



Numinbah Valley State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Numinbah Valley State School opened in 1927 and is located in unique natural surroundings in the beautiful Gold Coast Hinterland. 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 small school 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 that provides an invaluable opportunity to instil lifelong learning in our students. Numinbah Valley State School has achieved excellent results with staff, parent and student surveys striving toward continued improvement and positive student outcomes.

School progress towards its goals in 2018

The initiation of a research and development process toward the implementation of a whole school curriculum, assessment and reporting framework began in 2017 and was at the forefront for 2018. In addition and following on from the school review several recommendations, strategies were used to guide and support school improvement across the year and into the future. Improving teaching, learning and student achievement continue as significant goals at Numinbah and the framework supports the department's priorities toward embedding a workable curriculum, assessment and reporting framework for the end of 2020. This work continues in order to ensure alignment and to facilitate tracking of standards and student achievement. We have been well supported through regional resources including staff expertise sustained the process and a review of the progress has been recently undertaken to analyse and evaluate the current status. This collaboration will continue beyond 2018 and remain a priority for the school's improvement agenda moving forward. Reading and writing carried over from the 2017 school year as priorities have continued to require constant scrutiny and monitoring. While results have been positive, future enrolments indicate this may be more difficult the following year. The Principal embarked on work around embedding a workable Pedagogical Framework into the teaching and learning at the school. 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. Year three students excelled across NAPLAN achieving in one instance well above the NMS with no year five students sitting the tests in 2018.

Future outlook

We continue to build relationships with Hinterland schools and promote intentional collaboration especially around curriculum development, moderation and planning. This leads us toward the continuing development of the assessment and reporting framework and the benefits this will provide us into the future. A continuing focus on strategies to both target individual improvement and implement remedial support.

Our school at a glance

School profile

Coeducational or single sex

Coeducational

Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	19

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	11	14	19
Girls	2	3	4
Boys	9	11	15
Indigenous	2		
Enrolment continuity (Feb. – Nov.)	83%	86%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	4	10	9
Year 4 – Year 6	7	4	10
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, HASS, Technology, Visual Arts, 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 both students 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	86%
• their child likes being at this school* (S2001)	100%	86%	86%
• 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%	86%
• their child is making good progress at this school* (S2004)	100%	86%	86%
• 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	100%	86%	100%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	100%	86%	86%
• teachers at this school treat students fairly* (S2008)	100%	100%	86%
• 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)	100%	100%	86%
• student behaviour is well managed at this school* (S2012)	100%	100%	86%
• this school looks for ways to improve* (S2013)	100%	100%	86%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	75%
• they like being at their school* (S2036)	100%	100%	50%
• 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)	60%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	80%	100%	75%
• their school takes students' opinions seriously* (S2043)	80%	100%	75%
• student behaviour is well managed at their school* (S2044)	80%	100%	75%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	75%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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%

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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 education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	2	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 rain 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,256	8,223	10,513
Water (kL)	0	0	0

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	4	<5
Full-time equivalents	2	2	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	6	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$589.09

The major professional development initiatives are as follows:

- Build staff capacity around Big 6 of reading, specially the phonics and phonemic awareness blocks for emergent readers and the area of rigorous reading/ TDQ for more competent readers
- Collaborate with staff across Science and HASS learning areas to embed explicit reading instruction into lessons

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	93%
Attendance rate for Indigenous** students at this school	98%	82%	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	DW	93%	93%
Year 1	93%	87%	DW
Year 2	DW	92%	94%
Year 3			94%
Year 4	93%		DW
Year 5	DW	88%	
Year 6	DW	DW	92%

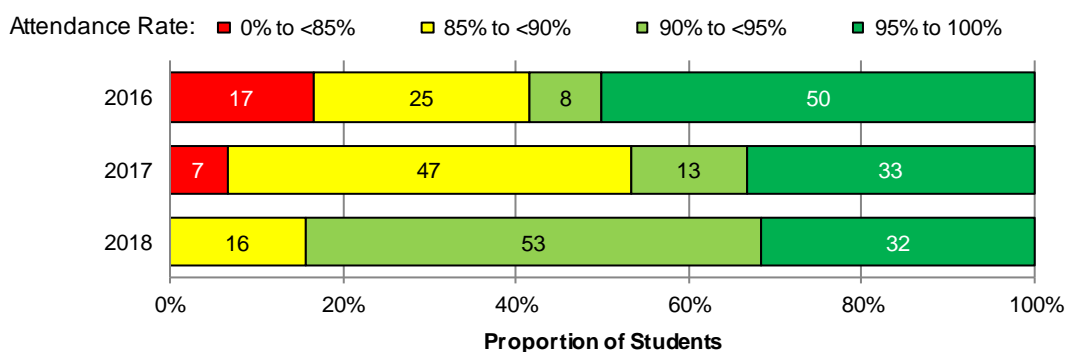
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

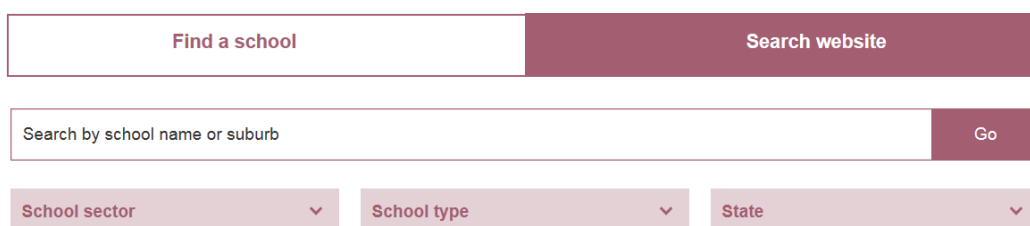
The school roll is marked twice a day and details transferred once per week to One School. Parents are contacted by phone when student is absent. Text messaging is utilised where applicable. Parents are regularly reminded through the newsletter about absenteeism and their obligations. An attendance award is awarded each term for the student with the least absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.