



Norville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	Dr Mays Road Bundaberg 4670
<b>Phone</b>	(07) 4132 6333
<b>Fax</b>	(07) 4132 6300
<b>Email</b>	principal@norvilless.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Chris Munro - Principal

## School overview

Norville State School, after nearly 50 years of development, is now a complex educational campus with an enrolment of around 650 students from Prep through to Year 6 and a Special Education Development Unit supporting pre-prep children on campus and through home visits.

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 a large multi-function sports centre, dual tennis courts, Prep, Junior and Senior Playgrounds, a multi-purpose court, large athletics oval and smaller fields.

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 school expectations Be Safe, Be Respectful and Be a Learner. The school's academic curriculum is supported by explicitly teaching positive behaviours for learning (PBL). By working closely with and gaining confidence from the community we serve we aim to produce students who are intellectually, socially, emotionally and physically capable of functioning effectively in society.

Education is provided for Prep to Year 6 students. Norville State School is unique in the organisation of its Inclusive Special Education Program, whereby students with additional needs are supported (depending on their needs) within their year level by an Intensive Support Teacher and teacher aide. Class units are single year levels taught by two teachers. There are four Prep units and there are two, double class units in each of the other year levels.

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

## School progress towards its goals in 2018

School Improvement Strategies for 2018 achieved or are ongoing included;

### *Improvement priority – Australian Curriculum (English) and Differentiation*

- 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
- Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention

## ***Improvement priority – Positive Behaviour for Learning***

- 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)
- Developing students understanding of expected behaviours taught during classroom lessons as well as in practice in the classroom and playground.
- 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.
- Analyse data collected from students, staff and parents to determine effectiveness of PBL processes and procedures put in place

## ***Improvement priority – IT and Digital Literacies***

- 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
- Deepen staff knowledge, understanding and pedagogical practice of Digital Literacy in the classroom.
- 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
- Promote awareness and understanding of the IT and Digital Literacies strategy to all stakeholders through communication channels – school newsletter, website, EIA.

## **Future Outlook**

The Term 4 2018 School Improvement Unit - School Review *Key Improvement Strategies* have guided our 2019 Future Outlook

- Strategically plan the EIA for the school; work with teachers to define the agreed non-negotiable practices relating to this agenda and monitor implementation of the agenda.
- Develop statements of roles and responsibilities that include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff.
- Develop strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with complex learning, social and emotional needs.
- Develop processes whereby school leaders regularly work with teachers and teacher teams to review student outcome data relating to their classes or areas of specialisation.
- Collaboratively review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies, is considered in curriculum planning processes, supports the EIA and is consistently implemented in all classrooms.
- Build upon the monitoring and Quality Assurance (QA) processes to measure the effectiveness of expenditure and targeted resources to achieve planned improvement in student learning.

## *Improvement priority – Australian Curriculum (English/Writing) Inclusion and Data Literacy – Early Start & Literacy Continua*

School Improvement Strategies for 2019 included;

- Lead an inclusive and collaborative culture, deepen learning and foster accountability
- Establish a strategic learning calendar each term to identify expectations of school staff to enact the strategies within the Strategic Plan & AIP
- Develop a shared understanding and commitment to developing consistency of practice of the teaching of writing across the school
- Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent
- Deepen staff knowledge, understanding and pedagogical practice of differentiation in the classroom
- Use peer observation, feedback, coaching and learning communities to improve teaching practices in writing
- Provide opportunities for staff to engage in pre and post moderation within and across schools
- Align DPP for staff to the current improvement strategies
- Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities – Reflecting on Pedagogical Framework and School Review findings 2018
- Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda
- Use Early Start and the Literacy Continuum to monitor students' progress in writing and identify writing goals for students
- Provide challenging learning opportunities for students to demonstrate their potential through differentiation for all students including; Students with disabilities, indigenous students, students affected by trauma and children in out of home care
- Engage with NCR offer of Community of Practice Project (P – 2) with Mark Campling focusing on Early Start/Literacy Continua, Data Literacy through the focus on writing
- Engage with Transition officer and other schools in area including Early Years Coach to embed Launching Life Long Learners
- Continue/expand on transition programs into prep, including playgroup and further develop relationships with early years educators.
- Provide time for teaching staff to plan effectively for English with a focus on writing using data gathered from formative and summative assessments to inform the teaching and learning program aligned to the Australian Curriculum.
- Commence the use of Early Start and Literacy Continua to effectively track the development of students not reaching Year Level expectations.
- Collect and triangulate English & Maths data to monitor each semester performance and review practice and strategy outcomes. Share data triangulation with whole staff
- Analyse maths data at individual (units) and cohort level to monitor performance and inform practice through teacher planning meetings

# 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 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	700	683	656
Girls	314	309	305
Boys	386	374	351
Indigenous	67	72	77
Enrolment continuity (Feb. – Nov.)	93%	93%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Norville students come from all over Bundaberg. Norville families, in the great majority, stay Norville families. This results in many siblings who move through the school. Norville is fortunate to have some cultural diversity within our student population with 8% of students being of Aboriginal or Torres Strait Islander descent and 3% having a language background other than English. Norville also caters for a significant number of students who are identified with additional needs; this has resulted in a culture of tolerance and support for others' differences among our students.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	26	25	32
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Norville State School is currently implementing Australian Curriculum English, Maths, HASS, Science and LOTE. Australian Curriculum Technology encompassing both Digital and Design Technologies is on track to be implemented in 2019. The Arts and HPE will be implemented in 2020.

Curriculum into the Classroom (C2C) materials support the implementation of the Australian Curriculum at Norville State School. Teachers work collaboratively across year levels and with the support of the HOC and the Master Teacher to adapt these materials to suit the Norville context. Consistency of judgement and alignment with Australian Curriculum Achievement Standards is supported by the use of GTMJ, and pre- and post-moderation. The school has a plan to implement the Australian Curriculum across all learning areas by the end of 2020. Health and Physical Education, LOTE and Music are taught by specialist teachers.

Norville State School Implementation Plan follows regional directions and uses OneSchool functionality to record school based decisions about the program of learning. This functionality includes the scheduling of units of work and the recording of assessment results and end of semester reporting. Individual Curriculum Plans (ICPs), Individual Learning Plans (ILPs) and Support Provisions are recorded on OneSchool.

Marzano's Art and Science of Teaching and Pearson's Gradual Release Model (I Do, We Do, You Do) provide our school's pedagogical practice.

### Co-curricular activities

Norville has an exceptional co-curricular program. This includes:

- Norville Voices (Senior choir)
- Junior choir
- Signing choir
- Learning Hub lunchtime activities
- Coding Club
- Photography Club
- Opti-MINDS
- 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 a total of 60 networked computers. One of the computer labs, as well as an iPad lounge are located in the school's Learning Hub. A collection of iPads is located in each of our classrooms and these are used to support student learning.

The school's wireless network enables connectivity throughout the campus. This connectivity ensures devices are accessible and 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 and supports teachers to

## Social climate

### Overview

#### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	96%	97%
• this is a good school (S2035)	94%	94%	93%
• their child likes being at this school* (S2001)	96%	96%	92%
• their child feels safe at this school* (S2002)	96%	92%	97%
• their child's learning needs are being met at this school* (S2003)	88%	98%	93%
• their child is making good progress at this school* (S2004)	88%	96%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	95%
• teachers at this school treat students fairly* (S2008)	88%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	92%
• this school works with them to support their child's learning* (S2010)	94%	94%	93%
• this school takes parents' opinions seriously* (S2011)	88%	94%	90%
• student behaviour is well managed at this school* (S2012)	92%	90%	93%
• this school looks for ways to improve* (S2013)	96%	92%	95%
• this school is well maintained* (S2014)	100%	86%	89%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	97%	94%
• they like being at their school* (S2036)	84%	92%	93%
• they feel safe at their school* (S2037)	88%	96%	92%
• their teachers motivate them to learn* (S2038)	89%	97%	94%
• their teachers expect them to do their best* (S2039)	96%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	96%	96%
• teachers treat students fairly at their school* (S2041)	82%	91%	92%
• they can talk to their teachers about their concerns* (S2042)	71%	86%	83%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	85%	90%	87%
• student behaviour is well managed at their school* (S2044)	78%	85%	84%
• their school looks for ways to improve* (S2045)	91%	96%	94%
• their school is well maintained* (S2046)	77%	88%	81%
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	92%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	96%
• they receive useful feedback about their work at their school (S2071)	92%	92%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	95%	97%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	97%	95%	96%
• student behaviour is well managed at their school (S2074)	95%	81%	90%
• staff are well supported at their school (S2075)	89%	95%	91%
• their school takes staff opinions seriously (S2076)	84%	88%	90%
• their school looks for ways to improve (S2077)	90%	92%	100%
• their school is well maintained (S2078)	86%	80%	77%
• their school gives them opportunities to do interesting things (S2079)	90%	88%	96%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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 2018 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 and Air Conditioning 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 education programs

The school is developing a respectful education linked to the explicit teaching of positive behaviours (PBL) This program will source learning experiences from the department's Respectful relationships education program and will focus on developing appropriate, respectful and healthy relationships. A regular focus on mindfulness activities and the implementation of 1,2,3 Magic provide additional focuses for supportive 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	40	33
Long suspensions – 11 to 20 days	0	0	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	113,643	104,110	229,673
Water (kL)	7,491	6,106	7,924

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

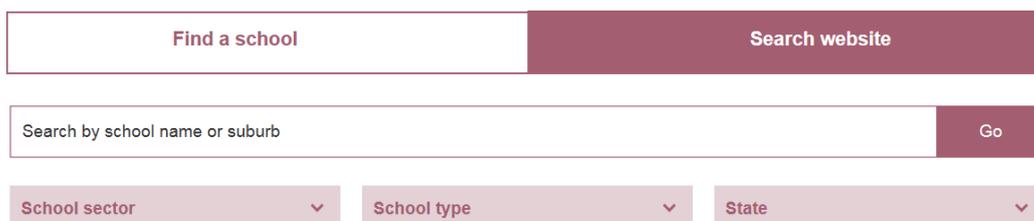
## School funding

### 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](http://www.myschool.edu.au) website at.

#### How to access our income details

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



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



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



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	57	40	<5
Full-time equivalents	52	24	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### 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 2017 and 2018, 93% of our staff was retained at Norville. Staff attendance rate for 2018 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.

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	3	
Graduate Diploma etc.*	8	
Bachelor degree	39	
Diploma	7	
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was approximately \$20 000

The major professional development initiatives were as follows:

- English Pre & Post Moderation
- Inclusive Education
- Essential Skills in Classroom Management
- Australian Curriculum - Technology
- Smiling Minds
- OneSchool Support Provisions
- HOSES Masterclass
- Curriculum Roadshow
- Age Appropriate Pedagogies
- 123 Magic
- Positive Behaviour for Learning
- Autism/Asperger's Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 98% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	89%	89%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	92%	92%	92%
Year 2	93%	93%	93%
Year 3	92%	94%	92%
Year 4	92%	92%	93%
Year 5	92%	93%	91%
Year 6	92%	93%	92%

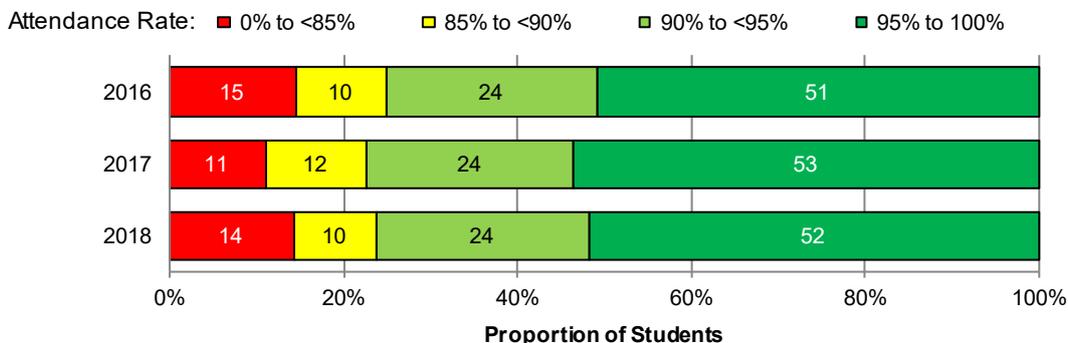
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 2018 was 93%. Attendance is monitored closely by classroom teachers at Norville State School. Rolls are marked twice per day (at 9.00am and 1.40pm) electronically through OneSchool. Students who arrive late after 9.00am are issued with a late slip through the office, where OneSchool is used to amend “absent” to “late”.

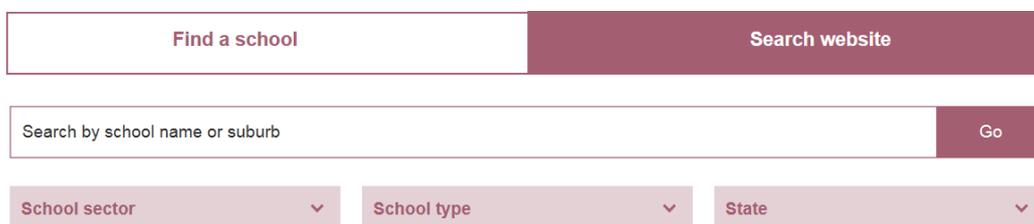
Patterns of extended, unexplained non-attendance of three or more days or on regular days are reported to administration and parents are contacted via text, phone call and/or home visit. The Principal, at his discretion, will invoke the legislative processes for the enforcement of school attendance when 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

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



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

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