of the intended curriculum. The posters enabled the curriculum to be more accessible to parents. In 2011 the school purchased an electronic sign to provide regular messages to the community. Norfolk Village continued to host open nights and parent teacher interviews.

The school has an active P & C association who organised its second school fete. Gaining positive feedback from the community, the fete will continue to be a bi-annual event.

The school has ongoing relationships with local churches who provided financial support in 2011 for the school’s Chaplain and Gotcha awards (SWPBS). Beenleigh PCYC continued to provide before/after school care facilities for families. Norfolk Village’s facilities are an attraction for local sporting organisations who often access the site for training and competition purposes.

Future outlook

The school has five focus areas for 2012:

1. Improved Maths programming and implementation.

Norfolk Village will implement the national curriculum in Maths by utilising Queensland’s Curriculum into the Classroom (C2C) resource. C2C units of work will be adopted and or adapted to ensure alignment with the national curriculum and avoid ‘gaps’ resulting from implementing a new curriculum. First Steps in Maths (Number) diagnostic tasks will continue to be used as supporting evidence in the referral process for special needs and utilised by teachers as pre-assessment strategies when introducing a new number concept.

2. Improved Reading (First Steps in Reading).

Staff will be trained in this strategy to guide the implementation of an effective reading program within classrooms. Teacher aides will be included in the training as they are integral to student learning. This strategy requires considerable financial investment both with the training of a school based facilitator and purchasing of required texts. The school will continue to engage a literacy consultant from semester 2 to work in conjunction with the FSIR facilitator providing explicit modelling and coaching opportunities for all teachers in implementing a reading program. A considerable financial commitment by the school in excess of $20000 will be required to achieve this goal.

The school will investigate the better use of PAT-R Comprehension data to inform teaching practice. Teachers will engage in data analysis by constructing a class profile using current results, graphing rate of improvement over a two year period and comparing results with school targets.

3. Improved ability to cater for high achievers & Gifted and Talented children.

Norfolk Village will continue its relationship with Brisbane School of Distance Education (BSDE). The school will investigate the possibility of participating in various projects throughout 2012. The Head of Curriculum for senior sector will lead this process to ensure opportunities are not missed.

The school will continue to participate in a range of activities from Tournament of the Minds, writing workshops and other competitions specifically to engage high achieving students in extra-curricular activities.

Differentiation will continue to remain a high priority and the school will take guidance from the Regional curriculum advisors. Curriculum leaders will participate in professional learning and class teachers will utilise OneSchool to document differentiation for C2C units of work.

4. Consistent implementation of School Wide Positive Behaviour Systems.

The school will establish early in 2012 an active SWPBS team led by a schoobased trained Coach. The team will meet on a regular
basis throughout the school year. The team will elect a staff liaison officer who will be responsible for sharing updates at staff meetings. For 2012 the team will work towards improving the school's SET data by implementing a range of strategies enabling a more consistent approach at the school.

5. Creation and implementation of a feedback culture.

The leadership team will undertake professional learning in this area to provide a staff workshop at the start of the school year and ongoing monitoring during curriculum planning sessions. During 2012 teachers will focus on establishing learning goals in collaboration with students. These goals are to be aligned with school priorities around reading and or maths. Teachers will also provide feedback to students as stated in the C2C units of work. Teachers will utilise these strategies to provide student feedback in other KLA areas. Year level and juncture meetings will be utilised as opportunities for sharing ‘feedback’ strategies employed by teachers.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>758</td>
<td>334</td>
<td>424</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student body is fairly homogeneous with most children originating from Australia and New Zealand. There are a small number of children who have English as a second language and children who identify as being Indigenous. The student body could be characterised as an outer metropolitan middle socio-economic grouping. Most of the children are settled in the school. Parents of the school have a wide range of occupations ranging from trades to office professionals including a number of public servants.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>15</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Eight Key Learning Areas
LOTÉ program - German (4-7)
Support-a-Talker
Ready Reader Volunteers
Extension Writing Classes
Step to Prep (pre-preparatory year program)

Extra curricula activities

Interschool Sport
Instrumental Music and Choir
Active After School Communities (Sports)
Year 4 to 7 Camp Program
Lunch Action Program (Chess, Robotics, Photography, Computer Games, Dance, Visual Arts and Sport)
Cluster Days of Excellence for Gifted and Talented Students

How Information and Communication Technologies are used to assist learning

Norfolk Village uses ICT devices as part of all subjects in everyday learning. Our philosophy is for ICTs to deliver the curriculum and engage the children. For this reason all classes have access to 20 computers (4 per class and 16 laptops per block). Our key software platforms are Mathletics and Spellodrome. The children have 24hr access to activities and learning episodes that will improve their learning through instructional web based software.

The children have access to a wide range of ICT devices from digital cameras, laptops, ipods and ipads. They learn a range of ICT skills across the year levels including word processing skills, design activities, creation, film and editing and research. Teachers are using web 2.0 tools, online blogging and virtual classrooms to engage students in their learning.

Social climate

Norfolk Village has implemented the School Wide Positive Behaviour program very effectively. Our environment can be typified as being Safe and Supportive according to the feedback we received from parents, staff and students. The school opinion survey indicates that over 90% of our students feel safe, want to come to this school and believe that the behaviour of their peers is of a high standard.

The school has a School Responsible Behaviour Plan that is used to address behaviour issues as they arise including strategies to prevent and deal with aspects of bullying. Our SWPBS program highlights the philosophy that it is positive reinforcement that will help children to achieve and improve. In 2011 more than 27000 positive reinforcers (Gotcha tickets) were awarded to students and recorded on our school computer system.
Our school at a glance

Parent, student and teacher satisfaction with the school

As can be seen from the data below Norfolk Village continues to enjoy high level of support from the school community in regards to our operations and what we offer to the community.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Norfolk Village promotes the involvement of parents with their child’s education through:

- Having ‘Curriculum Posters’ available online for parents to access at home.
- Using interactive instructional based software that can be accessed at home.
- Hosting parent information sessions (Curriculum Café Nights).
- Encouraging parent volunteers to assist in classrooms.
- Providing ‘Ready Reader’ training for parents to support their child’s progress with reading.
- Daily face to face access to teachers without appointments between 8.30am to 8.50am.
- Email access to teachers with a 24hr turn around response time.
- Report cards issued three times per year. An interim report issued at the end of term 1.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school continues to use a contractor to recycle waste paper and cardboard. The school's six rain water tanks totalling 600000L reduced our town water usage with no waste water from the main water grid being used for sewage purposes in 2011.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>192,160</td>
<td>1,471</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% change 10 - 11
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>52</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>43</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $80,730.56.

The major professional development initiatives are as follows:
- First Steps in Maths (Number)
- Peer Coaching
- Higher Order Thinking - Tony Ryan
- EATSIPS
- Reading
- ICTs
- School Wide Positive Behaviour Systems (SWPBS)
- Leadership
- Gifted and Talented
- Special Education - Disability specific areas
- Literacy Strategies
- First Steps in Reading Facilitator Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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/](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

Sector

Government

Non-government

SEARCH

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<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>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
The school marks the rolls at 8.55am and again at 11.30am. Children who have unexplained absences are followed up by the classroom teacher in the first instance and then the office if they still have not provided a reason. Children who are constantly away from school are contacted by a member of administration.

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/).
Performance of our students

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. Attainment and Achievement – Year 12

Achievement – Closing the Gap

The number of Indigenous children at the school in 2011 is less than 12. Indigenous performance in academic achievement and attendance in most cases was higher than the non-Indigenous children. For children who experienced low achievement and or low attendance the school addressed these issues with the parents and children collaboratively.