



Numinbah Valley State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	2270 Nerang Murwillumbah Road Numinbah Valley via Nerang 4211
Phone:	(07) 5533 4140
Fax:	(07) 5533 4120
Email:	principal@numinbahvalleyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Warren Greinke – Principal

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. Our unique setting offers a multi-age curriculum 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. We continue to maintain and drive a focus on numeracy and literacy as core necessities for students to succeed across all areas of endeavour. 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. This is an invaluable opportunity to instil life long learning in our students. Numinbah Valley State School has achieved excellent results with staff, parent and student surveys and continue to strive toward continued improvement.

Principal's Forward

Introduction

This annual report is designed to provide a summary of the progress and achievements made at Numinbah Valley State School throughout 2016 and an insight into the plans for 2017. The contents of this document satisfy both the state and federal government annual reporting requirements for schools. We are 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 2016

Our 2016 School improvement priorities were based around three main strategies that formed an ongoing plan for implementation during the 2016 school year and into 2017.

- Research available resources to improve student creative writing – development of multi-age creative writing program
- Improve student reading – comprehension strategy (inferencing) – review current practice
- Review existing literacy program with the view of developing and updated whole school plan.

While our continuing improvement focussed on the above three priorities teaching literacy and numeracy remain our core business. The multi-age writing program is progressing largely around the Seven Steps program and working the partially completed plan into the 2017 timetable. Utilising the online facility will be a part of the program following installation of the latest touchscreen in the classroom that will facilitate improved content delivery and greater student engagement. Student friendly marking guides are part of the program built around the Naplan writing guides whereby 10 specific areas are numerically weighted to score the elements that comprise a sample of a student writing. It is anticipated that the program will be integrated across other curriculum areas in order to dovetail into the busy timetable toward the middle of 2017. Improving student reading has led to the development and timetabling of an improved daily reading plan. After providing staff with support around accessing and analysing data our student's data was reviewed. Utilising the support of the STLaN from Nerang State School a reading program was developed to cater for specific levelled reading groups. Results have been productive with the majority of the school cohort reading at or above their year level expectations. This program will be reviewed during semester two 2017. Our goal to update our literacy program continues as work in progress with full implementation set down for term four 2017 with a review during the early stage of 2018.

Future Outlook

The school's major priorities for 2017 will be continue to have a literacy focus especially around reading and writing. It is anticipated to work with cluster schools to build capacity of the teaching Principal and staff around curriculum development and delivery. Review, and investigate current literacy programs that would fit the multi-age context and continue to work toward implementing a program aligned with the Australian Curriculum. We will continue to work with individual students to optimise their potential through the use of I4S funding to employ a learning support teacher to follow up on current data and where individuals can improve. Target specific areas of need based on established norms and age appropriate expectations to extend and support students continued improvement.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	15	5	10		100%
2015*	14	5	9		69%
2016	11	2	9	2	83%

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 2016, 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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 the 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 10 families learn and play together daily in a supportive environment where the older students support and 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	2014	2015*	2016
Prep – Year 3	8	14	11
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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

- One teacher (Principal), specialist teachers, 2 teacher-aides supporting student learning
- Learning support teacher 1 day / week
- Music
- LOTE (Japanese) for all students in years P- 6 (Prep ½ ur)
- Sporting / Science / Cultural days with Hinterland Small Schools
- Online programs including: Mathletics, Literacy Planet for all students P-6
- Maths Mastery (Acer), 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. Specialist teachers visit the school for Japanese, HPE and Music while the remaining subjects are taught by the Principal and 2 other teachers. One of those teachers plays the learning support role and assists in maintaining the 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 – parent volunteers

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 utilises seven wireless laptops, nine iPads, four desktops and an 2 ultra modern Prowise interactive electroboards 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 both student and teachers work. These devices provide a myriad of applications and uses especially when utilising 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 it emerges.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	100%
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)	86%	100%	100%
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)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	100%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	89%	100%
student behaviour is well managed at this school* (S2012)	100%	89%	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:	2014	2015	2016
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)	88%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	83%	60%
they can talk to their teachers about their concerns* (S2042)	88%	83%	80%
their school takes students' opinions seriously* (S2043)	100%	100%	80%
student behaviour is well managed at their school* (S2044)	100%	83%	80%
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)	100%	83%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	DW	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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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 weekly tuckshop; conduct Mother and Father's Day stalls and support with students' transportation. The school and the local community have a long standing relationship and 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 or programs that focus on appropriate, respectful and healthy relationships. The schools behaviour focus comprises 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

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 utilise solar electricity and only limited power from the grid. We rely on independent rain water supplies which are powered by pumps. We pay to deliver our 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
2013-2014	6,219	0
2014-2015	13,086	
2015-2016	10,256	

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	3	0
Full-time Equivalents	1	2	0

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 2016 were \$ 625.00.

The major professional development initiatives are as follows:

- Curriculum Focus – Know Your Data; Know Your Students; Know Your Strategies.
- Art and Science of Teaching – refresher.
- FISH training – all staff
- CPR

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).			98%

*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 2016 for all Queensland Primary schools was 93%.

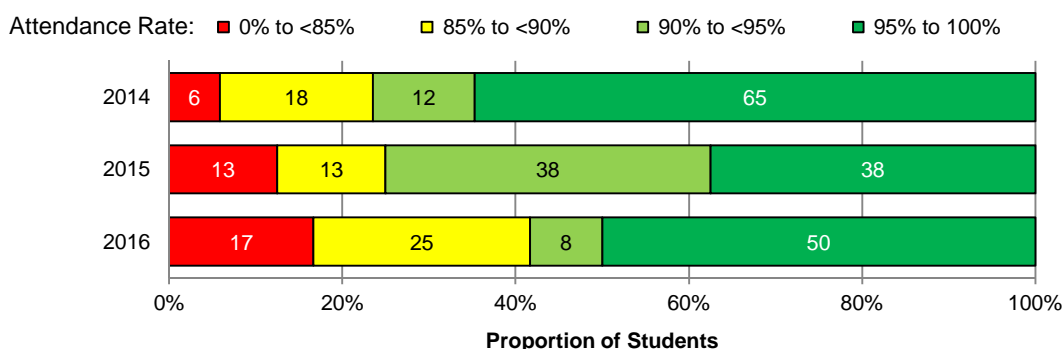
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	DW	96%	DW	DW	97%	89%	94%					
2015	88%	95%		94%	DW	DW	94%						
2016	DW	93%	DW		93%	DW	DW						

*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 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.

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.

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.

Find a school

Sector:

Government

Non-government

Where it states '**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.