Numinbah Valley
State School

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Numinbah Valley State School opened in 1927 and is located in a unique natural learning environment. It is a small school with a long cherished history. We continue to maintain and drive a focus on literacy and numeracy as core necessities for students to succeed across all areas. Our unique setting offers a multi-age curriculum combined with a close working relationship amongst students, parents, staff and community members. Students' needs are catered for through individualised programs that allow students to reach their full potential. In our multi-age classroom, students can be both extended and supported, ensuring that each individual is provided with opportunities to achieve their potential in a familiar, supportive learning environment. Numinbah Valley State School is proud of its active involvement in the local community which provides an invaluable opportunity to instill lifelong learning in our students. Numinbah Valley State School has achieved excellent results with staff, parent and student surveys and strives toward continued improvement.

Principal's Foreword

Introduction

This annual report is designed to provide a summary of the progress and achievements made at Numinbah Valley State School throughout 2017 and an insight into the plans for 2018. The contents of this document satisfy both the state and federal government annual reporting requirements for schools. We are a unique school that provides a small-school 'feel' whereby relationships between staff, students and parents provide a nurturing and encouraging experience. Parent involvement is valued and encouraged with the school being involved in several traditional community events conducted every year.

School Progress towards its goals in 2017

The commencement of a research and development process toward the implementation of a whole school curriculum framework was a major focus of 2017. Term three saw the conclusion of the school review which was a major contributor of recommendations, strategies and direction to support this development process. It was anticipated that the process would be completed by early to the middle of 2018. While improving teaching, learning and student achievement continue as significant goals at Numinbah the framework supports the departments priorities toward embedding a workable curriculum, assessment and reporting framework for 2020. Continuing on from 2016 when a focus on reading and writing was initiated and carried over to the 2017 school year by absorbing these elements into the curriculum framework. The initial, partially established framework undertook a brief period of quality assurance to ensure compliance and was found to require additional work to ensure alignment and to facilitate tracking of standards and student achievement. Regional resources including staff expertise supported the process and a review of the progress has been recently undertaken to analyse and evaluate the current status. This collaboration will continue into 2018 and remain a priority for the school's improvement agenda moving forward. While professional development around reading to build staff capacity was facilitated during 2017 work will continue into the future reviewing and monitoring results and efficacy. Allocating groups, timetabling and staffing posed some minor issues however reasonably sound results continued.

Future Outlook

The school's major priority for 2018 will be continue to revolve around working toward the completion of the whole school curriculum assessment and reporting framework to align with department priorities. In addition, a literacy focus especially around reading and writing will continue along with the monitoring and regular review of the current program. We will continue to work with individual students to optimise their potential through the use of I4S funding employing a learning support teacher to follow up on current data and age appropriate expectations. It is anticipated two additional IWBs will be purchased replacing a current device and exposing students to a greater variety of learning tools and curriculum engagement. Improving staff expertise through professional development will support whole school teaching and learning to focus on individual student's level of progress and achievement.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year – Year 6

Student enrolments for this school: 18

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	14	5	9		69%
2016	11	5	9	2	83%
2017	15	4	11		80%

Student counts are based on the Census (August) enrolment collection.
In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous)

Characteristics of the Student Body

Overview

The characteristics of the student body varies only marginally from year to year. Numinbah Valley, while once a strong rural community that had its roots in the timber and dairy industries is now predominantly grazing with some forms of rural tourism. Located in the Gold Coast hinterland's scenic rim the school community demographic has a range of influences with students coming from Numinbah, Nerang, Springbrook and Natural Bridge. It is important to acknowledge that several parents continue to bypass other schools to have their children attend NVSS as a preferred environment for their children to learn and grow. Our student cohort, currently comprising of 10 families, learn and play together daily in a supportive environment where the older students encourage fairness and cooperation. Many families interact socially outside school and have developed solid relationships. There exists a broad range of socio-economic origins and backgrounds of our school community adding a richness to our school community and student cohort. The viability of the school into the future looks very promising with several students having younger siblings and a new family moving into the valley.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	10	4	11
Year 4 – Year 6	4	7	4
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Multi-level P-6 classroom combining (P-2) (3-6)

- One teacher (Principal), specialist teachers, teacher aides supporting students learning
- Learning support teacher 1 day/week
- Music
- LOTE (Japanese) for all students. Prep students only ½ hour.
- Sporting/Science/Cultural days with Hinterland Small Schools
- Online programs including Mathletics, Literacy Planet for all students P-6
- Maths Mastery, Spelling Mastery explicit instruction programs
- Dual touch LCD Electroboard/Smartboard
- Personal assistive devices iPads 1:2 ratio

Our school utilises the Australian Curriculum as a framework to guide the planning, teaching, assessment and reporting of subjects: English, Mathematics, Science, History, Geography, Technology, Visual Art, Japanese, Health and Physical Education and Music/Drama. Specialist teachers visit the school for Japanese, HPE while the remaining subjects are taught by the Principal and 2 other teachers. Learning support teacher also assists in maintaining diagnostic testing and the collection, monitoring and recording of student data.

Co-curricular Activities

- Hinterland Small Schools Athletics / Swimming / Cross Country
- Community Christmas Tree Function – concert presentation, awards
- Garden program

How Information and Communication Technologies are used to Assist Learning

We are very passionate about the use of these technologies at Numinbah Valley State School. Currently the school utilizes seven wireless laptops, nine iPads, four desktops and a modern Prowise interactive electro boards comprising a PC module (table configuration) and an Apple TV device. The iPads provide countless opportunities for students to present their work via several excellent apps and the Prowise is akin to having an extra whiteboard on which you can save bothe student and teachers work. These devices provide a myriad of applications and uses especially when utilizing online data. Currently we subscribe to Mathletics and Literacy Planet.

Social Climate

Overview

Numinbah Valley State School has a strong supportive school environment where discipline and behaviour are addressed through the NVSS Student's Responsible Behaviour Plan. Conflicts are dealt with promptly and fairly and followed up in the classroom to ensure all students are aware of the impact poor behaviour choices could generate in a small school context. Students work and play together across year levels Prep to Year 6 in a 'family' environment. The small enrolment of the school encourages students to socialise with all age groups, personality styles and genders. At our school we recognise that we support others when we take time to consider the needs and motivations of others = to help, encourage and cooperate. We are committed to establishing trusting relationships, which empower students to participate in a positive school culture. Bullying is not tolerated at NVSS where staff and parents work hard to ensure it is addressed immediately.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	85.7%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	85.7%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	85.7%
teachers at this school motivate their child to learn* (S2007)	100%	100%	85.7%
teachers at this school treat students fairly* (S2008)	89%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	89%	100%	100%
student behaviour is well managed at this school* (S2012)	89%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	83%	60%	100%
they can talk to their teachers about their concerns* (S2042)	83%	80%	100%
their school takes students' opinions seriously* (S2043)	100%	80%	100%
student behaviour is well managed at their school* (S2044)	83%	80%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	83%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents regularly volunteer their time to assist with fund raising throughout the year at events combining the school P&C and the local hall committee. Parents facilitate and run the tuckshop once a week; conduct Mother and Father's Day stalls and support with students' transportation. The school and the local community have a long standing relationship. New members are encouraged and welcome. Parents are consulted and informed both formally and informally about their child's educational requirements along with regular conversations.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. The schools behavior focus comprises of students being respectful, being responsible, being safe and being a learner.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	0	1	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our school is currently self-sufficient with water drawn from the storage tanks and the river adjoining our boundary. We utilize solar electricity and only limited power from the grid. We rely on independent reain water supplies which are powered by pumps. We pay to deliver out waste to the community waste skips. All electrical appliances are turned off when not in use. Also our winters are very cold with temperatures regularly dropping to 4 degrees in June necessitating the use of air conditioning units to maintain a comfortable temperature.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	13,086	0
2015-2016	10,256	0
2016-2017	10,804	0

*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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	6	3	0
Full-time Equivalents	1	2	0

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Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	1
Certificate	1

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $519.09.

The major professional development initiatives are as follows:

- CPR and First Aid
- Reading Groups and running records
- Backward mapping planning
- Professionalism of the Profession
- Administration
- Prowise – electronic IWB

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	100%

Proportion of Staff Retained from the Previous School Year.
From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes
Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	91.9%
The attendance rate for Indigenous students at this school (shown as a percentage).		98%	82.3%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	95%		94%	DW	DW	94%						
2016	DW	93%	DW		93%	DW	DW						
2017	98%	90%	89%	93%		DW	98%						

*Attendance rates effectively count 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:
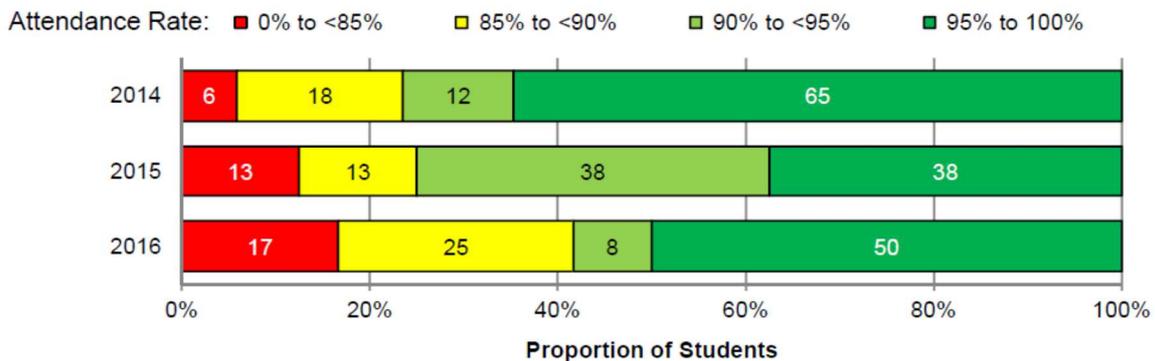
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
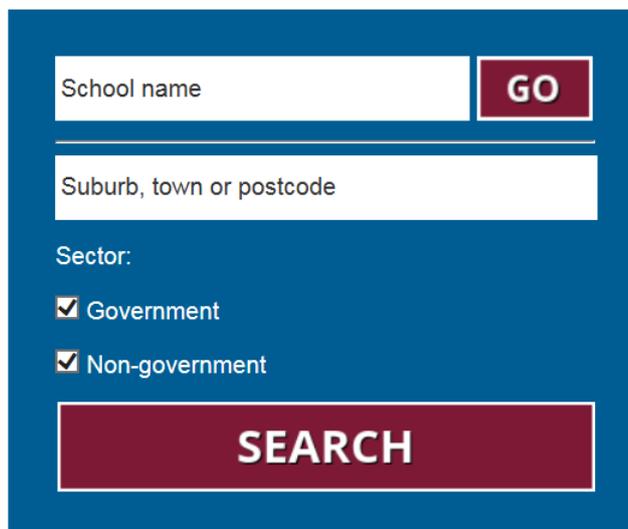
The school roll is marked twice a day and details transferred once per week to One School. Parents are contacted by phone when student is absent. Text messaging is utilised where applicable. Parents are regularly reminded through the newsletter about absenteeism and their obligations. An attendance award is awarded each term for the student with the least absenteeism.

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NAPLAN

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 **'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.

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