Principal’s foreword

Introduction

Narangba Valley State School opened its doors in 2005. Our school serves the Narangba Valley community and provides quality education for students of Preparatory to Year Seven. We offer diverse, inspirational, quality learning experiences and opportunities for our students with high educational expectations. We are committed to a strong community focus with emphasis on our “frog five” values of: respect, success, partnerships, safety and care. Our motto Believe and Achieve forms the foundation of our philosophy of learning.

Narangba Valley State School aims to achieve a supportive and engaged learning environment in which all members of the community believe. Students of Narangba Valley State School are supported to strive and excel in areas of academia, leadership, sports, citizenship and creative talents becoming valued members of their chosen high school and community.

This report includes information about our staff, parents and students, our curriculum, extra-curricular activities, priorities for 2013 and the many highlights and successes for the year of 2012.

School progress towards its goals in 2012

School priorities for 2012:

- **Quality Learning Environment**
  - Maintain high expectations
  - Implement Australian Curriculum
  - Focus areas include English, Maths and Science
  - Differentiating learning in the classroom

- **Effective School Operations**
  - Coordinate planning opportunities
  - Effective data analysis

- **Expert Workforce Team**
  - Focus on Pedagogical Framework and Practices
  - Enhance leadership opportunities and skills

- **Supportive School Environment**
  - Code of School Behaviour
  - Celebration of Learning

The 2012 year began with 1001 students, up 65 on the same time in 2011. Our enrolments for 2012 have continued to grow steadily with student numbers up to around 1020 in early Term Four. We have a dedicated and committed staff working hard to provide the best education for the children of this community. They possess a number of unique talents and often give up their own time to support students and families. We continue to offer a wide variety of programs and students excel in their commitment, enthusiasm and performances. Our strong focus on English, Maths...
and Science has once again been reflected in NAPLAN results and competitions external to the school. Our 2012 NAPLAN results are impressive. Students in years 3, 5 and 7 were assessed in Numeracy, Spelling, Writing, Reading, Grammar and Punctuation. The percentage of our students at or above national benchmark was above in all areas in the state, with 13 of the 15 areas also above national standards.

The hall has been a major facility success for our school and we have seen an increase in performances and the standards of performances. Our Outside School Hours Care has increased in attendance providing many families with a very necessary service. Our growth in enrolment numbers has seen two new villas installed to cater for extra classes. Once again we thank the P&C for providing air-conditioning to these buildings.

Our playgroup continues to be an important part of our school community. We have a teacher and teacher aide responsible for its operation. Playgroup operates one morning per week and families are registered with Playgroup Queensland.

This year, 2012 has been a huge year, as we put into practice the decisions made from the Quadrennial School Review and Teaching and Learning Audit in 2011. We have seen major changes around curriculum, teaching, assessment and reporting. The new Australian Curriculum for English, Mathematics and Science has been implemented. Changes to reporting times have been very successful. Parents taking advantage of the end of Term 1 scheduled interview, was well above 80%.

This year our school supported the Tour de Cure cycling foundation. We were their first stop over and the students presented $1362 to the group. We have also seen a focus on the Travel Smart Program. As our school continues to grow, an emphasis on walking, cycling, scootering and carpooling, has helped reduce the traffic congestion around the school. New solar panels have been installed on the Student Activity Centre, helping to reduce our carbon footprint.

A snapshot of the 2012 Year at a Glance:

- Highly successful NAPLAN results
- First 123 Magic Parenting Course on site
- Two new villa classrooms
- Four teams entered into the PICSE Science Competition
- Two teams entered Opti-MINDS competition
- Gold Award at Fanfare for our Senior Ensemble
- Bronze Award at Fanfare for our Senior Band
- Our first choir recitals
- 4th Place in Division “A” Cross Country
- 3rd Place in Division “A” District Athletics
- Classroom teacher won an Outstanding Mentor Award with TAFE
- LEAP Group (Student Council) Cancer Research Council ($911), Day for Daniel ($880)
- Highly successful Under 8s day and Easter Hat Parade
- Excellent attendance at the Father’s Day Night for Preparatory
- 21 students selected as District Sport representatives and 6 students selected as Regional representatives
- Numerous Credits, Distinctions and High Distinctions in the ICAS Tests
- Very effective Chaplaincy Service
- Strong performance in the Coalition Schools Public Speaking Competition
- Highly successful Spring Fair

The Parents and Citizens’ Association has again worked tirelessly to fundraise and provide many services for our students. The P&C continues to support our Chaplaincy Program. The Fathers’ Day, Mothers’ Day and Christmas stalls continue to be a favourite of our children and raise a substantial amount of funds for the school. The Spring Fair, disco, café, uniform shop, book packs, sports days and book club have provided significant funds to the school. Rewards Day, air-conditioning and many school resources have been purchased. The Spring Fair has been a wonderful community event and great success.

In addition to this, the P&C were successful in their application to the Gaming Commission and we have a new exercise trail for our older students.

This year will see the last group of our foundation students graduate from Year Seven. These students were our original Preparatory students. I hope they take with them fond memories of their complete eight years of primary education at Narangba Valley State School.
Future outlook

Below is an outline of the key priorities from the Annual Improvement Plan for 2013

School Community Partnerships

Supportive School Environment

- Implement the revised Code of School Behaviour
- Increase opportunities for Celebrations of Learning
- Develop a plan for Getting Ready For Secondary School
- Increase School Community Partnerships
- Increase opportunities to improve Sustainability

Strategies:

- Implement annually revised Code of School Behaviour (Responsible Behaviour Plan) with a focus on anti-bullying policy inclusions
- Consolidate new reporting and interview timelines (See Assessment, Moderation and Reporting Framework)
- Seize opportunities to celebrate successes involving staff, students and parents
- Promote use of school facilities after school hours
- Promote safe travel practices around the school
- Continue to support our Playgroup
- Support the continuation of Outside School Hours Care
- Further develop student knowledge of sustainability via ACARA cross curricula priority
- Develop a plan for 2014 final year for Year 6 in Primary School and transition of Year 7 to High School in 2015
- Develop a plan and implement strategies to build stronger links between school and the community as part of Empowering Local Schools initiative

School Curriculum

Quality Learning Environment

- Implementation of the Australian Curriculum and aligning all strategies, plans and frameworks to ensure consistency, continuity and embedding knowledge, process and practice
- Maintain high expectations
- Continue development in Focus areas: English, Maths, Science
- Continue to enhance differentiated learning in the classroom
- Narrow and sharpen whole school improvement agenda around teaching and learning priorities

Strategies:

- Implement the P-12 Curriculum, Assessment and Reporting Framework
- Refine and implement the Australian Curriculum in English, Maths, Science and History utilising the Curriculum into the Classroom (C2C) plans (Preparatory to Year 7), School Based Documents and Whole School Curriculum Plan
- Adopt recommended time allocations for English, Maths, Science and History and adjust remaining Key Learning Area time allocations
- Focus on elements of the Narangba Valley State School Literacy and Numeracy Strategies and Annual Intervention Plan
- Implement the Assessment and Data Schedule with specific focus on new targets (Reading and Spelling)
- Focus on multi-step problem solving and place value strategies in mathematics
- Utilise scheduled assessment tools to identify learning gaps and plan appropriately for class and individuals
- Set year level goals and targets based on relevant data (Annual Year Level Curriculum Goals)
- Record student learning adjustments in planning
- Focus on NAPLAN priorities and strategies
- Focus on NVSS Pedagogical Practices and Pedagogical Framework to support Explicit Teaching, Differentiation, Higher Order Thinking and introduce ASoT to complement the existing DoLs (Dimensions of Learning)

Teaching Practice

Effective School Operations

- Develop and enact a pedagogical framework based on ASoT (Art and Science of Teaching)
- Continue to address the Teaching and Learning Audit priorities
- Coordinate planning opportunities
- Develop effective data analysis
- Effectively use the data team
- Effectively allocate the Budget to reflect needs and priorities
- Refine management processes due to increased demands of school size
Strategies:

✓ Introduce ASoT (Art and Science of Teaching) to complement the DoLs (Dimensions of Learning)
✓ Coordinate year level, sector planning opportunities and sharing of best practice
✓ Train staff in effective data analysis to help identify gaps in learning and plan appropriately for students utilising the Data Driven Decision Making Framework
✓ Schedule moderation opportunities and provide planned staff meeting agenda one term ahead
✓ Utilise data team in the development of staff expertise around data analysis both systemic and school based to enhance teacher development of year level, class and individual goal setting for students
✓ Consolidate process of student negotiated learning goals utilising regular reflection and feedback from teacher
✓ Encourage and explore further use of diagnostic assessment tools to enhance program development
✓ Review placement of students cohort by cohort, in relation to extension classes
✓ Review available resources, purchases and budget allocation to support identified priorities
✓ Encourage staff input into management processes for areas identified as requiring change or improvement
✓ Implement Assessment and Data Collection Schedule

Principal leadership and school capability

Expert Workforce Team

• Implement the Developing Performance Framework for all staff
• Enhance leadership opportunities and skills
• Support high quality consistent and explicit teaching practices
• Define leadership roles and provide succession training

Strategies:

✓ Implement a whole school Professional Development Plan reflecting school priorities and individual differentiated options
✓ Adopt Feedback Loops Toolkit to enhance teaching practices
✓ Consolidate twice yearly review of Developing Performance Framework Plans
✓ Utilise opportunities available via Professional Development Plan and Leadership Roles
✓ Regular scheduled focussed feedback for teachers by all members of the leadership team
✓ Explore Leadership Team Development opportunities around building capacity and capability in terms of their instructional leadership
✓ Encourage all staff to complete IT Certificate/Pedagogical Licence/Advanced Pedagogical Licence
✓ Encourage all staff to maintain First Aid qualification
✓ Promote a healthy approach to work and family commitments
✓ Provide opportunities for team building to support staff morale
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>924</td>
<td>454</td>
<td>470</td>
<td>96%</td>
</tr>
<tr>
<td>2011</td>
<td>958</td>
<td>473</td>
<td>485</td>
<td>98%</td>
</tr>
<tr>
<td>2012</td>
<td>1015</td>
<td>511</td>
<td>504</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
Percentage of total school population:
Female – 50.3%
Male – 49.7%
Indigenous – 2.2%
Special Needs – 4.1%
English as a second language – 2%

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>4</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
**Our school at a glance**

**Curriculum offerings**

**Our distinctive curriculum offerings**
- Science focus lessons – Years 2 to 5
- Integrated units of learning based on Essential Learnings for SOSE, The Arts, HPE and Technology
- Intervention Programs: Gifted and Talented, Learning Support, Special Needs and Extension Classes
- Gross Motor Program for Preparatory and Year 1
- English and Mathematics block teaching
- Literacy Streaming focus for Years 5 to 7
- Electives (Years 5 to 6) – Dance, AFL Vipers, Netball Novas, Yoga, Craft, Art, Games and Puzzles, Drama and Robotics
- Language Other Than English Language – Japanese
- Middle School Transition Program with the neighbouring high school - Narangba Valley State High School
- Coalition partnership with neighbouring high school and primary schools – Science Expo, Public Speaking, Gala Sport Days
- Instrumental Music – Multi and Strings
- Intra and Inter School Sport
- Playgroup – one morning a week (Pre Prep children)

**Extra curricula activities**
- Engaged Learning Rewards Program
- NOVA Netball development program
- Vipers AFL developmental program
- Lunchtime activities: Chess Club, Science Club, ICT Club, Choir, Good Games
- Environmental Focus
- Camps for Years 6 and 7
- LEAP Group (Leading Educations Assisting People) Student Council
- Opti-minds
- ICAS Writing, Spelling, English, Mathematics, Computer Skills and Science competitions
- Student Leader attendance at the Annual Leadership Conference

**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 understanding.

Students have everyday 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.

Many 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.

Most of our staff have an ICT qualification: Certificate, Pedagogical Licence, and Advanced Pedagogical Licence.

Recently we have introduced ipads into the Special Education Program and kits of ipads can be borrowed from the library for everyday classroom use.
Our school at a glance

Social climate

Narangba Valley State School enjoys a highly supportive community with particular emphasis on student learning and achievement. Our school is very privileged with large numbers of parents who support literacy and numeracy learning through their dedicated and regular offering of classroom teacher assistance. Our school continues to offer in house school accreditation/ training for parents wishing to volunteer in classes with strong numbers of attendance always supporting the continued running of these courses.

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 opens an eclectic array of opportunities and experiences that recognises and values 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. The school’s Parents and Citizens’ Committee is a strong supporter of our community’s Code of School Behaviour and has always provided financial assistance to the running of our Rewards Days which celebrate students earning a level A, B and C in their behaviour for the term.

Our CHILE Program (Choices Health Information and Lifestyle Education) and Personal Development Program complements our Code of School Behaviour and strives to ensure that students have an awareness of health concepts, social skills, choices, conflict resolution and values education.

Buddy 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 offer pastoral care and support for all our community. Our Chaplains worked four days a week in the second half of the year during 2012.

All celebrations and special events at the school are well attended by parents with approximately 95% attendance to our Fathers’ Day night celebrations and Under 8’s Day celebrations. We always have a significant number of parents attending sports days.

Students and parents have expressed a very high level of satisfaction of feeling safe at school. Narangba Valley State School has a comprehensive Anti-Bullying Policy which includes: Educational Programs, Intervention Programs, Responses to Bullying and Reporting and Monitoring Bullying processes.

Parent, student and staff satisfaction with the school

Narangba Valley State School has maintained reasonably high levels of satisfaction from parents, staff and parents.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>94.6%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>94.6%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>97.3%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>94.4%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>94.6%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>97.2%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>89.2%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>94.6%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>86.1%</td>
</tr>
</tbody>
</table>

Queensland Government
Our school at a glance

- they can talk to their child’s teachers about their concerns*: 94.6%
- this school works with them to support their child’s learning*: 97.2%
- this school takes parents’ opinions seriously*: 83.3%
- student behaviour is well managed at this school*: 81.1%
- this school looks for ways to improve*: 94.4%
- this school is well maintained*: 100.0%

**Performance measure** *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>94.2%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>95.8%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>99.2%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.3%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>95.0%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>94.2%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>90.8%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>91.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>94.2%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

**Performance measure** *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>92.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Narangba Valley State School has a strong parent volunteer base. All volunteers must participate in a training session dealing with aspects such as confidentiality, health and safety, student learning needs, evacuation etc. Once their training is complete, volunteers may assist in all aspects of school life and are encouraged to then undergo further specific training sessions such as Support a Talker, Support a Reader or Writer, fine and gross motor programs, a café food handling course and many more.

We pride ourselves on extensive community consultation when making curriculum, policy or procedural decisions. This framework of decision making supports collective shared ownership and responsibility. We also have parent representation on our Workplace Health and Safety Committee.

Our middle school enjoys an elective program delivered once a week during Terms 2 and 3 where students are able to select identified subject choices. We have utilised parent talents to assist in these electives with their continued support being invaluable.

We have been able to provide a number of our parents with employment as teacher aides and up-skill them in all aspects of school routines and literacy and numeracy programs. Due to the large number of parents who help in this vein, we have been able to create a register of community members capable of performing relief teacher aide duties. This register has been invaluable as the school has been able to maintain service when teacher aides have been on unforeseen leave or when the school has received funding to implement support programs for students.

We regularly involve our parents in the end of term celebrations of curriculum units of work. Each week we showcase classes on our two assemblies. This is an opportunity for parents to view regular public speaking by our students and small performances. Parents also play an important role in our special celebration days, for example: cross country, athletics, Under Eights’ Activity Day, Book Week parades, rewards days, and generally assist with operations on these days.

The Parents and Citizens’ Association regularly discusses and has input into general school operations and strategic planning. Consultation with this active group is regular and productive. Significant school resources have been forthcoming from the actions of the Parents and Citizens’ Association.

Playgroup operates one morning a week and a significant number of families have registered to participate. Parent teacher information sessions are held every year in the third week of term 1 with parent teacher interviews organised twice yearly at the end of Term 1 and 3.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Our school has five rainwater collection tanks to assist with water usage. The hiring of the Hall and Community Activity Centre on weekends and after school has impacted on our water usage. We had another 20 solar panels installed with a 4000W capacity which brings us to a total of 40 panels. The installation of more teaching spaces and air conditioning in our villas has impacted on our carbon footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>224,060</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>251,270</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>255,958</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>62</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>57.3</td>
<td>17.9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>53</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $17231.

The major professional development initiatives are as follows:
- Developing Performance Framework
- Individual Development Plans
- Essential Skills (Behaviour Management)
- Introduction to ASoT (Art and Science of Teaching)
Our staff profile

One School Planning
Workplace Health and Safety, Epi-pen, First Aid, CPR, Risk Assessment Training
Code of Conduct, Student Protection, Code of Student Behaviour, Evacuation and Lockdown Procedures
ICT – certificate, pedagogical licence, advanced pedagogical licence
Profiling training
Peer mentoring and coaching
Data training and analysis
Reading Comprehension
Prose reading levels
NAPLAN Writing marking training
Multi-step problem solving
Place Value
ACARA – Maths, English, History, Science
Assessment and Moderation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.3%</td>
<td>96.6%</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2011</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6</td>
<td>11</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>13</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>11</td>
<td>30</td>
<td>62</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 (10.00am and 2.00pm). We have an absence line for parents to leave messages. Paper rolls are provided for relief teachers.

Daily checks of electronic rolls and paper rolls occur and absences are followed up.

A weekly printout of absences is presented to the principal for review.

All unexplained absences are followed up either verbally or initially, with our standard green note reminder being sent home to parents. Phone calls may follow if responses are not forthcoming.

If a child is absent for three days and no notice has been provided, a phone call is made home.

Poor attendance will also incur a letter of concern along with interviews with parents.

Standard Departmental letters may follow if attendance continues to be unsatisfactory.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

There were 23 indigenous students attending our school in 2012.

Attendance Rate Semester 1 2012:
Non-Indigenous – 90.6%
Indigenous – 94.4%

% of all students Attendance <85% - 5.7%
% of Indigenous Student Attendance <85 % - 15%

Attainment:
Only eight students were involved in NAPLAN for years 3, 5 and 7. Results are mixed with students achieving above state and national means in some areas and below in others.