

Narangba Valley State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Narangba Valley State School opened its doors in 2005 and provides quality education for students in Preparatory to Year 6. Our school grew to a population of 1156 students in 2018. Our motto of Believe and Achieve forms the foundation of our philosophy of learning. Students at NVSS strive and excel in areas of academia, leadership, sporting, citizenship and creative talents. We offer diverse, inspirational and quality educational experiences and opportunities that recognise and value the individuality and uniqueness of our students. High expectations ensure a clear focus on learning.

Our main focus areas are English, Mathematics and Science. Our Preparatory to Year 6 curriculum encompasses the Australian Curriculum for English, Mathematics, Science, HASS, Health and Physical Education, Design and Digital Technology and Languages (Japanese). Information Communication Technology is taught as a cross curricular area of learning. Further curriculum offerings include: Co-Teaching to further address identified learning needs, Instrumental Music - Strings and Multi, AFL and Netball Developmental Programs, Transition Programs with our local high schools, Choirs, Opti-minds, Leadership Programs and Public Speaking. We offer camp opportunities in Years 5 and 6 with a focus on leadership.

Our very popular playgroup operates one morning a week and caters for children 0 to 5 years old.

Our values are embedded within school operations and are identified by our 'Frog Five' of Respect, Success, Partnerships, Safety and Care. Our Code of School Behaviour promotes a philosophy that celebrates and rewards students who regularly achieve expectations of the Frog Five.

Our community is very supportive of the school. We have a very active Parents and Citizen Association and a large trained volunteer base of parents and community members that help out in many areas of school operations.

Our facilities are modern and well resourced. Facilities include: ICT Laboratories, Student Activity Centre, Community Activity Centre, Hall, Music and STEM Block, Resource Centre and well appointed grounds and playgrounds suited to various age groups. Due to the continued enrolment growth of our school, a new building, the "Terrace" opened for student use in July.

Narangba Valley teachers continually access Professional Development opportunities to enhance their already eclectic array of knowledge and talents. The Pedagogical Framework embraced at Narangba Valley State School is the "Art and Science of Teaching (ASOT)" which aims to improve student learning by promoting teacher effectiveness and professional growth.

Our school fosters and promotes opportunities for all students to reach their full potential across the curriculum. 2018 saw the continued implementation of our Maths Science Academy for Year 4, 5 & 6. This unique opportunity has been developed in conjunction with local primary schools and Narangba Valley State High School. Our students also engaged in an array of Coalition activities including Public Speaking, a Performance Showcase and Instrumental Music Evenings.

School progress towards its goals in 2018

The 2018 School Annual Report outlines the many successes of the 2018 school year, including student academic, sporting, cultural and community achievements. The Narangba Valley State School community is proud of these achievements and strives to always – "Believe in Myself and Achieve my Best".

School Progress towards its goals in 2018

EMPOWERMENT AND ALIGNMENT

- To implement the Australian Curriculum and align strategies, plans and frameworks to ensure vertical and horizontal alignment
- To prioritise our explicit improvement agenda on English and Maths
- To embed high expectations
- To differentiate learning in the classroom



- To further develop an inclusive approach to the education of all students
- To embed Higher Order Thinking Skills within the curriculum.

ACCOUNTABILITY

- To co-ordinate planning opportunities
- To develop data literacies
- To allocate budget to reflect needs and priorities
- To refine the whole school Student Feedback process
- To explore opportunities for external moderation

CAPABILITY

- To develop and enact a pedagogical framework based on ASoT
- To establish roles and responsibilities for all team members
- Continue to implement APDP processes – mentoring, coaching, profiling, teacher feedback
- Promote a healthy approach to work and family commitments

COLLABORATION

School and Community Partnerships Supportive School Environment

- To enact the Code of Behaviour
- To continue to implement and refine communication strategies with the community
- To maintain School Community Partnerships
- To ensure sustainability

The 2018 year began with 1116 students. We continued to experience further growth throughout the school year due to housing development in the Narangba Heights area. Our largest student enrolment was 1156 in 2018.

Our staff numbers have been maintained at around 125 employees working at Narangba Valley State School. Staff continue to demonstrate professionalism, dedication and commitment, always providing a high standard of education for the children of this community. I am very grateful that staff attend and support all community events and in particular school based celebrations, such as our wonderful Book Week parade, the School Rock and Roll Dance and the Christmas themed Disco/Twilight Markets.

We continued to offer a wide variety of programs and opportunities to students so they can excel in their chosen area of talents and interests.

Here is snapshot of highlights for the 2018 Year:

- Impressive NAPLAN results achieving our target of 98% students or more achieving at or above the National Minimum Standards (NMS)
- Improved A-C data in English measuring the same cohort from 2017 - 2018
- Community Playgroup continuing into its 12th year of operation.
- The ongoing Science Maths Academy (SMA) for Year 4, 5 and 6 students in partnership with our Coalition schools and Narangba Valley SHS
- A moving Commemoration Service for ANZAC Day at school, and strong school community participation in the local Burpengary March on ANZAC Day itself
- The highly successful Novas Netball team winning the Samsung Primary School Netball Cup (the first state school to do so since its inception)
- Vipers AFL teams competing in the QSchools Cup and also participating in the Narangba Valley State High School Invitational Cup with one team coming second in placings.
- Enthusiastic participation in the North Brisbane Regional Opti-MINDS competition
- Choral participation in the Chaplaincy Coalition Talent Quest
- A strong five day Chaplaincy Service supporting students, staff and the community
- Middle School participation in Coalition Public Speaking Competition



- Highly successful Choir Recital, Multi and String Performances through Instrumental concerts throughout the year.
- Enthusiastic participation in the RoboCup Junior Competition
- “NVSS has Talent” concert featuring the talented student performances comprising of song, dance, instrumental music and comedy
- Rewards Day Activities
- 2nd in District “A” Division Cross Country
- 3rd in District “A Division” Track and Field
- 24 students were selected in District Sports Teams and 5 students selected in Regional teams and 2 students selected in a State Sports Team
- LEAP Group (Student Council) raised much needed funds through themed dress days for the Red Shield Appeal, Bribe Island Wildlife, the Wildlife Warriors, the One Punch Can Kill Foundation, the Cystic Fibrosis Foundation and the Rural Drought Appeal. Of particular significance was the \$4009.00 raised for the Rural Drought Appeal – a very impressive school community effort.
- CITIZENSHIP Group consisted of many students dedicated to our school community helping PREP students at lunchtimes, assisting lunchtime clubs and ensuring our school flags were flying every day.
- Highly successful Under Eights’ Day, Easter Hat Parade, Book Fair /Book Week Dress Up events, NAIDOC week and more.

I must thank the Narangba Valley SS Parents and Citizens’ Association who have again worked tirelessly to fundraise and provide many services for our students. We sincerely value our parents and volunteers who dedicate many hours of their valuable time – in the CAFÉ, school banking, classroom help and other areas.

It is also most important to acknowledge the tireless efforts of our professional and dedicated staff who go above and beyond in providing a first class education to our students. Your efforts are appreciated and applauded.

Future Outlook

In 2019, our school’s explicit improvement agenda will include:

- Embedding the implementation of the Australian curriculum ensuring horizontal and vertical alignment within and across all year levels
- Embedding an inclusive approach to the education of all students
- Differentiate classroom learning
- Embed Higher Order Thinking Skills

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6



Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1099	1126	1156
Girls	558	562	570
Boys	541	564	586
Indigenous	24	30	42
Enrolment continuity (Feb. – Nov.)	96%	98%	99%

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

In 2018, Narangba Valley State School grew to 1156 students with 96.4% non-indigenous students and 3.6% indigenous students. 3.5% of the student population had a verified disability and 10% of the student population were identified in the National Consistent Collection of Data on School Students with a Disability (NCCD). The school's ICSEA continued at 1027.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	27	26	28
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

Narangba Valley State School's curriculum in English, Maths, Science, History, Geography, Health & Physical Education and the Music and Drama Strands of the Arts are written to align with the Australian Curriculum (AC). Further implementation of all Learning Areas of the Australian curriculum will occur in 2019.

Specialist curriculum delivery occurred in the following:

- Science Maths Academy for students in Years 4, 5, & 6.
- Japanese as our language
- Gross Motor Program for PREP students
- Water Safety program for all year levels
- Middle School Transition program to Narangba Valley State High School and Burpengary State Secondary College
- Participation in the ASPIRE program with Narangba Valley State High School



- Coalition partnership with neighbouring primary and high schools – Public Speaking, Coalition Showcase, Instrumental Music and CO2 Race Day

Co-curricular activities

The following co-curricular activities were offered:

:

- NOVA Netball Development Squad
- VIPERS AFL Development Squad
- Sustainability Club
- Debating
- Lunchtime Activities included: Futsal, Chess, Craft, Origami, MakerSpace Club, Coding Club, Choir, Good Games, Dance and Robotics
- Years 5 & 6 Camps
- LEAP Student Council
- CITIZENSHIP Group
- Optiminds
- Under 8s Day
- Student leader attendance at Annual Leadership conference and Brisbane ANZAC Day Commemorations

How information and communication technologies are used to assist learning

Information Communication Technology and the use of computers is embedded into all areas of the curriculum. Students' progress through a hierarchy of skills via this cross curricula approach. Students explore, select and use ICT in the process of inquiry and research across key learning areas. They identify an inquiry focus; plan, conduct and manage searches, and evaluate data and information gathered for relevance, credibility and accuracy. They reflect on and evaluate how ICT has assisted in meeting inquiry purposes and in developing new understandings.

Students have daily access to computers, interactive whiteboards and data projectors via mini laboratories in their lodges, cottages and villas. Classes also have access to two full size laboratories and Information Communication Technology lessons are conducted weekly by specialist teachers.

Some classrooms operate a virtual classroom for parents to have access from home. All classes use cameras, video cameras and a whole range of other new technology devices as they have become available. iPads are a common classroom resource particularly in the lower school and in the Special Education Program. Kits of iPads have been placed in blocks for everyday use and further kits can also be borrowed from the library.

Staff digi-lounges were regularly held throughout 2018. These digi-lounges provided valuable professional development for all staff.

Social climate

Overview

The culture of the school reflects our motto of *Believe and Achieve*. All students are encouraged to do their best at all times and to support each other. Our commitment to students' achievements offers an eclectic array of opportunities and experiences that recognise and value the individuality and uniqueness of students.

Our Code of School Behaviour promotes a philosophy that celebrates and rewards students who regularly achieve school expectations of the Frog Five. There is an extensive array of positive acknowledgement and reinforcement strategies used. These include weekly and monthly certificates for student positive learning behaviours and end of term Rewards Days. Individual awards are also presented to students for 100% attendance. In addition, class awards are presented for "clean and tidy classrooms," banking totals" and



“walking throughout the school”. Class teachers also implement positive reinforcement strategies within the classroom.

Buddy classes, where older classes support younger classes, encourage an atmosphere of care and support for each other along with social skilling lessons in each year level. Due to the many programs implemented in both phases of learning, teachers promote a school wide ownership of pastoral care for our student population.

Our Chaplains offers pastoral care and support for all our community over a 5 day a week service. In addition, they run programs designed to further develop confidence and resilience – MPOWER, Petite Sisterhood, Little Bros, Big Bros, Seasons for Growth, Handball competitions and more.

We value working “hand in hand” with parents and encourage parents to be actively involved in school life. All celebrations and special events at the school are well attended by parents and extended family. This year we held two Discos, a Rock and Roll Dance, Under 8’s Day celebrations, Book Fair, Book Week celebrations, Instrumental Music concerts, Twilight Markets and much more. We always have many parents and family members attending our sports days and learning celebrations.

Students have expressed a 98% level of satisfaction and parents have expressed a 98% level of satisfaction of feeling safe at school. 100% of students believe they are encouraged to do their best at school and 97% feel they are treated fairly.

Narangba Valley State School has a comprehensive Anti-Bullying Policy and will always Say NO to Bullying! We participate in the annual National Day of Action against Bullying and engage in class programs designed to develop confidence, resilience and empathy towards others.

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)	98%	97%	95%
• this is a good school (S2035)	97%	97%	96%
• their child likes being at this school* (S2001)	97%	99%	95%
• their child feels safe at this school* (S2002)	99%	99%	98%
• their child's learning needs are being met at this school* (S2003)	97%	96%	89%
• their child is making good progress at this school* (S2004)	97%	92%	90%
• teachers at this school expect their child to do his or her best* (S2005)	97%	99%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	95%	93%
• teachers at this school treat students fairly* (S2008)	94%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	95%
• this school works with them to support their child's learning* (S2010)	95%	93%	92%
• this school takes parents' opinions seriously* (S2011)	92%	91%	82%
• student behaviour is well managed at this school* (S2012)	97%	89%	83%
• this school looks for ways to improve* (S2013)	97%	99%	92%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	99%	97%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	93%	100%
• they like being at their school* (S2036)	100%	96%	98%
• they feel safe at their school* (S2037)	98%	95%	98%
• their teachers motivate them to learn* (S2038)	98%	95%	96%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	95%
• teachers treat students fairly at their school* (S2041)	94%	88%	92%
• they can talk to their teachers about their concerns* (S2042)	97%	91%	92%
• their school takes students' opinions seriously* (S2043)	98%	92%	94%
• student behaviour is well managed at their school* (S2044)	92%	88%	94%
• their school looks for ways to improve* (S2045)	99%	99%	98%
• their school is well maintained* (S2046)	100%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	96%	89%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	92%	87%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	86%	90%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	98%	98%	97%
• student behaviour is well managed at their school (S2074)	97%	98%	90%
• staff are well supported at their school (S2075)	95%	94%	89%
• their school takes staff opinions seriously (S2076)	97%	90%	87%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	95%	97%	92%



Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parent and community engagement

We pride ourselves on our very supportive school community with whom we fully engage in all aspects of school life. Striving to ensure we have the best communication we can, we have embraced social media utilising Facebook to communicate school information and organisation to parents. We also built a school APP and launched it free to parents, and the wider community in Term 2, 2016 to provide a platform to further enhance communication. Our parents have strongly committed to our APP and interact with it regularly. In addition, we utilise "Push Notifications" to share information with our community

Parents and community members are warmly welcomed to all school events – weekly assemblies, end of term Celebrations of Learning, Under 8s Day, Book Week Celebrations, Sports Days etc.

Parent Forums were held twice in 2018. Such forums enabled parents to ask questions about school operations and to learn about the latest initiatives. Parent suggestions made at Parent Forums are implemented where possible; for example all families are now able to drop off book packs prior to the start of the school year as this makes the "first day of school" far smoother for parents, their children and for teachers.

We have a strong parent volunteer base with volunteers assisting in Support a Talker, Support a Reader or Writer, fine and gross motor programs and many more. However prior to commencing their classroom support, all volunteers undergo a Volunteer Training Program to explain important information concerning confidentiality, Student Protection, Health & Safety, Fire Evacuation and Lockdown procedures

2018 was the fourth year as an Independent Public school and the School Council continued to have direct input into the strategic direction of the school.

The Parents & Citizens Association continued to be most supportive of school operations and we were most appreciative of their generous contribution towards the ongoing costs of Chaplaincy, Ipads and Sun Safe Shelters. The P & C have already committed to air conditioning the Terrace, our new building as soon as possible.

Respectful relationships education programs

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. In addition to classroom programs for example "Bucketfilling", – extra-curricular activities are offered to students to further develop respectful relationships (Petite Sisterhood, MPower Girls, Little Bros and Big Bros.



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	6	16	27
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

We take our responsibility to reduce our school's environmental footprint seriously. Our school has five rainwater collection tanks to assist with water usage. We engage in thorough and ongoing maintenance to ensure water is not wasted and all repairs are timely. Despite being fully air conditioning, we are very mindful of the running costs and use these systems judiciously. Security lighting is set to timers and these are regularly adjusted throughout the school year in accordance with the hours of daylight.

We have further engaged in recycling through our Sustainability Club activities and a strong focus on paper recycling through the school. "World Environment Day", "Clean Up Australia Day" and "Plant a Tree day" are actively promoted throughout the school and staff and students are all growing in awareness of our environmental footprint.

Our new photocopying system Papercut enables us to closely monitor all photocopying expenses and this ensures we are growing increasingly mindful of paper usage in all aspects of school operations.

Our future plans include partnering with the Moreton Bay council for the provision of additional recycling bins with an associated education program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	334,752	335,423	351,534
Water (kL)	726		1,966

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](#) website at.

How to access our income details

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.



Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	76	34	<5
Full-time equivalents	68	24	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	11
Bachelor degree	58
Diploma	0
Certificate	0

*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 2018 were \$49,972.00.

The major professional development initiatives are as follows:

- Professional Development activities associated with further developing our understanding of, and implementation of the Australian Curriculum
- Mandated Training in Health & Safety, Code of Behaviour, Code of Conduct, and Ethical Decision Making, Student Protection, Evacuation and Lockdown Procedures, Keys to Managing Information, Internal Controls and Curriculum Risk Assessment
- One School Training
- Age Appropriate Pedagogies
- First Aid Training and associated training in Diabetes, Asthma, Analaphylaxis and other complex medical conditions
- Mathematics
- Writing
- Digital Technologies
- Inclusivity

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.	97%	96%	97%

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	95%	95%	94%
Attendance rate for Indigenous** students at this school	89%	91%	91%

* 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	95%	95%	93%
Year 1	95%	94%	94%
Year 2	95%	95%	94%
Year 3	95%	95%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	94%
Year 6	94%	94%	94%

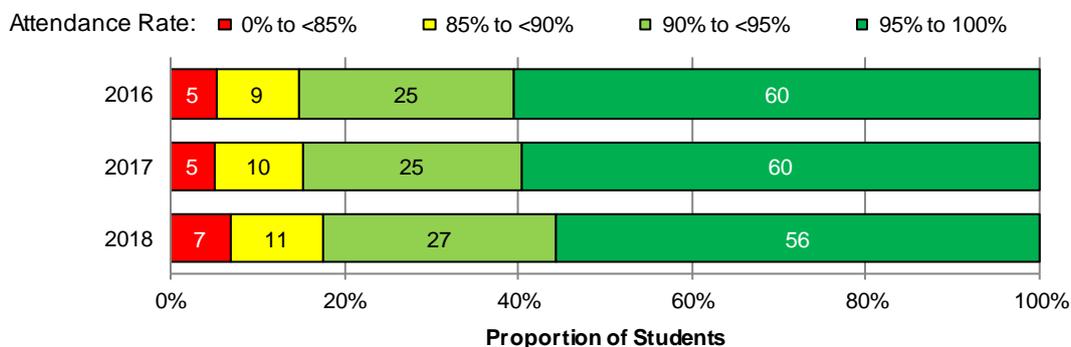
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Rolls at Narangba Valley State School are electronically marked twice a day (8:30am and 2.00pm). We have an absence line for parents to leave messages. Paper rolls are provided for relief teachers. Absence data from these classes is then entered on OneSchool. There are daily checks of electronic rolls and paper rolls and absences are followed up. A weekly printout of absences is presented to the line manager for review.



An SMS messaging system was implemented in 2018 to fully operationalise same day reporting of absences to parents. If parents fail to respond to the SMS with a phone call or email, school staff will contact parents to authenticate the absence. Standard departmental letters are also issued to parents who fail to ensure their students attend school regularly.

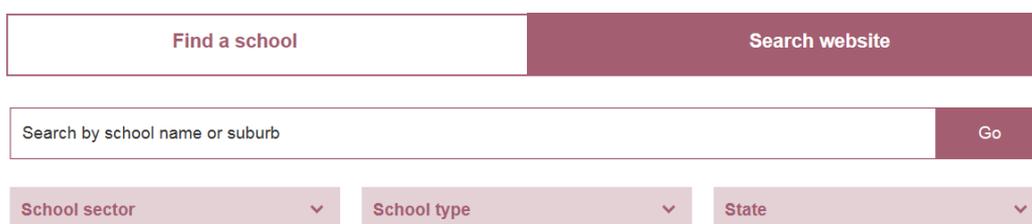
Full time regular attendance is actively promoted at Narangba Valley State school via assembly announcements, newsletters, electronic sign notices and APP notifications. Individual student attendance certificates are awarded each term for 100% attendance. Certificates are also awarded to classes with the highest attendance in each Year level, as well as the highest attendance across the school.

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.

