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 6. 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.

Narangba Valley State School is an Independent Public School.

This report includes information about our staff, parents and students, our curriculum, extra-curricular activities, priorities for 2016 and the many highlights and successes for the year of 2015.

School progress towards its goals in 2015

SUCCESSFUL LEARNERS

School Curriculum

Quality Learning Environment
- To implement the Australian Curriculum and aligning all strategies, plans and frameworks to ensure consistency, continuity and embedding knowledge, process and practice
- To prioritise our explicit improvement agenda on English, Maths and Science
- To maintain high expectations
- To focus areas include English, Maths, Science
- To differentiate learning in the classroom
- To narrow and sharpen whole school improvement agenda around teaching and learning priorities.

GREAT PEOPLE

Principal Leadership and School Capability

Expert Workforce Team
- To maintain a Developing Performance Culture for all staff
- To enhance leadership opportunities and skills
- To support high quality consistent and explicit teaching practices
- To define leadership roles and provide succession training
HIGH STANDARDS
Teaching Practice
Effective School Operations
• To develop and enact a pedagogical framework based on ASoT
• To implement teaching & learning Audit priorities
• To coordinate planning opportunities
• To analyse data effectively
• To ensure effective use of data team
• To ensure budget allocation reflects needs and priorities
• To refine management processes due to increased demands of school size

ENGAGED PARTNERS
School and Community Partnerships
Supportive School Environment
• To celebrate Learning
• To get Ready For Secondary School
• To maintain School Community Partnerships
• To ensure sustainability

This year we opened with year levels from Preparatory to Year Six as Year Seven students moved to the high school for their education from 2015 onwards.

In our second year as an Independent Public School, we have embraced many opportunities and initiatives afforded us through this increased autonomy.

The 2015 year began with 1085 students, down only 8 students even though Year Seven have moved on. Our enrolments for 2015 have continued to grow and as I write this report we currently sit at 1102 enrolments, our highest enrolment ever. We will initially see a reduction in enrolments in 2016 as our very large current year 6 cohort moves to high school. However, we will continue to grow with further housing development in the Narangba Heights area.

Our staff numbers have been maintained at around 115 employees working at Narangba Valley State School. This year we appointed a Master Teacher on contract for 3 years and this is made possible as a direct result of becoming an Independent Public School. Our Master Teacher works with all staff to refine their skills which directly enhances student outcomes. Staff have shown great 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 with 100% staff dressed up for the occasion.

We continue to offer a wide variety of programs and opportunities to students so they can excel in their chosen area of talents and interests. Our 2015 NAPLAN results are once again impressive being the very best we have achieved. Students in Years 3 and 5 were assessed in Numeracy, Spelling, Writing, Reading, Grammar and Punctuation. The percentage of our students at or above national minimal standard and mean scores was above in all areas compared to the state and the nation. Well done to my whole staff for their commitment to improving the already high standards reached here at Narangba Valley State School. This year, we have implemented new Australian Curriculum Programs in Civics and Citizenship in Years Four and Five, Business and Economics in Year Six, and Health and Physical Education from Preparatory to Year Six.

In 2015 we conducted a Quadrennial School Review with a focus on reviewing the past four year’s goals and setting the next four years targets and goals. We have conducted surveys, reviewed all strategic documents and analysed an immense amount of data. The School Council has been instrumental in our decision making for the next four years. As part of our review, the School Improvement Unit made a three day visit to the school and our final report was outstanding. Recommendations for the future have been included in our planning. Our Science Maths Academy went into full swing in 2015 and has been very successful. Also our focus on writing using the 7 Steps to Writing process has been instrumental in improving overall student outcomes.

A number of minor improvement projects were completed around the school. New signage both static and digital have been erected. The P&C and school were instrumental in funding the final installation of air-conditioning in classrooms. The whole school is now air-conditioned. This is a very big achievement for our community considering the size of the school.
We have moved to a new report card format and an online booking system for interviews. We also offer homework club during lunch times to support children’s learning.

The Art and Science of Teaching (ASoT) is a Pedagogical Framework that our school has implemented during the last three years. This framework continues to support the success in refining teaching processes in our school.

A big innovation for the year was the work around the Early Years Learning Strategy. The coalition of primary schools were instrumental in organising a number of forums, parent workshops and information sessions to inform the community of the services available. Mrs Karla Cochrane is the lead administrator on this project.

Here is snapshot of highlights for the 2015 Year:

- 2nd Year as Independent Public School
- Most successful NAPLAN results ever
- 17 student Finalists in Write 4 Fun Competition
- Playgroup (9th year of operation)
- Science Maths Academy
- 100 Years ANZAC Day Ceremony (Poppy Garden)
- First AFL and Nova Camp
- Netball Nova’s Club Champions 2015
- AFL Girls play at the ‘Gabba
- Mex Fox visit
- Cameron Stelzer Writing Camp
- Six Opti-MINDS teams
- Chaplaincy Coalition Talent Quest
- 4 Day Chaplaincy Service
- Participation in Choral Fest
- Highly successful Choir Recital, Multi and String Performances
- Queensland Police Pipes and Drums, Staff Talent Show, X Factor and Clay Making Rewards days
- 7th and 8th in Robotics competition
- 2nd in the District Cross Country and 5th in District Athletics “A” schools division
- LEAP Group (Student Council) Salvation Army donation ($1185), Pirate Day (Kids Cancer) donation ($1030.50)
- Highly successful Under Eights’ Day, Easter Hat Parade, Book Fair /Book Week Dress Up events
- 26 students selected in District and 5 in Regional Sports Teams
- Numerous Credits, Distinctions and High Distinctions in the ICAS Tests

Thanks must go to the Parents and Citizens’ Association who have again worked tirelessly to fundraise and provide many services for our students. Thanks to staff, parents and students for all their support.

**Future outlook**

**Empowerment and Alignment**

- Maintain high expectations for learning
- Implement the Australian Curriculum and align all strategies, plans and frameworks to ensure consistency and continuity
- Embed and monitor the agreed explicit improvement agenda to ensure it is consistently implemented across all year levels with a priority focus on English and Maths
- Differentiate classroom learning
- Ensure all relevant students have individual curriculum plans in place
- Expand the use of targeted strategies focusing on higher achievement for students with the capacity to move into the Upper 2 Bands (Higher Order Thinking)
### Improvement Strategies and Actions

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Targets</th>
</tr>
</thead>
</table>
| • Improvement Agenda to include focus areas of:  
  o Reading (Inferential Comprehension and Vocabulary)  
  o Writing (7 Steps to Writing, including grammar, spelling and punctuation)  
  o Mathematics (Problem solving, Place Value and Number Facts) | • To implement school comprehension program, reading level targets and PAT-R data collection and analysis  
  • To incorporate 7 Steps to Writing techniques from P-6  
  • To use Master Teacher and HOC to target coaching and mentoring in classrooms across the school focussing on Numeracy | • Increase the average relative gain of all assessed NAPLAN students in numeracy and reading compared to similar QLD State Schools from years 3 to 5 (I4S)  
  • Achieve 98% or above of students reaching National Minimum Standards in Years 3 and 5 in Reading, Spelling, Writing, Numeracy, Punctuation and Grammar (I4S) |
| • Curriculum | • To implement Whole of School Curriculum Plan based on Australian Curriculum  
  • To implement Literacy and Numeracy Strategies  
  • To implement an Assessment, Moderation and Reporting Framework  
  • To further develop staff expertise in the Art and Science of Teaching | • Develop a learning plan on OneSchool for students who are below National Minimum Standard or are below a C standard in English and Maths (I4S)  
  • Increase the percentage of students achieving in the Upper 2 Bands to be equal to or above the national percentage in Reading Spelling, Writing, Numeracy, Punctuation and Grammar for Years 3 and Year 5 (I4S)  
  • Improve the oral language of preparatory students by reducing the number of students identified as not meeting criteria in the initial oral language screener (I4S) |
| • Intervention | • To develop an intervention plan addressing specific and varied learning needs of students with a focus on Upper 2 Bands  
  • To focus on Higher Order Thinking in classroom teaching, questioning, assessment and planning  
  • To implement an Upper 2 Bands Intervention Program focussing on reading comprehension and problem solving, pre and post data collection (Intervention Teacher)  
  • To implement an Oral Language program focussing on identified Prep students (Intervention T/A) |  

### ACCOUNTABILITY

- Coordinate planning opportunities
- Develop the data literacies of staff to enhance the planning, teaching and learning processes
- Determine budget allocation to reflect needs and priorities
- Develop whole school Student Feedback Framework
- Explore opportunities for external moderation
- Engage in regular updates of Research Projects

### Improvement Strategies and Actions

- To provide coordinated opportunities for year level and sector planning and sharing of best practice
- To ensure students negotiate and are able to verbalise specific learning goals as a result of regular reflection and feedback from teacher
- To implement whole school Student Feedback Framework
- To provide an explicit data collection schedule
- To develop staff expertise around moderation protocols and schedule specific moderation opportunities to ensure consistency of standards across the school and externally
CAPABILITY
- Support high quality consistent and explicit teaching practices
- Provide opportunities for staff to develop and enhance teaching
- Provide opportunities for coaches and other instructional leaders to further develop their skills
- Encourage and support all aspirational leaders in the school to build their capability
- Encourage professional discussion and reflection on practice within and across year level teams in response to achievement data
- Implement Annual Performance Development Plans for all staff
- Continue development of the Staff Health and Wellbeing Strategy
- Review staff induction program

Improvement Strategies and Actions
- To continue implementation of ASoT (Art and Science of Teaching) Pedagogical Framework to encourage reflection and promote best practice in teaching
- To establish agreed goals and responsibilities for all team members to progress the explicit improvement agenda
- To implement Teacher Feedback Framework e.g. mentoring, peer review, coaching, beginning teachers mentoring, walkthroughs and profiling providing feedback to enhance teacher performance
- To promote a healthy approach to work and family commitments (Health and Well Being Plan)

COLLABORATION
- Enact Code of School Behaviour
- Encourage Celebrations of Learning
- Enhance School Community Partnerships
- Actively encourage Sustainability
- Communicate widely with parents in a consistent way to inform them of their children’s specific goals and progress

Improvement Strategies and Actions
- To implement annually revised Responsible Behaviour Plan
- To continue to implement and refine a variety of communication strategies with the community
- To encourage completion of homework (data collection to be shared with community)
- To seize all opportunities to celebrate success involving staff, students and parents
- To implement Early Years Learning Strategy

Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1048</td>
<td>524</td>
<td>524</td>
<td>16</td>
<td>96%</td>
</tr>
<tr>
<td>2014</td>
<td>1099</td>
<td>554</td>
<td>545</td>
<td>17</td>
<td>97%</td>
</tr>
<tr>
<td>2015</td>
<td>1103</td>
<td>554</td>
<td>549</td>
<td>22</td>
<td>98%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

**Characteristics of the student body:**

Female – 560 students  
Male =562 students  
Indigenous – 21 students  
Special Needs – 49 students

**Average class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>23</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>27</td>
</tr>
</tbody>
</table>

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</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>

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

**Curriculum delivery**

**Our approach to curriculum delivery**

- Science focus lessons – Years 1 to 5  
- Science Mathematics Academy Trial - Years 4 to 7  
- Bike Education – Year 5 (Road Safety Grant)  
- Intervention Programs: Gifted and Talented, Learning Support, Special Needs and Extension Classes  
- Gross Motor Program for Preparatory  
- English and Mathematics block teaching  
- Literacy Streaming focus for Years 5 to 7  
- Electives (Years 3 and 4) – rotational sport activities
- Electives (Years 5 and 6) – Dance, AFL Vipers, Netball Novas, Yoga, Badminton, Soccer
- 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)
- Commonwealth Bank Start Smart Program
- NOVA Netball Saturday program

**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, Dance and Robotics
- 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 – Author visit and writing workshops – (Cameron Stelzer)
- ICAS - English and Mathematics
- Student Leader attendance at the Annual Leadership Conference

**How Information and Communication Technologies are used to improve 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.

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 have been placed in blocks for everyday use and further kits can also be borrowed from the library.

**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. 2015 Rewards Days included X Factor, QLD Pipes and Drums Band, Staff Concert and a Live Art workshop.

Our CHILE Program (Choices Health Information and Lifestyle Education) and Personal Development Program complements our Code of School Behaviour and the implementation of the new Australian HPE Curriculum. The combination of these 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 offers 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 two discos, 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 96% level of satisfaction and parents have expressed a 97% level of satisfaction of feeling safe at school. Narangba Valley State School has a comprehensive Anti-Bullying Policy which includes: Educational Programs, Intervention Programs, and Responses to Bullying and Reporting and Monitoring Bullying processes.

**Parent, student and staff satisfaction with the school**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school (S2003)</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>97%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>97%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>94%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns (S2009)</td>
<td>97%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning (S2010)</td>
<td>97%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously (S2011)</td>
<td>97%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>97%</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>98%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>99%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>92%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>93%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>95%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>96%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>99%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>89%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>94%</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>90%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>94%</td>
<td>92%</td>
<td>95%</td>
</tr>
</tbody>
</table>

* ‘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

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. We have established a School Council as a direct result of becoming an Independent Public School. The council has direct input into the strategic decision making of the school.
This framework of decision making supports collective / shared ownership and responsibility. We also have parent representation on our Workplace Health and Safety Committee.

Our Year 6 students are offered an elective program during Term 3 where they are able to select identified extracurricular activities. 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. Consultation with this active group is regular and productive. Significant school resources have been forthcoming from the actions of the Parents and Citizens’ Association.

We have Parent Forums once a term to allow parents the opportunity to ask questions about the school operations and listen to the latest initiatives the school is conducting.

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 maintenances of water mains has improved water consumption.

The 20 solar panels installed with a 4000W capacity brings us to a total of 40 panels. Even though we have installed more teaching spaces and air conditioning, an air-conditioning policy has assisted is efficient usage and is reflected in a reduced use of power. We are also part of the Peak Consumption Program. This program helps reduce peak demand without affecting performance.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>258,006</td>
<td>7,135</td>
</tr>
<tr>
<td>2013-2014</td>
<td>191,234</td>
<td>2,676</td>
</tr>
<tr>
<td>2014-2015</td>
<td>298,342</td>
<td>6,168</td>
</tr>
</tbody>
</table>

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

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>69</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>66</td>
<td>22</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification 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>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>52</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>9</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>70</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 2015 were $26,791.76.

The major professional development initiatives are as follows:

- Developing Performance Framework Individual Development Plans
- Essential Skills (Behaviour Management)
- Continued implementation of ASoT (Art and Science of Teaching)
- Disability
- Data training and analysis
- Maths warm-ups
- Number Facts
- Writing
- Spelling
- Running Records
- Maths – Part whole problem solving, analysis of student diagnostic tasks (Marg Buckle)
- Individual Curriculum Plans
- Student Feedback Framework
- Soundwaves
The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>98%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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/](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**

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's profile webpage.

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

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</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>95%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</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>2013</td>
<td>94%</td>
<td>94%</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>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1.

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 (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 line manager 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.

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.

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.

Find a school

Where it says ‘School name’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school’s profile webpage.

School NAPLAN information is available by selecting ‘NAPLAN’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.