



Norville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

Norville State School, is a complex educational campus comprising: 4 Prep units with an enrolment around 100; a Special Education Program supporting hearing impaired and language delayed children, children with physical impairments, children with intellectual impairment or autism spectrum disorder; a Special Education Development Unit supporting children on campus and through home visits; and a Primary School with an enrolment around 700 students. The school enjoys facilities of a high standard with large, attractive, functional buildings set among well landscaped grounds with good sporting facilities. The latter comprise dual tennis courts, a 'state of the art' P-3 Playground, a multi-purpose court, large athletics oval and smaller fields, catering for most sports. In 2010 a sports centre was constructed and the music block was refurbished.

Norville State School aims to achieve the very best educational outcomes for every student through a supportive and challenging environment which focuses on positive attitudes, quality behaviour and learning performance. The school's mission 'Growing and Learning Together' is achieved through: stressing the values of care and concern, courtesy, co-operation, commitment, common sense and respect; working closely with and gaining confidence from the community we serve; producing students who are intellectually, socially, emotionally and physically capable of functioning effectively in society; striving to develop positive attitudes towards self, towards others and towards learning. Education is provided for Prep to Year 6 students. Norville State School is unique in its organisation of its Inclusive Special Education Program, whereby all students with disabilities are supported (depending on their needs) within their year level by a team of Special Education staff. Norville has been recognised for its Special Education Program as a state finalist in the 2008 Showcase Awards for its 'Inclusion - A Journey Not a Destination' submission. Year levels consist of two double teaching spaces of single year level classes each taught by two teachers and we have a Special Education teacher per year level.

The school also has an exceptional extra-curricular program and a broad curriculum. The Language Other Than English studied is Japanese and this program also features a Japanese Club and the Taiko Drums Group who perform at community events. Norville's renowned music program features our state champion choir 'Norville Voices' and our Strings Group. Children can also be involved in our unique signing choir, junior and intermediate choirs, Optiminds, chess club, Quills (writers' club), interschool and representative sport, academic competitions and Student Council.

Principal's Foreword

Introduction

This report offers a brief insight into our school and an overview of the highlights & developments that have occurred at our school during 2016. The report also offers statistical information regarding student outcomes, community satisfaction and staff profile.

School Progress towards its goals in 2016

Key priorities as outlined in the 2016 Operation Plan and progress towards completion include:

Key priorities	Progress
<p>Successful Learners:</p> <ul style="list-style-type: none"> · Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. · Further develop teacher expertise in data analysis to inform effective teaching and learning. · Implement strategies to cater for students' academic, social and emotional needs · Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep) · Implement strategies and programs to cater for the ability levels and optimal learning for these students. · Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations · Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN · Implement NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B Teaching Quality 	Achieved & Ongoing
<p>Great People: Teaching Quality</p> <ul style="list-style-type: none"> · Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations. · Implement the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" · Continue to embed a balanced reading program · Develop and embed a balanced writing program · Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources 	Achieved & Ongoing

<ul style="list-style-type: none"> · Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics. · Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices. · Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice · Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. · Consultation and feedback structures are in place and occur in a timely manner (Once a term) · Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices. <p>Principal Leadership & Performance</p> <ul style="list-style-type: none"> · Principal Performance Development Plan in place with ARD with clearly identified leadership focus. · Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. · Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning. · Enable teachers to engage in effective coaching opportunities to improve teaching practices. · Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise. 	
<p>School Performance:</p> <ul style="list-style-type: none"> · Analyse whole school trends to develop an explicit improvement agenda · Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. · Implement recommendations from latest audit report. · Implement strategies to fulfil internal audit requirements and recommendations · Use the opinion survey data to respond to concerns in order to ensure better outcomes for students. 	Achieved & Ongoing
<p>Engaged Partners:</p> <p>Regional Support</p> <ul style="list-style-type: none"> · Continue to develop opportunities to work with regional support staff and services. · Develop opportunities for schools to work together to share knowledge and resources. · Implement the recommendations from the School Improvement Unit as required. · Develop mutually satisfying partnerships with Secondary Schools · Maintain opportunities to ensure the Junior Secondary initiative is successful. · Develop a range of locally pertinent communication strategies that enable the sharing of information. · Continue the fostering of strategies concerning staffing and resource allocations <p>Local Decision Making</p> <ul style="list-style-type: none"> · Continue to work with regional support services to support and sustain school improvement · Develop partnerships within and beyond the school that support student learning. · Embrace opportunities to collaborate with local communities. · Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres. · Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement · Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter · Provide programs and opportunities for parents to build their capacity to support their child's learning · Actively seek and develop a wide range of community partnerships. 	Achieved & Ongoing

Future Outlook

We continue to remain committed to the above priorities along with the following new priorities outlined in the 2017 Operation Plan, comprising:

Successful Learners:

- Analyse trends in attendance data at the whole school, class and individual level.
- Implement both proactive and reactive strategies to increase student attendance to 93.5%.
- Provide engaging and challenging learning experiences that further develop reading, writing, numeracy and STEM expertise.

Great People – Teaching Quality:

- Use the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide to develop school based Year Level Expectations in reading, numeracy and U2B.
- Introduce the Digital Technologies – Australian Curriculum (including coding and robotics).
- Access Regional based Heads of Department to support the developing understanding of P-12 Curriculum, Assessment and Reporting Framework.
- Develop opportunities for Master Teacher to work alongside teachers to improve teaching practices focusing on Elements of an Effective Mathematics Lesson.
- Use peer observations, feedback, differentiated coaching and leaning -communities to improve teaching practice.
- Implement opportunities for pre-moderation agreements for year levels into the planning cycle.

- Develop school Learning and Wellbeing Framework and implement processes to monitor staff, student and personal wellbeing.

Great People – Principal Leadership & Performance:

- Continue to develop high levels of skill in Instructional Leadership.
- Develop and strengthen collegial partnerships with purposefully selected schools.

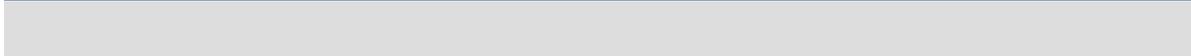
High Standards – School Performance:

- Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN.
- Use the School Improvement Hierarchy to underpin, develop and drive school improvement.
- Provide opportunities for successful practice in classrooms to be shared within the school and between schools.
- Reflect upon the Evidence Hub for successful strategies.
- Implement I4S strategy to improve student outcomes.
- Complete a thorough interrogation of NAPLAN data – 2015/2016 in preparation for 2017 NAPLAN
- Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep).
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teacher, On Line Upper 2 Bands Project, School Based Upper 2 Band Project, UNSW testing, school based gifted and talented programs).
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations.

Engaged Partners – Local Decision Making:

- Develop partnerships within and beyond the school that support student learning.
- Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres.

Our School at a Glance



School Profile

- Coeducational or single sex:** Coeducational
- Independent Public School:** No
- Year levels offered in 2016:** Early Childhood - Year 6
- Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	754	352	402	49	95%
2015*	668	309	359	57	94%
2016	700	314	386	67	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 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

Norville students come from all over Bundaberg. Norville families, in the great majority, stay Norville families so the school has many siblings who move through the school. Norville is fortunate to have some cultural diversity within our student population with 6% of students being of Aboriginal or Torres Strait Islander descent and 1% having a language background other than English. Norville also caters for a significant number of students who are ascertained with special needs, this has resulted in a culture of tolerance for others differences among our students.

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	19	23	22
Year 4 – Year 7	18	24	26
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

Our Norville State School approach to Curriculum Delivery & Assessment comprises:

- Use of a Pedagogical Framework based on both Marzano's Art and Science of Teaching and the Pearson's Gradual Release Model (I Do, We Do, You Do),
- Use of C2C across all Key Learning Areas,
- Health & Physical Education, Music and LOTE (Japanese) are taught by specialist teachers.

Co-curricular Activities

Norville has an exceptional extra-curricular program including:

- Norville Voices (Senior choir),
- Junior choir,
- Signing choir,
- Optiminds,
- Chess club,
- Quills (writers' club),
- Interschool and representative sport,
- Academic competitions, and
- Student council.

How Information and Communication Technologies are used to Assist Learning

Information & Communication Technology is used to assist learning in the classroom and computer lab and ICT is integrated as a cross curricular priority through the school's ICT Plan. Norville also has a collection of I Pads in each of our classrooms which are used as learning aides. The installation of a wireless network throughout our school allows for ease of connection with wireless devices making these resources very adaptable. All of the school's teaching spaces are equipped with Interactive Whiteboards or Interactive Data Projectors which are used extensively to deliver curriculum in the classrooms.

Social Climate

Overview

Norville is proud of its empowering and supportive social climate which is underpinned by our committed staff who ensure all students are treated with respect and equity. Norville's Responsible Behaviour Plan includes the 5 Step Bully plan practiced by our students. Success of this plan is reflected in our low number of disciplinary absences and school survey results showing:

- 96% of parents indicated their child feels safe at Norville State School,
- 92% of parents are satisfied or very satisfied that student behaviour is well managed at our school,
- 92% of students agree that they are getting a good education at this school, and
- 97% of staff agree that Norville State School is a safe place in which to work.

Norville's supportive social climate is also maintained through our chaplaincy program, guidance services and extensive before school, lunchtime and after school clubs. We have a Support Services Committee that meets weekly to discuss requests to support the learning and wellbeing of students identified by classroom teachers including the allocation of resources to enable adjustments.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	95%	90%
this is a good school (S2035)	98%	98%	94%
their child likes being at this school* (S2001)	96%	100%	96%
their child feels safe at this school* (S2002)	96%	100%	96%
their child's learning needs are being met at this school* (S2003)	98%	91%	88%
their child is making good progress at this school* (S2004)	98%	95%	88%
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)	98%	95%	90%
teachers at this school motivate their child to learn* (S2007)	98%	95%	92%
teachers at this school treat students fairly* (S2008)	94%	98%	88%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	92%
this school works with them to support their child's learning* (S2010)	100%	95%	94%
this school takes parents' opinions seriously* (S2011)	94%	93%	88%
student behaviour is well managed at this school* (S2012)	98%	93%	92%
this school looks for ways to improve* (S2013)	96%	100%	96%
this school is well maintained* (S2014)	92%	93%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	98%	92%
they like being at their school* (S2036)	85%	95%	84%
they feel safe at their school* (S2037)	91%	97%	88%
their teachers motivate them to learn* (S2038)	94%	99%	89%
their teachers expect them to do their best* (S2039)	98%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	88%
teachers treat students fairly at their school* (S2041)	89%	93%	82%
they can talk to their teachers about their concerns* (S2042)	89%	92%	71%
their school takes students' opinions seriously* (S2043)	93%	95%	85%
student behaviour is well managed at their school* (S2044)	88%	91%	78%
their school looks for ways to improve* (S2045)	96%	97%	91%
their school is well maintained* (S2046)	85%	88%	77%
their school gives them opportunities to do interesting things* (S2047)	92%	97%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	95%
they feel that their school is a safe place in which to work (S2070)	97%	98%	97%
they receive useful feedback about their work at their school (S2071)	95%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	88%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	98%	98%	97%
student behaviour is well managed at their school (S2074)	100%	100%	95%
staff are well supported at their school (S2075)	97%	92%	89%
their school takes staff opinions seriously (S2076)	94%	95%	84%
their school looks for ways to improve (S2077)	97%	98%	90%
their school is well maintained (S2078)	91%	81%	86%
their school gives them opportunities to do interesting things (S2079)	98%	94%	90%

* 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

Parents and the community are an integral part of Norville State School. Parents fill many active roles within the school contributing to fundraising, in class support, support with transport and as an appreciative audience for the efforts of the students. In 2016 parents and community have contributed by attending the following school functions either as invited guests, as contributing organisers, presenters or as an audience; School Leader Induction Ceremony, Annual Gala Concert, Anzac Day Service, Sports Day and Year 6 Graduation Evening. We have a number of parent volunteers who help out in our school "Snack Shack". The school's P&C Association have continued to be a valuable support group for our school both financially and strategically. Fundraising by the P & C Association has continued to enable the school to pursue school and community priorities such as ICT facilities in classrooms. Parents have also showed support for their children's education by; attendance at two offered parent –teacher interviews and an orientation evening for each class; offering in class support in literacy blocks, organisation of homework reading and supporting fine motor development programs in Prep classes.

Parents are offered interviews twice a year, which explain any identified needs and the school's differentiated response, including adjustments to the learning program. All students who are on ICPs (Individual Curriculum Plans) have comprehensive parent consultation protocols in place to ensure that parents are aware of and approve adjustments being made for their child's learning.

Respectful relationships programs

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

Norville's Responsible Behaviour Plan includes the 5 Step Bully plan practiced by our students to assist them in resolving conflict in positive ways. We also have a chaplaincy program and guidance services. We have a Support Services Committee that meets weekly to discuss requests to support both the learning and wellbeing of students.

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	23	10	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

Efforts have been made to reduce power usage through:

- controlled use of air conditioning,
- turning off lights and other appliances that use electricity when not in use of needed,
- maintenance of all taps within the school, and
- recycling where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	210,884	12,649
2014-2015	218,344	8,146
2015-2016	113,643	7,491

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	37	<5
Full-time Equivalents	51	24	<5

Qualification of all teachers

One of Norville's strengths lies in its highly professional and experienced staff. Many of Norville's staff have been at the school for a number of years. Between 2015 and 2016 95% of our staff were retained at Norville. Staff attendance rate for 2016 was 96%. This consistency of staffing has contributed to building a strong, shared school culture in terms of student expectation, curriculum and the learning climate.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	39
Diploma	7
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 \$ 32 000.

The major professional development initiatives are as follows:

- THRASS,
- Rip It Up Reading,
- Essential Skills for Classroom Management,
- Classroom Profiling,
- Supporting Students with Disabilities,
- Student Protection,
- Asthma First Aid Management,
- Anaphylaxis Training,
- Asbestos Awareness,
- Code of Conduct and ethical decision making,
- Right to information,
- Internal Controls,
- Smiling Minds.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

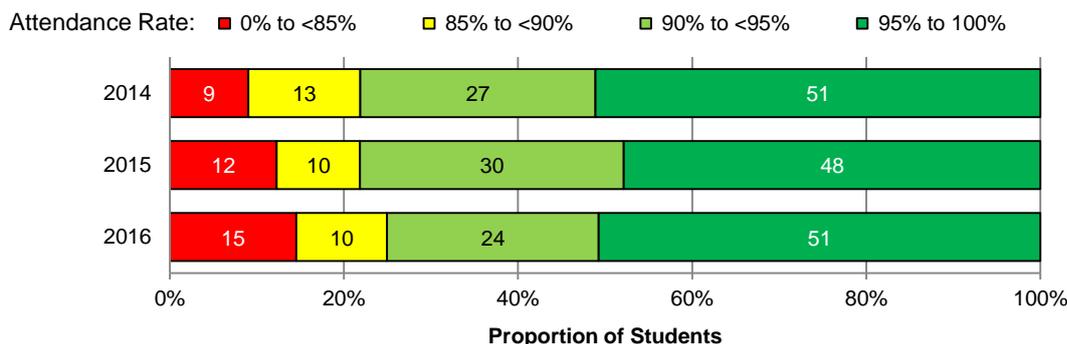
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	93%	94%	94%	93%	92%					
2015	93%	93%	93%	93%	93%	93%	93%						
2016	93%	92%	93%	92%	92%	92%	92%						

*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.

The average attendance rate for the whole school as a percentage in 2016 was 92%. Attendance is monitored closely by classroom teachers at Norville State School. Rolls are marked twice per day (at 9.00 am and 1.40 pm) electronically through OneSchool. Students who arrive late after 9.00 am are issued with a late slip through the office, where OneSchool is used to amend "absent" to "late". Patterns of extended, unexplained non-attendance of 3 or more days or on regular days are reported to administration and parents are contacted via text. The Principal, at his discretion, will invoke the legislative processes for the enforcement of school attendance when parents fail to take reasonable action to alleviate absence.

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

School name

Suburb, town or postcode

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.