



Norville State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

|                 |                                                                                                                                                                                         |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Postal address: | Dr Mays Road Bundaberg 4670                                                                                                                                                             |
| Phone:          | (07) 4132 6333                                                                                                                                                                          |
| Fax:            | (07) 4132 6300                                                                                                                                                                          |
| Email:          | principal@norvilless.eq.edu.au                                                                                                                                                          |
| Webpages:       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person: | Principal: Ms Brooke Clarke                                                                                                                                                             |

## School Overview

Norville State School, after nearly 50 years of development, is now 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 disability or autism spectrum disorder.
- An Early Childhood Development Centre supporting pre-prep children on campus and through home visits;
- A Primary School with an enrolment around 600 students.

The school enjoys facilities of a high standard with large, attractive, functional buildings set among well landscaped grounds with great sporting facilities. The latter is comprised of

- The Kirk-Wood Sports Centre (a multi-sport indoor facility)
- Dual tennis courts,
- 3 playgrounds,
- a multi-purpose court,
- Large athletics oval and smaller fields
- 3 pitch cricket nets

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:

- Focussing upon the schools rules of Being Safe, Being Respectful and Being a Learner.
- Working closely with the community we serve.
- Developing 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 additional needs are supported (depending on their needs) within their year level by a Intensive Support Teacher and aide.

Class units are single year levels taught by two teachers. The school has an exceptional extra-curricular program and a broad curriculum. The Language Other Than English studied is Japanese and this program also features the Taiko Drums Group who perform at community events. Norville's renowned music program features our state champion choir 'Norville Voices', our Band and our Strings Group. Children can also be involved in our unique signing choir or junior choirs, Optiminds, Chess Club, Norville Heart Starters (skipping team), Quills (writers' club), interschool and representative sport, academic competitions and Student Council.

## Principal's Foreword

### School Progress towards its goals in 2017

This report offers a brief insight into our school and an overview of the highlights & developments that have occurred at our school during 2017. The report also offers statistical information regarding student outcomes, community satisfaction and staff profile.

| IMPROVEMENT STRATEGIES AND ACTIONS 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PROGRESS                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Successful Learners</b></p> <p><u>Analyse Student Data</u></p> <ul style="list-style-type: none"> <li>• Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.</li> <li>• Further develop teacher expertise in data analysis to inform effective teaching and learning.</li> </ul> <p><u>Improve Student Attendance</u></p> <ul style="list-style-type: none"> <li>• Analyse trends in attendance data at the whole school, class and individual student level.</li> <li>• Implement both proactive and reactive strategies to increase student attendance to 93.5%</li> <li>• Communicate and promote student attendance rates in the wider community *</li> <li>• Implement the Same Day Reporting - Student Absence Requirements</li> </ul> <p><u>Create a Culture of Engaging Learning for all Students</u></p> <ul style="list-style-type: none"> <li>• Implement strategies to cater for students' academic, social and emotional needs</li> <li>• Create engaging learning opportunities for all students that ensures each student has the opportunity for success</li> <li>• Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise</li> <li>• Provide case management that supports attendance and retention and literacy and numeracy achievement</li> <li>• Ensure education support plans are in place for all students living in Out Of Home Care situations.</li> </ul> | <p>Achieved &amp; Ongoing</p> |
| <p><b>Great People – Teaching Quality</b></p> <p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> <li>• Embed English, Mathematics, Science, Humanities and Social Sciences using the C2C resource ensuring alignment with community expectations.</li> <li>• Continue to align and embed Australian Curriculum in all settings.</li> <li>• Using the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B</li> <li>• Introduce the Digital Technologies- Australian Curriculum (including coding and robotics)</li> <li>• Access Regional based Heads of Department to support the developing understanding of P-12 Curriculum, Assessment and Reporting Framework</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Achieved &amp; Ongoing</p> |



| IMPROVEMENT STRATEGIES AND ACTIONS 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PROGRESS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><b><u>Literacy Priority</u></b></p> <ul style="list-style-type: none"> <li>Deliver oral language activities that target <b>phonological and phonemic awareness</b></li> <li>Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – I4S Funded support</li> </ul> <p><b><i>Continue to embed a balanced reading program</i></b></p> <ul style="list-style-type: none"> <li>Embed a shared understanding and pedagogical practice of the five reading procedures i.e. <b>1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.</b></li> <li>Align reading framework to <b>Pearson’s Gradual Release of Responsibility Model</b> (Refer Framework for the Teaching of Reading)</li> <li>Ensure the 5 aspects of reading are explicitly addressed i.e.: <b>1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World</b></li> <li>Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <b>inference</b> e.g.: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies</li> <li>Embed <b>comprehension strategies</b> into the reading procedures</li> <li>Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through <b>observation and feedback</b></li> </ul> <p><b><i>Develop and embed a balanced writing program</i></b></p> <ul style="list-style-type: none"> <li>Develop a shared understanding and pedagogical practice of the 4 writing procedures: <b>1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing</b></li> <li>Embed Sheena Cameron writing strategies into the writing procedures</li> <li>Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model</li> <li>Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing</li> </ul> <p><b><u>Numeracy Priority</u></b></p> <ul style="list-style-type: none"> <li>Embed <b>Numeracy Rich Routines</b> that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M.</li> <li>With Master teacher support and cluster opportunities (<b>Best Practice Networks</b>), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</li> <li>Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation</li> <li>Practice and deepen number facts</li> </ul> <p><b><u>Master Teachers</u></b></p> <ul style="list-style-type: none"> <li>Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices</li> <li>Focus on Elements of an Effective Mathematics Lesson</li> </ul> <p><b><u>ASOT</u></b></p> <ul style="list-style-type: none"> <li>Continue to develop and embed an overarching Curriculum Framework based on ASOT</li> <li>Investigate and implement Design Questions of the ASOT framework that are relevant to the local context</li> <li>Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices.</li> </ul> <p><b><u>Moderation</u></b></p> <ul style="list-style-type: none"> <li>Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice</li> <li>Implement opportunities for pre-moderation agreements for year levels into planning cycle</li> </ul> <p><b><u>BPN Priority</u></b></p> <ul style="list-style-type: none"> <li>Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)</li> </ul> <p><b><u>Developing Performance Framework</u></b></p> <ul style="list-style-type: none"> <li>Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</li> <li>Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers</li> <li>Consultation and feedback structures are in place and occur in a timely manner (Once a term)</li> </ul> |          |

| IMPROVEMENT STRATEGIES AND ACTIONS 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PROGRESS           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <ul style="list-style-type: none"> <li>Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.</li> </ul> Develop school Learning and Wellbeing Framework and implement processes to monitor staff, student and personal wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |
| <p><b>Great People - Principal Leadership &amp; Performance</b></p> <p><b><u>Instructional Leadership</u></b></p> <ul style="list-style-type: none"> <li>Principal Performance Development Plan in place with ARD with clearly identified leadership focus.</li> <li>Continue to develop high levels of skill in Instructional Leadership</li> <li>Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.</li> <li>Develop localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</li> <li>Enable teachers to engage in effective coaching opportunities to improve teaching practices.</li> <li>Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.</li> </ul> Develop and strengthen collegial partnerships with purposefully selected schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Achieved & Ongoing |
| <p><b>High Standards – School Performance</b></p> <p><b><u>Explicit Improvement Agenda</u></b></p> <ul style="list-style-type: none"> <li>Analyse whole school trends to implement an explicit improvement agendas for English and mathematics</li> <li>Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</li> <li>Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN</li> <li>Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</li> </ul> <p><b><u>School Improvement</u></b></p> <ul style="list-style-type: none"> <li>Use the School Improvement Hierarchy to underpin, develop and drive school improvement</li> <li>Provide opportunities for successful practice in classrooms to be shared within the school and between schools.</li> <li>Reflect upon the Evidence Hub for successful strategies.</li> <li>Implement I4S strategy to improve student outcomes</li> </ul> <p><b><u>Internal Audit</u></b></p> <ul style="list-style-type: none"> <li>Implement strategies to fulfil internal audit requirements and recommendations</li> </ul> <p><b><u>Opinion Survey Priorities</u></b></p> <ul style="list-style-type: none"> <li>Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.</li> </ul> <p><b><u>NAPLAN Strategy</u></b></p> <ul style="list-style-type: none"> <li>Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN</li> <li>Implement NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</li> </ul> <p><b><u>Upper 2 Bands Priority</u></b></p> <ul style="list-style-type: none"> <li>Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)</li> <li>Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, School Based Upper 2 Band Project, UNSW testing, school based gifted and talented programs)</li> </ul> Embed <b>differentiation</b> strategies across all year levels using diagnostic assessment processes and ACARA recommendations | Achieved & Ongoing |
| <p><b>Engaged Partners – Regional Support</b></p> <p><b><u>Alignment and Consistency</u></b></p> <ul style="list-style-type: none"> <li>Continue to develop opportunities to work with regional support staff and services.</li> <li>Develop opportunities for schools to work together to share knowledge and resources.</li> <li>Implement the recommendations from the School Improvement Unit as required.</li> </ul> <p><b><u>Flying Start initiative</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |

| IMPROVEMENT STRATEGIES AND ACTIONS 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PROGRESS           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <ul style="list-style-type: none"> <li>• Develop mutually satisfying partnerships with Secondary Schools</li> <li>• Maintain opportunities to ensure the junior secondary initiative is successful.</li> <li>• Develop a range of locally pertinent communication strategies that enable the sharing of information.</li> <li>• Continue the fostering of strategies concerning staffing and resource allocations</li> </ul> <p><b><u>Supporting Successful Transitions: Early Start</u></b></p> <ul style="list-style-type: none"> <li>• Assess current transition practice</li> <li>• Start conversation with Transition partners</li> <li>• Plan collaboratively to establish strategies based on data with transition partners</li> <li>• Incorporate strategies into school plans</li> <li>• Measure the effectiveness of transition strategies throughout 2017</li> </ul>                                                                                                                                                                                                                                                               | Achieved & Ongoing |
| <p><b><i>Engaged Partners – Local Decision Making</i></b></p> <p><b><u>Autonomy</u></b></p> <ul style="list-style-type: none"> <li>• Continue to work with regional support services to support and sustain school improvement</li> <li>• Embrace opportunities to collaborate with local communities.</li> </ul> <p><b><u>Parent and Community Engagement Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>• Develop partnerships within and beyond the school that support student learning.</li> <li>• Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter</li> <li>• Provide programs and opportunities for parents to build their capacity to support their child's learning</li> <li>• Actively seek and develop a wide range of community partnerships</li> </ul> <p>Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres</p> | Achieved & Ongoing |

## Future Outlook

Our focus for 2018 will be upon three Improvement Priorities

- Australian Curriculum (English) and Differentiation
- Information Technology and Digital Literacies
- Positive Behaviour for Learning

### Australian Curriculum (English) and Differentiation

Strategy – Build leadership capacity.

ACTIONS

- Prioritise use of HOC and Master Teacher in leading process of differentiation within the school
- I4S funding to support teacher capacity in understanding of Curriculum and differentiation

TARGETS

- I4S funding expended by end of year

Strategy – Build teacher quality

ACTIONS

- Develop a shared understanding and commitment to developing differentiation with reference to the general capabilities in the Australian Curriculum and across English.
- Enhance teacher knowledge of the English Australian Curriculum through deepening knowledge of Achievement Standards and Curriculum Intent.
- Provide time for teaching staff to plan effectively for differentiation in English using monitoring tool to collect data to inform the teaching and learning program aligned to the Australian Curriculum
- Use peer observation, feedback, coaching and learning communities to improve teaching practices in differentiation.

- Provide opportunities for staff to engage in pre and post moderation within and across schools
- Deepen staff knowledge, understanding and pedagogical practice of differentiation in the classroom
- Align DPP for staff to the differentiation strategy

#### TARGETS

- All teachers engaging in pre and post moderation in English across each cohort.
- Survey data indicates 100% satisfaction staff knowledge has increased.
- 100% staff achieving differentiation goal as identified in DPP by end of year

### Strategy – Successful Learners

#### ACTIONS

- Provide challenging learning opportunities for students to demonstrate their potential through differentiation.
- Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention for indigenous students and children in out of home care.

#### TARGETS

- I4S Funding support
- 85% achieving C or better

### Strategy – School Performance

#### ACTIONS

- Collect and triangulate English data (identified within data plans) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff
- Analyse data at individual (units) and cohort level to monitor performance and inform practice through teacher planning meetings

#### TARGETS

- 75% of students achieving A-C in English

### Strategy – Local Decision Making

#### ACTIONS

- Promote awareness and understanding of the differentiation strategy to all stakeholders through communication channels – school newsletter, website, EIA
- Provide opportunity for parents to engage with differentiation pedagogy through identified whole school events

#### TARGETS

- 100% of parents are aware of differentiation in English as the EIA
- 50% of parents attend professional learning

## Information Technology and Digital Literacies

### Strategy – Build leadership capacity.

#### ACTIONS

- Identify and recruit a 'champion' in Digital Literacies
- I4S funding to support digital literacies and align to Australian Curriculum

#### TARGETS

- I4S funding expended by end of year

### Strategy – Build teacher quality

#### ACTIONS

- Develop a shared understanding and commitment to developing IT skills and Digital Literacies with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas.

- Enhance teacher knowledge and capacity in the use of IT and Digital Literacies in relation to Achievement Standards and Curriculum Intent
- Provide time for teaching staff to interact and be supported in the use of IT and Digital Literacies using the 'champion' in Digital Literacies.
- Provide opportunities for staff to engage in IT learning through outside agencies and through the 'champion' in Digital Literacies.
- Use coaching and feedback to improve teaching practices when using IT and in Digital Literacies
- Deepen staff knowledge, understanding and pedagogical practice of Digital Literacy in the classroom.
- Align DPP for staff to the IT and Digital Literacies strategy.

#### TARGETS

- All teachers engaging in the use of IT through PD provided
- Survey data indicates 90% satisfaction in the facilities and resources available in IT.

#### Strategy – Successful Learners

##### ACTIONS

- Provide various and challenging opportunities for students to demonstrate their potential through IT and Digital Literacies.
- Analyse data from students to inform improvement and guide teaching practices

##### TARGETS

- Survey data indicates 100% satisfaction student knowledge has increased

#### Strategy – School Performance

##### ACTIONS

- Analyse data collected from students, staff and parents to determine effectiveness of IT and Digital Literacies. Share data with staff.

#### Strategy – Local Decision Making

##### ACTIONS

- Promote awareness and understanding of the IT and Digital Literacies strategy to all stakeholders through communication channels – school newsletter, website, EIA.
- Provide opportunities for parents to engage with IT and Digital Literacies through identified whole school events

##### TARGETS

- 100% of parents are aware of the changes to IT in the school and the use of the Digital Literacies teacher (champion) within the school.
- Parents engaging with the learning and information sessions

#### Strategy – Effective Infrastructure for Learning

##### ACTIONS

- Develop IT Lab to facilitate provision of Digital Technology and IT skills classes.
- Develop iPad lounge to facilitate provision of Digital Technology and IT skills classes.
- Maintenance of level of IT resources in classroom
- Enhance wireless network coverage through Wireless Enhancement Program
- Initiate Meraki MDM system to improve iPad management

##### TARGETS

- 28 Station Lab has 15 hour plus effective use per week
- 25 iPad lounge has 15 hour plus effective use per week
- Wireless enhancement Program completed
- Six functional Desktops and eight functional I pads per class Unit in place. • 100% teachers satisfied with iPad functionality

## Positive Behaviour for Learning

### Strategy – Build leadership capacity.

#### ACTIONS

- Identify and recruit a 'Team Leader' and 3 'Coaches' in PBL
- Identify and recruit staff members for PBL Committee

### Strategy – Build teacher quality

#### ACTIONS

- Develop a shared understanding and commitment to developing consistent school rules that are simplistic and easy to follow
- Source PD for Team Leader and 3 Coaches to ensure roles are undertaken effectively
- Seek PD for staff from PBL School Based Co-ordinator in regards to high priorities/needs within the school
- Develop teacher and teacher aide capability in consistent approach to behaviour, both positive and negative (123 Magic)
- Use of profiling, coaching and mentoring to support teachers in their approach to behaviour in the classroom and playground (ESCMs)

#### TARGETS

- 90% satisfaction of staff in relation to behaviour

### Strategy – Successful Learners

#### ACTIONS

- Providing opportunities for students to engage with behaviour in a positive environment.
- Developing students understanding of expected behaviours taught during classroom lessons as well as in practice in the classroom and playground.

#### TARGETS

- 90% satisfaction of students in relation to behaviour

### Strategy – School Performance

#### ACTIONS

- Analyse data collected from students, staff and parents to determine effectiveness of PBL processes and procedures put in place

#### TARGETS

- 100% satisfaction that PBL is consistently and effectively implemented across the school

### Strategy – Local Decision Making

#### ACTIONS

- Promote awareness and understanding of PBL across the school to all stakeholders through various communication channels – school newsletter, website, Facebook, Skoolbag App, paper form etc.
- Provide opportunity for parents to engage with PBL through identified whole school events – parent information sessions

#### TARGETS

- 100% satisfaction with communication in regards to PBL with the school community

### Strategy – Regional Support

#### ACTIONS

- Support from the PBL Regional Co-ordinator
- Support from the PBL School Based Co-ordinator

#### TARGETS

- School buy in to PBL regional support

# Our School at a Glance

## School Profile

|                                     |                          |
|-------------------------------------|--------------------------|
| <b>Coeducational or single sex:</b> | Coeducational            |
| <b>Independent Public School:</b>   | No                       |
| <b>Year levels offered in 2017:</b> | Early Childhood - Year 6 |

### Student enrolments for this school:

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 668   | 309   | 359  | 57         | 94%                              |
| <b>2016</b> | 700   | 314   | 386  | 67         | 93%                              |
| <b>2017</b> | 683   | 309   | 374  | 72         | 93%                              |

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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               | 2015 | 2016 | 2017 |
| Prep – Year 3       | 23   | 22   | 23   |
| Year 4 – Year 6     | 24   | 26   | 25   |
| Year 7 – Year 10    |      |      |      |
| Year 11 – Year 12   |      |      |      |

## 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
- Student council.

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

Information & Communication Technology is used to assist learning in all of the school's classrooms and ICT is integrated as a cross-curricular priority through the school's ICT Plan.

Norville has two computer labs housing 60 networked computers. In addition, our school has an iPad lounge with 25 wirelessly networked iPads and a collection of eight I Pads in each of our classrooms that are used as learning aides.

The school's wireless network enables connectivity throughout the campus making these resources very adaptable.

All of the school's teaching spaces are equipped with Interactive Whiteboards or Interactive Data Projectors that are used extensively to deliver curriculum in the classrooms.

The school's Digital Literacy teacher provides specialist lessons developing IT skills with all students in prep to year 3.

## Social Climate

### Overview

Norville is proud of its empowering and supportive social climate that is underpinned by our committed staff who ensure all students are treated with respect and equity. Norville's Responsible Behaviour Plan includes the five 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:

- 92% of parents indicated their child feels safe at Norville State School,
- 90% of parents are satisfied or very satisfied that student behaviour is well managed at our school,
- 97% 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:                                                      | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)                                              | 95%  | 90%  | 96%  |
| this is a good school (S2035)                                                                          | 98%  | 94%  | 94%  |
| their child likes being at this school* (S2001)                                                        | 100% | 96%  | 96%  |
| their child feels safe at this school* (S2002)                                                         | 100% | 96%  | 92%  |
| their child's learning needs are being met at this school* (S2003)                                     | 91%  | 88%  | 98%  |
| their child is making good progress at this school* (S2004)                                            | 95%  | 88%  | 96%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 96%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 95%  | 90%  | 90%  |
| teachers at this school motivate their child to learn* (S2007)                                         | 95%  | 92%  | 94%  |
| teachers at this school treat students fairly* (S2008)                                                 | 98%  | 88%  | 90%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 98%  | 92%  | 96%  |
| this school works with them to support their child's learning* (S2010)                                 | 95%  | 94%  | 94%  |
| this school takes parents' opinions seriously* (S2011)                                                 | 93%  | 88%  | 94%  |
| student behaviour is well managed at this school* (S2012)                                              | 93%  | 92%  | 90%  |
| this school looks for ways to improve* (S2013)                                                         | 100% | 96%  | 92%  |
| this school is well maintained* (S2014)                                                                | 93%  | 100% | 86%  |

### Student opinion survey

| Performance measure                                                               |      |      |      |
|-----------------------------------------------------------------------------------|------|------|------|
| Percentage of students who agree# that:                                           | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 98%  | 92%  | 97%  |
| they like being at their school* (S2036)                                          | 95%  | 84%  | 92%  |
| they feel safe at their school* (S2037)                                           | 97%  | 88%  | 96%  |
| their teachers motivate them to learn* (S2038)                                    | 99%  | 89%  | 97%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 96%  | 99%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 97%  | 88%  | 96%  |
| teachers treat students fairly at their school* (S2041)                           | 93%  | 82%  | 91%  |
| they can talk to their teachers about their concerns* (S2042)                     | 92%  | 71%  | 86%  |
| their school takes students' opinions seriously* (S2043)                          | 95%  | 85%  | 90%  |
| student behaviour is well managed at their school* (S2044)                        | 91%  | 78%  | 85%  |
| their school looks for ways to improve* (S2045)                                   | 97%  | 91%  | 96%  |
| their school is well maintained* (S2046)                                          | 88%  | 77%  | 88%  |
| their school gives them opportunities to do interesting things* (S2047)           | 97%  | 90%  | 96%  |

## Staff opinion survey

| Performance measure                                                                                                |      |      |      |
|--------------------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree# that:                                                                        | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)                                                                         | 100% | 95%  | 97%  |
| they feel that their school is a safe place in which to work (S2070)                                               | 98%  | 97%  | 97%  |
| they receive useful feedback about their work at their school (S2071)                                              | 90%  | 92%  | 92%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88%  | 98%  | 95%  |
| students are encouraged to do their best at their school (S2072)                                                   | 100% | 98%  | 100% |
| students are treated fairly at their school (S2073)                                                                | 98%  | 97%  | 95%  |
| student behaviour is well managed at their school (S2074)                                                          | 100% | 95%  | 81%  |
| staff are well supported at their school (S2075)                                                                   | 92%  | 89%  | 95%  |
| their school takes staff opinions seriously (S2076)                                                                | 95%  | 84%  | 88%  |
| their school looks for ways to improve (S2077)                                                                     | 98%  | 90%  | 92%  |
| their school is well maintained (S2078)                                                                            | 81%  | 86%  | 80%  |
| their school gives them opportunities to do interesting things (S2079)                                             | 94%  | 90%  | 88%  |

\* 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 five 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                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 10   | 15   | 40   |
| Long Suspensions – 11 to 20 days | 0    | 0    | 0    |
| Exclusions                       | 0    | 1    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |



---

## 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 |
| 2014-2015                          | 218,344         | 8,146    |
| 2015-2016                          | 113,643         | 7,491    |
| 2016-2017                          | 104,110         | 6,106    |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 60             | 38                 | <5               |
| Full-time Equivalent       | 55             | 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 2016 and 2017, 93% of our staff was retained at Norville. Staff attendance rate for 2017 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                | 42                                                            |
| 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 2017 was \$29 000.

The major professional development initiatives were as follows:

- Working Memory
- Mathletics
- Essential Skills in Classroom Management
- Australian Curriculum
- Smiling Minds
- Age Appropriate Pedagogies
- 123 Magic
- Positive Behaviour for Learning
- Gifted and Talented
- Autism/Asperger's Training Sensory Detective Workshop

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)                                           |      |      |      |
|------------------------------------------------------------------------|------|------|------|
| Description                                                            | 2015 | 2016 | 2017 |
| 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, 93% of staff were retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student attendance

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

| STUDENT ATTENDANCE 2017                                                               |      |      |      |
|---------------------------------------------------------------------------------------|------|------|------|
| Description                                                                           | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93%  | 92%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 90%  | 89%  | 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.

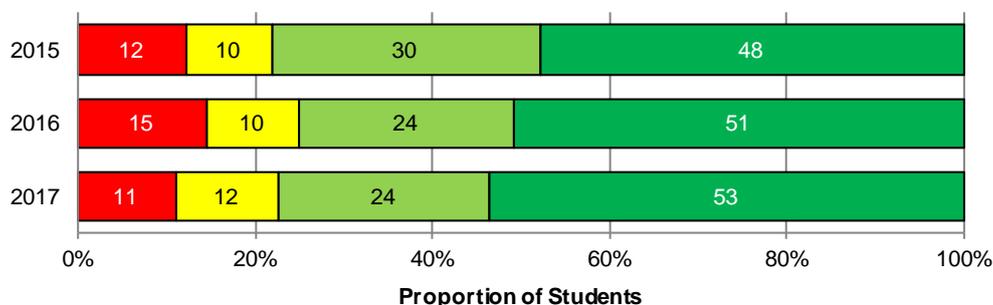
The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

| 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 |
| 2015                                                     | 93%  | 93%    | 93%    | 93%    | 93%    | 93%    | 93%    |        |        |        |         |         |         |
| 2016                                                     | 93%  | 92%    | 93%    | 92%    | 92%    | 92%    | 92%    |        |        |        |         |         |         |
| 2017                                                     | 94%  | 92%    | 93%    | 94%    | 92%    | 93%    | 93%    |        |        |        |         |         |         |

#### Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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 2017 was 93%. 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".

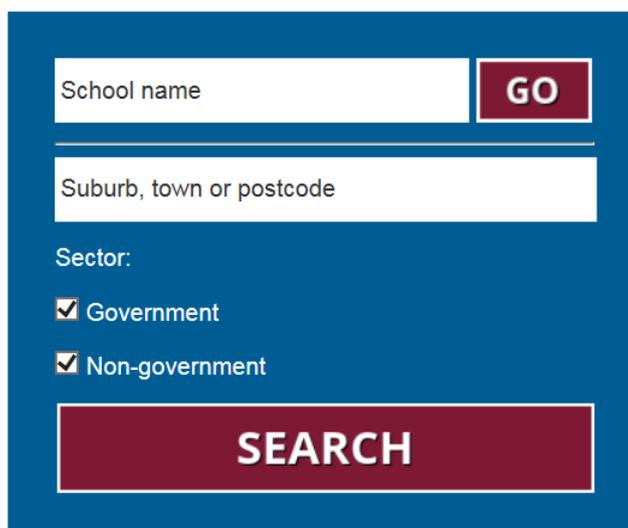
Patterns of extended, unexplained non-attendance of three or more days or on regular days are reported to administration and parents are contacted via text. The Principal, at his discretion, will invoke the legislative processes for the enforcement of school attendance when parents fail to take reasonable action to alleviate absence.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.