Principal’s foreword

Introduction

Numinbah Valley State School is located in a beautiful and unique natural learning environment just 25 minutes from Nerang. It is a small school with a long and cherished history since 1927. Our unique setting offers a multi-level curriculum and close working relationships amongst students, parents, staff and other community members. Our schooling environment affirms and encourages lifelong learning for our students, through the establishment of a cooperative inclusive classroom where school values and people’s rights and responsibilities are treasured. This annual report is designed to provide a summary of the progress made at Numinbah Valley State School throughout 2011. The contents of this document satisfy both the state and federal government annual reporting requirements for schools.
NUMINEBAH VALLEY STATE SCHOOL (0785)

School progress towards its goals in 2011

Our narrow improvement agenda included improving Literacy, Numeracy and Science outcomes. This was enacted in our NAPLAN plan and preparation which produced good results for all students. Our Teaching and Learning Audit improved from the 2010 audit to achieve 5 High and 3 Medium rankings. Eight subject areas were reviewed and approved. Students were awarded gift certificates for academic excellence at the annual community Christmas Tree event.

Our improvement agenda was supported by improved data analysis and data folder for students. We expanded our standardised testing regime with PAT Maths, Reading and Science assessments to give further information on student’s abilities. Students who required additional support were assisted to secure care plans for their learning. Games in learning were integrated into the maths program using our Nintendo DSi handsets.

Staff wrote their Developing Performance Plans for professional development and our Closing the Gap strategy included the writing of our EATSIPS Plan and Community Partnership Agreement along with targeted support for our Indigenous students.

Future outlook

Following the successful Teaching and Learning Audit in November 2011 the future improvement agenda for our school includes focusing on Reading, Spelling, Numeracy and Science. Further strategies will include:

- Enhancing student wellbeing through a social skills program and employment of a student welfare officer through a DEEWR grant.
- Expansion of online learning through 3P literacy and numeracy programs and Kahn Academy
- Take home laptops per family to support online learning & Mistick Curriculum to the Classroom
- NAPLAN practice with comprehensive test practice books
- Quadrennial School Review to be completed in 2012
- School promotion leaflets and newsletters
- Student leadership supported by an online course, camp and Dream Business 2012
- School camp to Out of the Box Children’s Festival and The Mummy Exhibition
- Additional Teacher Aide support for implementation of Australian Curriculum
- Individual learning plans and implementation of Mistick - Curriculum to the Classroom
- Enhanced SEMP with a DEEWR 5KW Solar Power system, water tank & pump to the Ag Block,
- Community partnerships and recreation enhanced with Tennis Court lighting
- Air-conditioning the classroom to enhance learning in extreme temperatures
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>5</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Numinbah Valley is a strong rural community that has its roots in the timber and dairy industries. Local industry is now predominantly grazing with some rural tourism since we are located in the “scenic rim” of the Gold Coast hinterland. The school community demographic has a range of influences and we are fortunate to have Indigenous students in our school.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 7</td>
<td>14</td>
</tr>
<tr>
<td>All Classes</td>
<td>14</td>
</tr>
</tbody>
</table>

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>0</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>
Performance of our students

Curriculum offerings

Our distinctive curriculum offerings:

- Multi-level classroom Prep to Year Seven in a new BER classroom,
- One teaching Principal, Specialist teachers, 2 teacher aides all supporting students learning,
- Learning Support Teacher service,
- Guidance Officer service,
- Sporting, science and cultural celebration days with a network of local small schools,
- Mathletics for every student in Years Prep to Seven,
- Reading Eggs for every student in Years One to Four,
- LOTE (Japanese) for all students in Prep to Year Seven,
- Games in Learning on Nintendo DSi and Wii.

Extra curricula activities:

- Enrichment days with Nerang State High School for students in years six and seven,
- Chicken care and gardening in the Agricultural block,
- Small Schools Hinterland combined sporting carnivals: Athletics (aggregate and march past winners), Swimming (aggregate winners), Soccer, Cross Country and Netball,
- Arts Council performances in conjunction with Springbrook State School,
- Under 8's Day – with Springbrook State School,
- Leadership Day – Numinbah Valley Environmental Education Centre,
- Get Active After School Sport twice weekly – Australian Sports Commission,
- Gold Coast Show Art Competition,
- Surfers Paradise Festival Art Competition, $2000 school prize and $500 individual,
- Titans Mathletics Challenge, Regional 2nd place in the Year 5 and 7,
- Commonwealth Bank Mathletics Challenge,
- Art Gallery, GOMA and Museum excursion,
- Healthy Rivers Day,
- Tree Planting Day,
- Nerang River Water Testing,
- River Bank Revegetation and Weed Busting,
- Inaugural Remembrance Day ceremony,
- Community Christmas Tree Function, concert and awards night.

How Information and Communication Technologies are used to assist learning

Our school has a range of desktop and newer computers which are used daily for literacy and numeracy learning. The school computer lab also has AUSTAR cable TV, DVD, VCR, and surround sound entertainment unit connected to an overhead projector to enhance learning experiences. The library has Interactive “Smart” Whiteboard which is used by teaching staff as a learning tool to enhance learning experiences. Children use digital cameras, Nintendo DSi and Nintendo Wii for numeracy and games in learning.
Performance of our students

Social climate

Numinbah Valley State School has a strong supportive school environment. Any conflicts are responded to with our behaviour management plan. Students work and play together across year levels Prep to Year 7 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 co-operate. We are committed to establishing trusting relationships, which empower students to participate in a positive school culture.

Parent, student and teacher satisfaction with the school

Numinbah Valley State School measures its performance by the overall satisfaction of parents, students and staff against five performance areas of the School Planning, Reporting and Reviewing Framework. Our Schools results are below. The 2011 results show the majority of staff, parents and students are supportive of our school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parent helpers in the classroom are welcomed and appreciated, however it is recognised how difficult it can be for busy working parents to be regular classroom helpers. Parents are welcome to visit our classrooms at any time to learn about their student’s day. Numinbah Valley P&C Association is a group of dedicated parents and community members who meet regularly on a monthly basis to ensure the students are receiving a good education with quality resources and facilities. The Numinbah Valley P&C Committee is an extremely proactive group who are continuously organising fundraising events to help raise money for school resources and school projects. Community members and volunteers also support the school and education programs.
Performance of our students

Reducing the school’s environmental footprint

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

Numinbah Valley State School has installed a 2KW solar power system in 2010 with support from the Qld Government. This has lowered our carbon footprint. We rely on independent rain water supplies which are powered by pumps. We pay to deliver our waste to the community waste skips. The school has engaged with a sustainable environmental management plan and all electrical appliances are turned off when not in use. Also our winters are very cold with temperatures regularly dropping to -7 degrees in June and July which require heaters to be used so children are comfortable to learn. Food waste is recycled through a worm farm.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9,273</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>10,305</td>
<td>0</td>
</tr>
<tr>
<td>% change</td>
<td>-10%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2011 School Annual Report
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>6</td>
<td>4</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>9</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $8827.99. The major professional development initiatives are as follows:

- Diploma in Learning Support for a Teacher Aide,
- First Aid Updates for all staff,
- Regional Leadership Professional Development,
- District Administration Professional Development,
- QASSP Professional Development,
- Nerang Alliance Leadership Retreat and Professional Development,
- Hinterland Small School Meetings and Professional Development
- Curriculum to Classroom Professional Development
- Science Sparks Professional Development
- ICT in Small Schools Professional Development

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 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.
Performance of our students

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.

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<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></td>
<td>95</td>
<td>92</td>
<td>96</td>
<td>96</td>
<td>N/A</td>
<td>89</td>
<td>89</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td>%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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 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.

Numinbah Valley State School supports the “Everyday Counts Campaign” to boost and secure attendance. Rolls are marked twice daily and children who are absent are sent notes for parents to submit reasons for absence. At the end of term a summary of absences is also sent home for any unexplained absences to be accounted for. Children who achieve 100% attendance are awarded a gift card and certificate called the “A1 Attender”.

2011 School Annual Report
Performance of our students

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

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 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

Numinbah Valley State School acknowledges the Yugambeh People as the Traditional Owners of the valley on which we learn. Yugambeh people have lived in the Nerang River Valley for more than 24,000 years. We have engaged with the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools process and will continued this journey in 2011 to develop relationships with our local Indigenous community.

We are unable to report on Closing the Gap specifically as the number of Indigenous students is less than 5 and reporting could lead to identification. Our school expectations are that Indigenous & Non Indigenous students should be achieving at the same high level and their attendance is also at a high level.