



# Norfolk Village 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



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## School Overview

Norfolk Village State School is an Independent Public School located in Ormeau on the Gold Coast and caters for students from Prep - Year 6. Our school's mission is *to support every child to flourish and reach their full potential academically, socially and emotionally, creating lifelong learners, critical thinkers and resilient citizens*. Our commitment to high levels of learning and wellbeing for every child ensure a safe, supportive and collaborative learning environment, underpinned by our 3 school rules: *I am Safe, I am Respectful and I am a Learner*.

As a professional learning community committed to continual improvement, our vision is *to learn and grow side by side: students, staff and community*. Through quality teaching and learning based on the Australian Curriculum, we aim to personalise the learning of every student to support the achievement of their individual learning goals. Students have access to high quality academic, language, arts, sporting, music and digital technologies programs with specialist teachers. Our students are proud to wear their school uniform which is well recognised in the northern Gold Coast community and provides children with a sense of belonging.

Opened in 2009, our school provides modern facilities including access to technology to support 21st century learning. We value parents as partners in their child's education and develop strong partnerships with all members of our community to support our students in their pursuit of excellence. I invite you to work in partnership with our staff to prepare our students for a lifetime of learning. When you make Norfolk Village State School your school of choice, we accept this responsibility as we strive to maximise the learning of every child in our care. It is through this partnership we can support the development of every child to be creative, confident and committed.

## Principal's Forward

### Introduction

The purpose of the School Annual Report (SAR) is to provide information to the community about the progress and achievement of the school over the past 12 months. The SAR outlines aspects such as staff profile, student profile, NAPLAN results, school opinion survey results and achievement of Annual Implementation goals.

#### School Progress towards its goals in 2016

In 2016, our school narrowed its focus to set a clear whole-school improvement agenda designed to address key gaps in improving student learning outcomes:

- Explicit Reading Pathways
- Curriculum Assessment and Alignment

A Whole School Improvement Cycle was developed with clear objectives around common and consistent language and knowledge and understanding of:

- Data
- Students
- Strategies
- Targets

An action plan for Improving the Teaching of Reading was developed and adopted by all staff as our roadmap to improved student learning outcomes.

An Explicit Reading: Teaching a Learning Sequence Guide was developed and unpacked at cohort level meetings and whole school staff meetings.

A Teacher Capability tool was developed to provide teachers with clear Reading skill descriptors that aligned to our Pedagogical Framework of 'I Do', 'You Do' and 'We Do' principles.

Cohort Planning Days are designed for teachers to develop engaging learning tasks through collaborate discussion. Teachers make explicit reference to Australian Curriculum syllabus standards and backward mapped tasks to ensure all students will have access and the ability to produce quality work.

Cluster moderation sessions were initiated to encourage professional, collegial discussion about students' work and teachers' judgements.

A Teacher's Through-Line was developed to track teachers' progress and capabilities across the two school priorities of Reading and Curriculum Alignment and teachers used this as a source of reflection for their personal development goals.

A thorough revision of our whole school Assessment Framework was undertaken in Term 4, 2016 to ensure rigorous and streamlined data analysis processes are implemented each term to triangulate data for teachers, building their data literacy skills and capacity to target teaching based on student achievement information.

## Future Outlook

In Semester Two 2016, the school community worked collaboratively to develop the 2016-2019 Strategic Plan which used the High Reliability Schools Framework and School Improvement Hierarchy to identify key school priorities for the next four years. This included a specific focus on:

- A Safe and Collaborative Culture
- Effective Teaching
- Guaranteed and Viable Curriculum

Our new Strategic Plan can be found on our website and outlines specific success criteria and strategies for improving these three core areas. In 2017, our school will therefore focus on the following school priority areas:

- Collaborative empowerment: developing & implementing Professional Learning Team structures for all teaching and learning teams to foster a high performing team culture. This includes ensuring school structures are designed to allow teachers time to focus on the right work during the school day.
- Ensuring teacher teams and collaborative groups regularly interact to address common issues regarding student achievement targets, curriculum, assessment (including moderation), instruction, intervention and the achievement of all students.
- Implementing a new vision for Intervention for our school which explicitly provides academic, behavioural and social interventions for students at their point of need. This will mean re-structuring intervention teams to allow greater collaboration and developing a whole staff understanding of the continuum of support provided to help all students achieve success. It will also include implementing our Learning Enrichment Pathway program for high achieving students in Years 4-6 to support their access to high performing academic pathways. This will include professional learning for iXL teachers to implement pedagogy for high achieving students.

Effective RTI will support the achievement of our 2017 NAPLAN targets:

Year 3 Reading	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 40% Upper 2 Bands</li> </ul>
Year 3 Writing	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 40% Upper 2 Bands</li> </ul>
Year 3 Numeracy	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 40% Upper 2 Bands</li> </ul>
Year 5 Reading	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 40% Upper 2 Bands</li> </ul>
Year 5 Writing	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 30% Upper 2 Bands</li> </ul>
Year 5 Numeracy	<ul style="list-style-type: none"> <li>• 90% National Minimum Standard</li> <li>• 30% Upper 2 Bands</li> </ul>

- Updating & implementing our whole school curriculum framework in alignment with Australian Curriculum. This will include: providing professional learning to all teaching staff on the Guaranteed and Viable curriculum and formative assessment processes; updating & implementing our Guaranteed and Viable curriculum for the priority areas of English, Mathematics and Science and embedding the DET Prep – Year 6 Literacy Continuum resource. It will also include reviewing the General Capabilities to ensure they are embedded Prep – Year 6
- Continuing to implement Positive Behaviour for Learning Tier 2 to ensure a safe and orderly school environment using our 3 school rules: I am Safe, I am Respectful, I am a Learner. This will include creating a whole school approach to social and emotional wellbeing drawing on Positive Psychology to support all students to flourish.
- Increasing the rigour of our Literacy and Numeracy blocks ensuring these explicit teaching opportunities are driven by student progress data, include high-yield pedagogical strategies and are aligned to the Achievement Standards from the Australian Curriculum. This will assist us in ensuring greater consistency across classes in the same year level and greater alignment of curriculum expectations Prep – Year 6.

- Developing and implementing our whole school Pedagogical Framework based on the Art and Science of Teaching and Fleming approaches to create a consistent whole school approach to quality instruction. (2017 will focus on Design Questions 1 & 5.)
- Developing and implementing a whole school Coaching framework to support sharing of expertise and growth coaching for all staff as part of our whole school Professional Development Framework.
- Developing an Indigenous Education Action Plan which supports all students having a greater understanding of Indigenous culture through formal and informal learning opportunities.

Please refer to our 2017 Annual Implementation Plan on our website for more information.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<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>	1093	492	601	18	95%
<b>2015*</b>	1031	475	556	17	95%
<b>2016</b>	1027	491	536	19	96%

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

The students are drawn primarily from the suburb of Ormeau which includes the estates of Norfolk Village and Jacob's Ridge. This is reflected in our Enrolment Management Plan which identifies the catchment area for families. The students are drawn from a geographical area which is described as mid-range socio-economic, outer urban with major industrial estates to the north and east. The Index of Community Social-Educational Advantage indicates a school value of 1022, above the average value of 1000, with 82% of families identified as being in the middle or upper social distribution. The children are a homogenous group with over 85% of the students identifying as being Australian. Parent occupations vary widely from professional to trade to self-employed, reflecting the diversity of business and industry in the geographic area.

Our school is committed to ensure that all students, including students with disability can access, participate and succeed in education on the same basis as other students. All students are supported through a school environment that values, celebrates and responds positively to diversity among its students, families, staff and communities. From the 1031 enrolled in our school at the time of the National Consistent Data collection, 191 students met the criteria of having a disability under the Commonwealth Disability Discrimination Act 1992 definition. This definition of disability is broad and includes temporary and permanent disability that a person has now, may have in the future or is believed to have. This definition encompasses impairments or diagnoses regardless of the impact an impairment has on a person's life functioning.

For these 191 students, the adjustment type that was put in place to address the ability was as follows:

Extensive	16
Substantial	41
Supplementary	124
Quality Differentiated Teaching Practices	10

For the 191 students, students fell into the following disability areas:

Physical including: <ul style="list-style-type: none"> <li>total or partial loss of a part of the body</li> <li>the malfunction, malformation or disfigurement of a part of the person's body</li> <li>the presence in the body of organisms causing disease or illness</li> <li>the presence in the body of organisms capable of causing disease or illness</li> </ul>	12
Cognitive including: <ul style="list-style-type: none"> <li>total or partial loss of the person's bodily or mental functions</li> <li>a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction</li> </ul>	116
Sensory including: <ul style="list-style-type: none"> <li>total or partial loss of the person's bodily or mental functions</li> <li>the malfunction, malformation or disfigurement of a part of the person's body</li> </ul>	8
Social including: <ul style="list-style-type: none"> <li>a disorder, illness or disease that affects the person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour</li> </ul>	55

The Year 2 cohort of 2016 had the largest percentage of students meeting criteria of having a disability, this being 22.5%.

Overall, for 2016, 18.5% of Norfolk Village State School students met criteria to be included in the NCCD capture in 2016.

Identified students were supported through adjustments made in collaboration between the classroom teacher and the Special Education Program staff, Support Teachers Literacy and Numeracy, Guidance Officer, Speech Language Pathologist, Occupational Therapists and Physiotherapists.

All students with a disability were supported to achieve their personalised support plans inclusively, accessing school programs in alignment with their support plans.

### 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	22	23	23
Year 4 – Year 7	26	27	27
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

The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For students in Prep – Year 6, it means that students now have access to the same content, and their achievement can be judged against consistent national standards. Our teachers work collaboratively to organise the learning and contexts for learning and plan learning in ways that best meet their students' needs and interests. More information regarding The Australian Curriculum can be found at: <http://www.australiancurriculum.edu.au/>

In alignment with the implementation of the Australian Curriculum in Queensland, our curriculum offerings include:

English	Prep – Year 6
Mathematics	Prep – Year 6
Science	Prep – Year 6
Humanities and Social Sciences	Prep – Year 6
The Arts	Prep – Year 6
Health and Physical Education	Prep – Year 6
Technologies	Prep – Year 6
Languages Other Than English – German (2017)	Years 4 - 6
General Capabilities: <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Information Communication Technologies Capability</li> <li>• Critical and Creative Thinking</li> <li>• Personal and Social Capability</li> <li>• Ethical Understanding</li> <li>• Intercultural Understanding</li> </ul>	
Cross-Curriculum Priorities: <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Histories and Culture</li> <li>• Asia and Australia's Engagement with Asia</li> <li>• Sustainability</li> </ul>	
Instrumental Music (Strings and Multi)	Years 3-6
Swimming	Extra-curricular opportunity provided to Year 1 –Year 3 students

Teachers differentiate their curriculum delivery to meet the needs of children including the offering of XLR8 for Mathematics, Reading and Writing enrichment for high achieving students in the Senior School. Teachers are supported by two Heads of Curriculum, two Support Teacher Literacy & Numeracy, an Investing 4 Success Lead Teacher and Teacher Aides to assist with differentiated learning opportunities so that explicit teaching is targeted at student need. A key outcome from this high level of support has been a more informed use of student data to drive planning and a school-wide Response to Intervention Framework being developed for implementation in 2017. This deep interrogation of data, substantive teacher conversation and explicit response is evident in the sustained trajectory of improvement in English and Mathematics in our school.

The school employed a specialist Science teacher for years 1 to 3, History and Geography Teacher for Years 1-3 and an Arts Teacher in Years 3-6 to assist with curriculum delivery.

The Student Support Services (PIL) team is comprised of Deputy Principals, Guidance Officer, HOSES, Speech Language Pathologist and 2 Support Teacher Literacy and Numeracy (STLaNs) who review and respond to student referrals for academic, social and behavioural concerns for students who are not progressing as expected. The team meets weekly with a focus on Junior Sector referrals in odd weeks and Senior Sector referrals in even weeks.

Our award winning Pre-Prep program entitled 'Step to Prep' is based on the strong partnerships we have with our local Kindergarten and Daycare providers. Our approach involves meeting regularly with Directors and Teachers of these local centres to help them understand the expectations of Prep through our 'Linking Little Learners Summits' which aim to support children to be ready for school. Our staff visit our local kindergartens so students know them prior to commencing school and our Step to Prep program provides numerous opportunities for kindergarten students to visit our school and engage in quality early years experiences with our staff. During these visits, we also provide Parent Information Sessions to support parents to prepare their child for school. Our 'Step to Prep' program culminates in our 'Teddy Bears' Picnic' which invites all enrolled

kindergarten students to participate in a day of fun activities with their parents so they can get to know our staff and Prep Precinct and increase their confidence about starting school.

### Co-curricular Activities

- Instrumental Music Program
- Instrumental Ensembles and Bands
- Senior and Junior Choir
- Interschool Sport
- Active After School Communities Program / Sporting Schools
- School Excursions
- School Camp Program
- Lunch Action Activities: structured lunchtime programs and activities to support social inclusion and engagement at morning tea and lunch breaks

### How Information and Communication Technologies are used to Assist Learning

In 2016, Norfolk Village State School continued to utilise desktop computers, laptops and iPad devices to assist teaching and learning in Prep – Year 6. All classrooms were also able to use their Interactive Whiteboard to provide highly engaging learning experiences for students. Each classroom had four computers and a minimum of 16 laptop devices shared between groups of classes. The school also has 14 banks of six iPads to deliver Educational Apps.

The school utilises web based instructional software in the form of Mathletics, Literacy Planet and Reading Eggs to engage children 24/7 with the English and Mathematics programs.

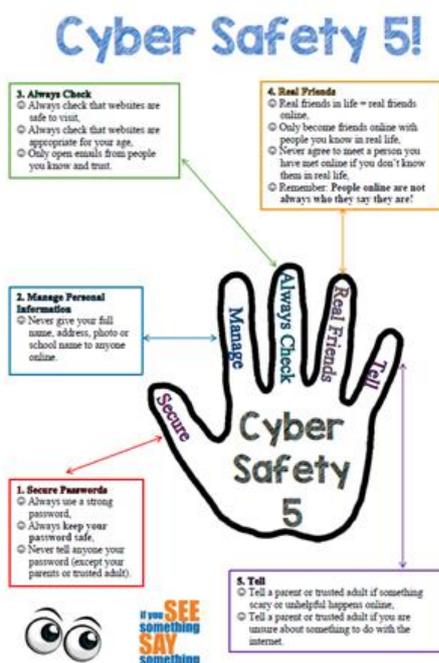
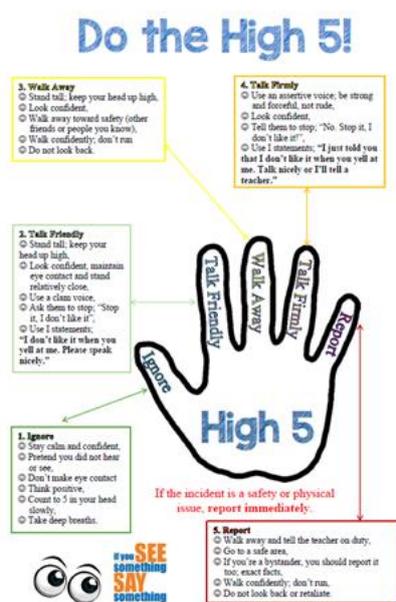
Digital pedagogies are embedded in a wide range of subjects and activities. Many teachers create, use and access virtual web tools such as Edstudios and Virtual classrooms to deliver their classroom content, organise homework and include parents in the learning process.

Our Media Room was updated to extend on the existing Green Screen and computers with the purchase of a 3D printer. Our school also has access to a mobile laptop trolley, with 28 laptops.

## Social Climate

### Overview

Our three school commitments of: I am Safe, I am Respectful and I am a Learner are the embedded foundations to maintaining a safe, supportive and disciplined learning environment at Norfolk Village State School. Parents, students and staff school opinion survey data indicates very high levels of satisfaction with the social climate of the school. The school has developed and established a comprehensive 2016-2018 Responsible Behaviour Plan for Students which is based on the Positive Behaviour for Learning (PBL) philosophy. Included within this framework is the High 5 and Cyber Safety 5 processes which are explicitly taught in every classroom for students to use when responding to bullying.



The school operates a Positive Behaviour for Learning committee which meets each month to discuss school based behavioural data, establish behaviour focuses for explicit teaching each week and review/update Positive Behaviour for Learning operations and processes across the school. In Term 4 2016, Norfolk Village State School was accredited as a Tier 1 Positive Behaviour for Learning school by the Department of Education and Training and is now working towards Tier 2 accreditation. The school has developed a comprehensive 2017 Positive Behaviour for Learning action plan which is actioned, monitored and reviewed each month by the PBL committee.

The school has allocated additional funding to ensure that we have a full time Guidance Officer. The school also has a part time Chaplain (three days per week) who is available to assist students. The Chaplain is funded through the National School Chaplaincy and Student Welfare Program in partnership with Ormeau Community Church Ltd. Despite the rapid growth of the school, external and internal feedback is that the school has a "positive" culture which is embedded in the daily operations of our school and which assists new children to the school in feeling supported.

In 2016, the school developed a new Response to Intervention framework (2016-2019) which details a more streamlined and rigorous approach to providing support for students regarding their Academics, Academic Behaviours and Social Behaviours. This framework will be implemented across the school in 2017.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	99%	99%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school* (S2001)	96%	98%	100%
their child feels safe at this school* (S2002)	96%	100%	98%
their child's learning needs are being met at this school* (S2003)	94%	98%	98%
their child is making good progress at this school* (S2004)	92%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	99%	96%
teachers at this school motivate their child to learn* (S2007)	94%	100%	97%
teachers at this school treat students fairly* (S2008)	92%	99%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	97%
this school works with them to support their child's learning* (S2010)	94%	100%	97%
this school takes parents' opinions seriously* (S2011)	91%	98%	94%
student behaviour is well managed at this school* (S2012)	90%	100%	91%
this school looks for ways to improve* (S2013)	95%	100%	98%
this school is well maintained* (S2014)	98%	100%	99%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	98%	97%	98%
they feel safe at their school* (S2037)	94%	98%	100%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	97%
teachers treat students fairly at their school* (S2041)	96%	95%	89%
they can talk to their teachers about their concerns* (S2042)	96%	93%	91%
their school takes students' opinions seriously* (S2043)	96%	95%	91%
student behaviour is well managed at their school* (S2044)	93%	94%	93%
their school looks for ways to improve* (S2045)	99%	97%	99%
their school is well maintained* (S2046)	98%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	97%	100%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	97%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	97%	100%	92%
staff are well supported at their school (S2075)	97%	100%	90%
their school takes staff opinions seriously (S2076)	97%	93%	88%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	98%	96%

\* 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

At Norfolk Village State School we value parents as partners in their child's education and actively seek parental engagement to enhance the learning experience for students. We value the time parents take to be part of their child's educational experience and ensure parent volunteers are welcomed and appreciated. Our Parents and Citizens Association works tirelessly to support the school, raising funds to assist in school improvement areas. As an Independent Public School, our School Council was approved by Government Gazette in late November 2016 and representatives will be finalized via a vote in Term 1 2017.

Our school provides a 3-weekly electronic newsletter and from Semester 2, a weekly email update on Friday afternoons and newly developed open Facebook page replacing the previous Closed Facebook group. In addition to this, teachers provide classroom newsletters which are regularly emailed to parents to provide classroom-specific information.

We provide Parent Teacher Meetings each semester which provide opportunities for teachers to provide updates on each student's progress and future learning goals. These are held at the end of Term 1 and Term 3.

Parents are welcome to attend our fortnightly student assemblies to share in student success. Senior Sector assemblies are held on Monday afternoons and Junior Sector assemblies are held on Tuesday afternoons. Parents of children receiving a Student of the Week award for their class are invited to attend these assemblies for these presentations. Parents of students who are performing on assembly are also invited to attend.

Parents of students with a disability meet more regularly with their child's support team and are actively consulted regarding the adjustments made to assist students with diverse needs to access and participate fully within our school.

Feedback from families found that signing into school negatively impacted volunteers assisting in classrooms. A Volunteer Appreciation program was developed by the Head of Curriculum and a parent volunteer. Visitor sign-in books were placed in every classroom, volunteers participated in a short induction program and signed the Volunteer's Policy and Procedure document. Each term we celebrate our classroom and P&C Volunteers by hosting a morning tea funded jointly by the P&C and school to publicly thank them and encourage productive partnerships within the wider school community.

Our school provides a comprehensive 'Step to Prep' program which supports a successful transition to school for pre-Prep students in collaboration with our feeder early childhood centres. Children are invited to attend these sessions to become familiar with staff and the school environment. As part of this program, parents are provided with a series of information sessions to assist their child to be ready for school focusing on: Literacy, Numeracy, Social and Emotional Readiness and gross and fine motor readiness for Prep.

At our school community and parents are also involved in their child's education through:

- Information and Show case evenings
- Web based instructional software including the Learning Place (edStudios / Virtual Classrooms)
- Ready Reader Training opportunities for parents volunteering to support Reading
- Volunteering at the school
- Open nights
- Grandparent's Day
- Special events such as Anzac Day, Under 8's Day, Education Week, NAIDOC Week Assembly, Teddy Bear's Picnic for future Prep students
- Excursion participation as a parent helper
- Camp participation as a parent helper
- Local Chaplaincy Committee
- Year 6 Graduation evening

## Respectful relationships programs

The school has implemented programs that focus on appropriate, respectful and healthy relationships. In alignment with our Positive Behaviour for Learning program, students are provided with: opportunities to identify and respond to abuse and violence, to be able to resolve conflict without violence and recognize and to react and report when they, or others, are unsafe. This will be further developed in 2017 as the school begins working towards Tier 2 Accreditation of our Positive Behaviour for Learning approach.

## 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	21	25	71
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	5	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

The school was environmentally designed with the capacity to capture, store and utilize 660 000L of water to offset water usage, and the installation of 20 solar panels in 2012 as part of the Federal Government's Solar Initiative to reduce electricity consumption. It is expected that electricity consumption will reflect enrolment trends whilst regulated water consumption will remain relatively low due to the water storage capabilities of the school. In 2016, air conditioning units were installed and electricity consumption was still relative to the previous year. The school continues to strive for a reduced environmental footprint by implementing continued sustainable practices.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	236,736	1,103
2014-2015	255,283	578
2015-2016	261,944	

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

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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	73	38	0
Full-time Equivalents	65	28	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	10
Bachelor degree	73
Diploma	11
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 \$122 114.23.

The major professional development initiatives are as follows:

- Curriculum Development
- The Teaching of Reading with a specific focus on Comprehension
- The Teaching of Mathematics with a specific focus on the Number Strand
- The Teaching of Spelling with a specific focus on implementing our Words Their Way Spelling program
- Student Wellbeing
- 8 Essential Skills of Classroom management
- Professional Learning Communities
- Professional Learning Teams
- Response to Intervention
- External and internal coaching and mentoring opportunities
- Age appropriate pedagogies (Prep Teachers)
- OneSchool learning opportunities
- Supporting students with disabilities

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.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	92%

\*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%.

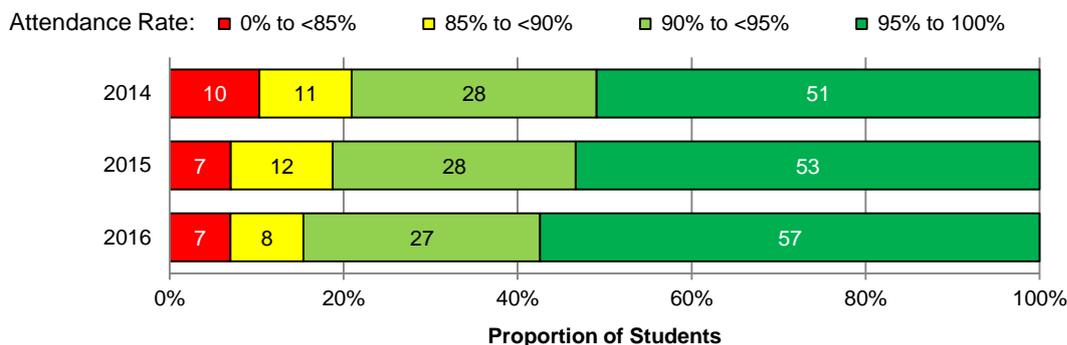
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	93%	94%	93%	93%	92%					
2015	94%	93%	94%	93%	93%	94%	95%						
2016	94%	94%	94%	94%	95%	94%	94%						

\*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.

Our School Attendance Guidelines are managed in line with our Department of Education and Training policies, which outline processes for managing and recording student attendance and absenteeism. Our school community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student achievement and for this reason, *Every Day Counts*.

Our school rolls are marked electronically each day and parents of children who are absent from school without a reason are sent a text message to request an explanation for their absence. Parents can ring or email our Absence Lines to advise that their child is going to be away from school and the reason for the absence. If a student is away for three consecutive days, our classroom teacher contacts parents directly to identify the reason for the absence. Each term, parents are provided with a letter outlining any unexplained absences recorded in our attendance system requesting an explanation be provided for these absences. If the classroom teacher does not receive a response from the parent, or a pattern of non-attendance emerges including frequently being late to arrive or early to leave, the Deputy Principal makes contact with the parent to organize a meeting to discuss how we can work together to support the student being at school. Should a student's attendance still not improve, the Principal works with our Department of Education and Training and relevant authorities to implement the relevant actions outlined in our Attendance Policy as per the legislative requirement for all students to attend school.

Our Deputy Principals regularly share attendance rates in their fortnightly newsletter articles, celebrating those classes and year levels with excellent attendance. Key attendance messages are also provided for parents through our electronic newsletter and school sign, including the Department of Education and Training's *Every Day Counts* support materials for parents.

## 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.

### 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 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.

## Conclusion

In 2016, our school community farewellled foundation Principal, Mr Chris Capra who had led the school since its development and opening in 2009. Mr Capra's leadership created a safe and supportive learning culture and strong community support, establishing our school as an Independent Public School in 2015 with a reputation for excellence on the northern Gold Coast.

In Semester Two, the following permanent positions were finalized bringing stability to the leadership of our school including:

- Principal – Samantha Donovan
- Deputy Principal – Michael Allan
- Head of Curriculum – Haylie Lack

We look forward to implementing our new Strategic Plan and maintaining our reputation for excellence and wish Mr Capra every success in all of his future endeavours.