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.

In 2013, Narangba Valley State School became an Empowering Local Schools and we applied to become an Independent Public School for 2014 and were successful.

This report includes information about our staff, parents and students, our curriculum, extra-curricular activities, priorities for 2014 and the many highlights and successes for the year of 2013.

School progress towards its goals in 2013

School priorities for 2013

Supportive School Environment

- Consolidate the implementation of the Code of School Behaviour
- Offer opportunities for Celebration of Learning
- Ensure Getting Ready For Secondary School program is implemented
- Enhance School Community Partnerships
- Continues to find ways to improve Sustainability

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
• Focus areas include English, Maths, Science
• Differentiating learning in the classroom
• Narrow and sharpen whole school improvement agenda around teaching and learning priorities

Effective School Operations
• Develop and enact a pedagogical framework based on ASoT (Art and Science of Teaching)
• Address Teaching and Learning Audit priorities
• Coordinate planning opportunities
• Effective data analysis
• Effective use of data team
• Effective budget allocation to reflect needs and priorities
• Refine management processes due to increased demands of school size

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

The 2013 year began with 1047 students, an increase of 46 on the same time in 2012. Our enrolments for 2013 have been relatively stable but continue to grow. We will see another jump in enrolments in 2014 with further housing growth, due to the development of Narangba Heights which sits in our catchment.

Our staff numbers have continued to grow and we now have around 100 staff working at Narangba Valley State School. This year we appointed our third substantive Deputy Principal, a new Head of Special Education and a Head of Curriculum. The staff are dedicated and committed, providing a high standard of education for the children of this community. They regularly give up their own family time to attend school functions and support students in their learning. We continue to offer a wide variety of programs and opportunities. Students excel in their commitment, enthusiasm and performances. Our 2013 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 minimum standard was above the standard in all areas at a state and national level. This year we have implemented the new History Australian Curriculum and next year we will see Geography introduced.

This year we had the opportunity to concentrate on updating or improving facilities without the addition of new buildings. In conjunction with the Parents and Citizen Association we have installed a new electronic sign at the front of the school, laid artificial grass in the junior precinct, refurbished the courts and generally completed a number of minor improvement projects around the school.

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

This year we were fortunate to become an Empowering Local School and as such were able to implement a number of exciting programs and initiatives. We were able to implement a number of intervention programs for students, hold special performances and employ an extra science teacher for Year 7 to enhance their experiences. The extra funds have given the school more autonomy to make decisions relative to the needs of our students. We have also introduced Parent Forums in each term which has proven to be very successful.

The Art and Science of Teaching (ASoT) is a Pedagogical Framework that our school has spent a lot of time implementing in 2013. This framework will take a minimum of three years to implement and already has significant success in refining teaching processes in our school.

We have reviewed our Enrolment Management Plan with a new gazetted date of 2 August 2013. An
important inclusion in our new plan is the provision for our Science Mathematics Academy. Students in Years 4 to 7 who achieve exceptional academic levels in Science and Mathematics will have the opportunity to participate in this program in conjunction with the local high school.

State Education Week proved to be an exciting trip down memory lane as Mrs Cochrane displayed the last nine years of our school history. This has been a prelude to our 10 year celebrations.

In Term 4 we had a discipline audit. This new initiative looks at five domains within the audit. We performed very well in this process.

Our Chaplaincy funding has enabled us to increase to a four days a week service which has been fantastic. They play a significant role in supporting our students in many areas of their development.

Here is a snapshot of highlights for the 2013 Year:

- Highly successful NAPLAN results
- Very successful Year 7 Academically Talented Program in Science
- New Electronic Sign
- Junior Precinct and Courts makeover
- A VC recipient present for ANZAC Day commemorations
- $11000 worth of resources purchased from Woolworths Earn and Learn initiative
- CREEC Expo participants and Winner of Wild Snaps Competition
- Three teams entered Opti-MINDS competition
- Bronze Awards at Choral fest for our Intermediate and Senior Choirs
- Highly successful end of semester Choir Recitals, Multi and String Performances and String Fest
- LEAP Group (Student Council) Red Shield Day ($998), Royal Children's Hospital and Caboolture Children's Ward ($985)
- Highly successful Under Eights' Day, Easter Hat Parade, Book Fair /Book Week Dress Up events
- Twenty four students selected in Districts, nine in regional and two in state representative teams
- Numerous Credits, Distinctions and High Distinctions in the ICAS Tests
- First in both categories in the Coalition Schools Public Speaking Competition,
- First very successful Creative Art Show
- Community support: Fruit from Woolworths, Possum boxes from Bunnings, AOK awards from Narangba Real Estate
- 123 Magic Parenting Course

Our thanks must go to the Parents and Citizens’ Association who have 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 Art Show, disco, café, uniform shop, book packs, sports days and book club have provided significant funds to the school. The P&C were also successful in achieving a Smart Choices tuckshop grant of $1000.

This whole report is evidence of priorities being met and exceeded.
Successful Learners
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
- Focus areas include English, Maths, Science
- Differentiating learning in the classroom
- Narrow and sharpen whole school improvement agenda around teaching and learning priorities.

Improvement Strategies and Actions
- Implement the P-12 Curriculum, Assessment and Reporting Framework
- Refine and implement the Australian Curriculum in English, Maths, Science, History and Geography utilising the Curriculum into the Classroom (C2C) plans (Preparatory to Year 7), School Based Documents and revised Whole School Curriculum Plan
- Adopt recommended time allocations for English, Maths, Science, History and Geography 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 including the additional strategies of extra intervention personnel supported by the Great Results Guarantee (GRG)
- Implement the Assessment and Data Schedule with specific focus on targets (Reading and Spelling)
- Continue to focus on multi step problem solving and place value strategies in mathematics with further emphasis on number sense and number lines, part/whole, rounding and estimating, visualisation and reasoning
- Set year level goals and targets based on relevant data (Annual Year Level Curriculum Goals) based on the ASoT approach
- Record student learning adjustments in planning and complete learning plans for students below National Minimum Standard (GRG)
- Focus on NAPLAN priorities and strategies
- Focus on NVSS Pedagogical Framework and Practices to support Explicit Teaching, Differentiation, Higher Order Thinking and continue to implement ASoT
- Implement the Mathematics and Science Academy for Years 4 to 7 in conjunction with Narangba Valley State High School
- Utilise the Success Team Resources available on Learning Place

Great People
Principal Leadership and School Capability: Expert Workforce Team
- Maintain a Developing Performance Culture for all staff
- Enhance leadership opportunities and skills
- Support high quality consistent and explicit teaching practices
- Define leadership roles and provide succession training

Improvement Strategies and Actions
- Implement a whole school Professional Development Plan reflecting school priorities and individual differentiated options
- Utilise 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 focused feedback for teachers by all members of the leadership team, coaches, profilers and peers (GRG)
Explore Leadership Team Development opportunities around building capacity and capability in terms of their instructional leadership
Encourage all staff to maintain First Aid qualifications
Promote a healthy approach to work and family commitments
Provide opportunities for team building to support morale

Empowerment
Teaching Practice: Effective School Operations
Develop and enact a pedagogical framework based on ASoT
Implement Teaching and learning Audit priorities
Coordinate planning opportunities
Effective data analysis
Effective use of data team
Effective Budget allocation to reflect needs and priorities
Refine management processes due to increased demands of the school size

Improvement Strategies and Actions
Continue to implement ASoT (Art and Science of Teaching)
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 implement a feedback moderation process (Twice a term)
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. Focus on One School class dashboard
Consolidate process of student negotiated learning goals utilising regular reflection and feedback from teacher
Review placement of students cohort by cohort in relation to extension classes
Review available resources, purchases and budget allocation to support identified priorities. Purchase Reading Eggs and Mathletics for school and home use (GRG)
Encourage staff input into management processes for areas identified as requiring change or improvement
Implement Revised Assessment and Data Collection Schedule

Engaged Partners
School Community Partnerships: Supportive School Environment
Celebration of Learning
Getting Ready For Secondary School
School Community Partnerships
Sustainability

Improvement Strategies and Actions
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, Parent Forums, utilise the expertise of our parent community and introduce a **School Council** to complement our IPS status
• Support the continuation of Outside School Hours Care
• Further develop student knowledge of sustainability via Australian Curriculum cross curricula priority
• Implement the Narangba Valley State School Junior Secondary School Plan

**Targets**
• 98% or above of students reaching National Minimum Standards in Reading, Spelling, Writing, Numeracy, Punctuation and Grammar in Year 3 and 5 over the next 2 years
• Maintain the NAPLAN Upper 2 Band high performance in Reading, Spelling, Writing, Numeracy, Punctuation and Grammar in Year 3 to Year 5 over the next 2 years
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - 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>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>
<tr>
<td>2013</td>
<td>1048</td>
<td>524</td>
<td>524</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Percentage of School population:
Female – 50%
Male – 50%
Indigenous – 1.2%
Special Needs – 3.8%
EALD – 1.6%

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</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>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>6</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 1 to 5
Specialist Science Teacher – Years 6 and 7
Academic Talented Program – Year 7
Bike Education – Year 5
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 and 6) – Dance, AFL Vipers, Netball Novas, Yoga, Mosaics, Badminton, In the Garden, Picture Books and Magic Science
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, CO2 Race Day, 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: Futsal, Chess Club, Science Club, ICT Club, Choir, Good Games, Origami, AFL, Netball and Dance
Environmental Focus
Camps for Years 6 and 7
LEAP Group (Leading Educations Assisting People) Student Council
Opti-minds
Under 8’s celebrations including various community groups
Specialist lesson deliveries – Storytelling (Daryl Bellingham), Author visit and writing workshops – (Cameron Stelzer)
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 understandings.

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.

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.

Staff continually access professional development as needed. Before school workshops are conducted for staff on a regular basis.

Ipads are a common classroom resource particularly in the lower school and in the Special Education Program. Kits of ipads can be borrowed from the library for everyday classroom use.

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 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. 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 over a 4 day a week service.

All celebrations and special events at the school are well attended by parents. This year we held an Art Show, Under 8’s Day celebrations, Book fair week celebrations, Twilight markets and much more. We always have a significant number of parents attending sports days.

Students have expressed a 99% level of satisfaction and parents have expressed a 100% 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
Our school at a glance

and Monitoring Bullying processes.

Parent, student and staff satisfaction with the school

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

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

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>89%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>86%</td>
<td>94%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>83%</td>
<td>97%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>81%</td>
<td>97%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>92%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Question</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Performance measure**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>99%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>89%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>90%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>94%</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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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, 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 continue 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
Our school at a glance

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.

2013 saw the introduction of parent forums. Initially they were each term and in junctures. (P to 2, Years 3 and 4, Years 5 to 7). By the end of 2013 it was decided to hold them once a term for the whole of the school. This has been very successful. It gives parents an opportunity to ask questions about strategic and operational aspects of the school. It is also an opportunity to provide parents with the latest school information.

Playgroup continues to operate 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 continues to impact on our water usage. We have 40 solar panels. The installation of more teaching spaces and air conditioning in our villas has impacted on our carbon footprint. As we continue to grow in student numbers and endeavor to complete air-conditioning in all rooms over the next couple of years we will see an increase in usage. We plan to introduce an air-conditioning use policy.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>251,270</td>
<td>1,670</td>
</tr>
<tr>
<td>2011-2012</td>
<td>255,958</td>
<td>3,354</td>
</tr>
<tr>
<td>2012-2013</td>
<td>258,006</td>
<td>7,135</td>
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</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>67</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>60</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>56</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders
** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $17 000.

The major professional development initiatives are as follows:

- Developing Performance Framework Individual Development Plans
- Australian Professional Standards for Teachers
- ASoT (Art and Science of Teaching) Overview of all design questions and specifically DQs 7, 8 and 1.
- Workplace Health and Safety, Epi-pen, First Aid, CPR, Risk Assessment Training, Asthma Training, Asbestos Training
- Code of Conduct, Student Protection, Code of Student Behaviour, Cyber Smart Bullying Presentation
- Evacuation and Lockdown Procedures, Fire Training
Our staff profile

- Flying Start (Junior Secondary)
- Brain Gym
- Profiling training
- Crossing Cultures
- Dealing with Difficult Parents
- Peer mentoring and coaching
- Data training and analysis
- Reading Comprehension
- Running Record Training
- Prose reading levels
- NAPLAN Writing marking training
- Multi-step problem solving
- Place Value
- ACARA – Mathematics, English, History, Science, Geography
- Assessment and Moderation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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

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>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<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 2013 for all Queensland state Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year</th>
<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>2011</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</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>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2013</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</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 Rate:</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>* 2013</td>
<td>7</td>
<td>11</td>
<td>28</td>
<td>54</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>10</td>
<td>29</td>
<td>55</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>13</td>
<td>31</td>
<td>50</td>
</tr>
</tbody>
</table>
```

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.
Performance of our students

Periodic printouts of absences are 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.
The introduction of attendance reward certificates for each term will be introduced in 2014.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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 16 indigenous students attending our school in 2013.
Attendance Rate Semester 1 2013:
Non-Indigenous – 94.2%
Indigenous – 91.94%
% of all students Attendance <85% - 6.9%
% of Indigenous Student Attendance <85 % - 17.4%
Attainment:
Ten students were involved in NAPLAN for years 3, 5 and 7. Results indicate that the school mean was above state mean in all areas except one.