

# Northview State School (1957)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

I am pleased to present the 2012 Annual School Report for Northview State School.

Northview State School has a proud tradition of working with parents and the community to meet the educational needs of our students. Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members show in their education, the support they provide and how you choose to participate in school events & activities. To this end I encourage you to maintain a regular contact with our teaching staff and to become actively involved in our school.

We believe social and academic learning outcomes are maximised for all through quality practices in the areas of Curriculum, interpersonal relationships and school organisation. At Northview, we expect high standards of personal achievement and development. We are committed to promoting the best interests of individual children and promoting excellence in teaching and learning.

This report will outline a variety of features involving Student Performance, School Operations, Community involvement and future initiatives. We will reflect on our goals and priorities for 2012 and comment upon their achievement with a focus on continual school improvement for the future. This report will be accessible on the school website as well as copies provided to our P&C executive and a copy situated in the school foyer for public access.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

The focused priority for our school in 2012 was “Go for Green” and attain an “Above National Mean” score in a strand of the NAPLAN (National Assessment Program – Literacy and Numeracy) testing conducted in May 2012. Writing was identified as a strength across our school and consequently, considerable resources were allocated to build teacher capacity and effectively improve student learning outcomes around writing. Both year five and year seven cohorts achieved a mean score above the National Mean, with year five students recording a mean scale score significantly above the State School’s mean. Student improvement in all areas of Literacy and Numeracy remain a key priority in 2013.

With the implementation of the National Curriculum in 2012, Curriculum programs were collaboratively reviewed by learning teams and modified. Our school adopted the Curriculum into the Classroom (C2C) framework in English, Mathematics and Science. The increased rigour and expectations of the National Curriculum were communicated to students and parents through Newsletters, with teachers making adjustments at a classroom level to cater for the learning needs of individual students. Social moderation opportunities were created for teachers to ensure consistency of teacher judgement of students’ assessment pieces.

Our school continues to work toward achieving a learning environment that is safe, supportive, innovative & engaging for all students.

### Future outlook

Our key priorities for 2013, based on an analysis of systemic and school based data sets are listed as follows:

- \* Numeracy
- \* Consolidate improvement in Reading and Writing
- \* Development of Pedagogical Framework
- \* ICT Infrastructure and Pedagogy
- \* Student Engagement

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	332	157	175	92%
2011	346	165	181	93%
2012	317	143	174	95%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

School enrolments over the previous years have remained quite stable with only subtle fluctuations recorded due to families leaving the district because of family employment opportunities. It is anticipated that enrolment growth will remain steady until 2015.

Enrolments have included a small percentage of English as a Second Language (ESL) families. These have included students from both European and African locations. School support staff in conjunction with Regional

Advisory staff have supported these students and their families with the transition into our school.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	22
Year 4 – Year 7	25	25	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	13	13	5
Long Suspensions - 6 to 20 days	<5	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our Curriculum offered educational programs in all eight Learning Areas including English, Mathematics, Studies of Society & Environment, Science, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese).

A long term priority is the on- going development of Information & Communication Technology innovations in student learning programs. This program continues to develop with opportunities for students to make use of a Resource centre computer lab, classroom computers, interactive whiteboards, iPads, digital cameras and associated hardware / programs.

Northview State School has a well established reputation for its inclusive education philosophy and practices which endeavour to provide a wide range of curriculum programs and activities for all children.

A snapshot of our curriculum approach includes:

- \* Single and multi-age classes across the school dependent on annual enrolment totals
  - \* Human resources including Teacher Aides focussed on Early Years classes (P-2)
  - \* A comprehensive intervention program across the P-7 classes.
  - \* Effective program support for students with verified disabilities.
  - \* Explicit and tailored programs for students identified as requiring learning support.
  - \* Explicit English, Mathematics, Science, PE, Music and LOTE programs.
  - \* Integrated units for the Learning Areas of The Arts, Science, Study of Society and Environment and Technology.
  - \* Jolly Phonics and Jolly Grammar are the basis of the Year 1-3 spelling program.
  - \* Individual Spelling program for Year 3-7 classes based on C2C spelling documents.
  - \* Japanese as the Language Other Than English (LOTE) is taught at Year 6-7 levels.
  - \* Yr 3-7 Extended Learning program targeting identified learners with specific potential.
  - \* Increased opportunities to promote & expose students to scientific events & experiences
  - \* Student participation in Mackay Primary School debating competition
-

## Extra curricula activities

Extra Curricular and Co-curricular programs provided students with opportunities to enhance their learning in the following ways:

### Sports:

- \* House and inter-school sports on a term by term basis.
- \* Sports trials and opportunities for higher representative honours at Northern Suburbs sub-district, Mackay district, Capricornia Regional and Queensland State level.
- \* Regional Sports Development officers involved in Physical Education / Sport programs to support skill development in students as well as introducing new sports.

### The Arts:

- \* Focus on the ARTS including Musical groups - Instrumental music program, Concert band, singing & signing choirs and Talent groups. Queensland Arts Council performances for students each term.
- \* Instrumental Music Program which incorporates individual tutoring & lessons with an extension program to be involved in the school concert band.
- \* School Eisteddfod teams at all age levels competing in the district competition.

### Outdoor Education & Safety Programs:

- \* Camps and additional off campus learning opportunities. (Yrs 4 & 5 Kinchant Dam Outdoor Education Centre, Yrs 6 & 7 bi-annual Canberra Learning Experience) and local educational excursions and tours. All events are to support classroom curriculum programs and student development and are approved and reviewed by school staff and P&C executive.
  - \* Yr 4 Bike Education program conducted in conjunction with the PCYC instructors
- Extension activities offering students opportunities to challenge and extend their abilities included:
- \* An Extended Learning Program operating during class time, targeting talented students on a term by term basis in English and Mathematics.

### Literacy and Numeracy areas.

- \* International Academic Competitions in English, Writing, Spelling, Maths, Science and Computer Skills.
- \* Opti-Minds Challenge, MacDonald Maths Competition, Chess Club and Wakakirri performance.
- \* Mornings Of Excellence in conjunction with the Pioneer State High School.
- \* Science Expo inter-house challenge.

## How Information and Communication Technologies are used to assist learning

In 2012 in excess of 50 workstations across the school were available for students to use on a regular basis. Computers are located in classrooms or nearby withdrawal rooms, with a mini-lab of 25 computers located in the school's Resource Centre. All classes use the mini-lab on a weekly basis, to complete tasks associated with their integrated units or other planned work. A student skills continuum has been developed as a reference for the integration of ICTs and is reported on twice per annum. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT compliments learning programs.

The school has continued to trial and innovate with new ICT devices as tools that will enhance and develop the learning capacity of students. For this to occur, considerable thought & planning went into the skilling and training of staff including visits to other schools, professional development and access to Education Qld Regional support staff.

Considerable financial support from the school P&C also enabled the school to purchase additional equipment for classroom use thus enhancing student access and exposure.

Examples of Student utilisation of ICT tools to enhance learning experiences:

- \* Digital microscopes in Science in conjunction with laptops & interactive whiteboards to analyse & record data as well as mediums to present findings to others that is backed by evidence ( critical thinking) Yrs 3-7
- \* Flip Cameras for Prep-Yr 3 to record personal pictorial profiles and story files for sharing with parents &

### families

- \* Speak EZY hand held recording devices used by all classes to record oral presentations & reading samples for sharing & analysis. Digital recordings also sent via student email to identified family sources.
- \* Online "Mathletics" competition & challenge for extended learning students
- \* Student participation in online Literature Festival to play an active role in live and pre-recorded interviews with authors.
- \* Student skilling in the use of the "Audacity" program where music, dialogue and visual recordings are combined to create pieces of work that are used for persuasive purposes, entertainment, safety messages, promotion of events, invitations and recordings of special events.

### Social climate

Our school reviews our Responsible Student Behaviour Plan on an annual basis to ensure this policy provides sufficient guidance and support for student behaviour management practices. As a consequence our Behaviour Card Communication system was considered successful and continued across the school in 2012. This system is based on acknowledging positive student behaviours, with an 80% average of Behaviour Cards being issued in recognition of positive student events. Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards and end of term Rewards Activities.

Warning & Consequence Cards keep parents informed of current student behaviour issues which can then be collaboratively addressed and positively resolved via a consistent home / school partnership approach.

Proactive measures are in place to equip students with skills and strategies in regard to dealing with potential bullying type behaviours. Both in-class and whole of school discussions and role-plays provide students with an opportunity to practice and implement behaviours that will make them more confident and prepared if subjected to bullying. Our school also focuses on the important role of the bystander, and the role they play in making our school a safe and happy place.

Despite minimal occurrences of bullying type behaviour at Northview, our school utilises a variety of support mechanisms and structures to promote positive behaviours and support students affected by unwanted behaviour. As described in our Responsible Behaviour Plan, students who display bullying behaviours are required to complete a behaviour plan and in some circumstances, meet with the Guidance Officer. Students who have been the victim of bullying behaviour also receive support from the Guidance Officer as required. Our school Chaplain is also utilised to support students with issues relating to behaviour and social well-being.

Regular shared learning and interactions between year levels is encouraged and formally planned to reflect the school motto "Growing Together". This is achieved in the following ways:

- \* Peer / mentor reading opportunities between upper and junior school students
- \* Organised lunch time games for P-3 students managed by student school leaders
- \* Outdoor, lunch time, whole school picnics during Winter
- \* Christmas concerts, School Discos and Special performances.

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

Northview School has a reputation in the community and amongst our families for our genuine, supportive and engaging learning opportunities. Parents and community groups play a key role in the decision making and long term planning at the school with our key focus always, "What's best for our kids". Parent satisfaction at Northview is best described as "outstanding" with student and staff satisfaction being categorised as "Very High". 2012 Student and Parent Opinion Survey data (described in detail below) reports a high level of satisfaction in common areas of Student Outcomes, Curriculum, School Climate and General Satisfaction.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.1%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	94.4%
their child is making good progress at this school*	97.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	97.2%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	91.4%
they like being at their school*	82.6%
they feel safe at their school*	88.7%
their teachers motivate them to learn*	91.5%
their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	90.0%
teachers treat students fairly at their school*	85.7%
they can talk to their teachers about their concerns*	80.0%
their school takes students' opinions seriously*	81.4%

# Our school at a glance

student behaviour is well managed at their school*	79.7%
their school looks for ways to improve*	90.0%
their school is well maintained*	88.6%
their school gives them opportunities to do interesting things*	89.9%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	88.9%
with the individual staff morale items	97.1%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

At Northview SS we acknowledge the critical part our parents and wider community play in the education of our students. We foster a collaborative approach to learning by inviting parents to participate in the following:

- \* Class performances, special events and class hosting of parade
- \* Recognising positive behaviour via regular merit badge award presentations & ceremonies
- \* Classroom open days and student led Expos featuring work displays & demonstrations.
- \* School Camps & excursions
- \* Parent information evenings & training opportunities for parents to assist their children at home.
- \* Extra- Curricular activities that utilise specific parent occupations or skills to assist with learning experiences.
- \* Meet with classroom Teachers throughout the year to discuss their child's performance and future goals.
- \* Be involved in the school P&C to play a role in decision making, future planning and fundraising.
- \* Community events where children showcase their talents – Choirs, Eisteddfods, ANZAC Day, Wakakirri,
- \* Instrumental Music & Concert Band.
- \* School Sports Day, Sports Expo event & guest performances.

2012 Parent School Opinion Survey question indicated that 100% of parents were satisfied or very satisfied with the opportunities to discuss with teachers what their child was being taught at school.

### Reducing the school's environmental footprint

The rate of increase of our utilities slowed considerably in 2012 thanks to a concerted approach from our staff and students. Our student council appointed "Energy Eagles" (class representative) who were responsible for ensuring devices and appliances using electricity were turned off when not in use. This Considerable increases occurred when comparing utilities usage & cost from 2009 to 2011. Major construction did take place during this period when BER projects for the new Hall & resource Centre were completed. All new buildings have smart sensor light switches installed in all rooms as well as rainwater tanks connected to the new hall. Dual flush systems are also installed in all new toilet facilities.

The school continued a TravelSmart program in 2012 which resulted in an increased school focus on the environmental, sustainability and recycling programs available.

Cleaning and water usage practices did not change dramatically. Air-Conditioning use had been conservative and only used during peak periods of summer afternoons. Additional water saving & recycling measures will be examined in 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	132,640	4,100
2010-2011	141,804	4,402
2011-2012	146,622	4,453

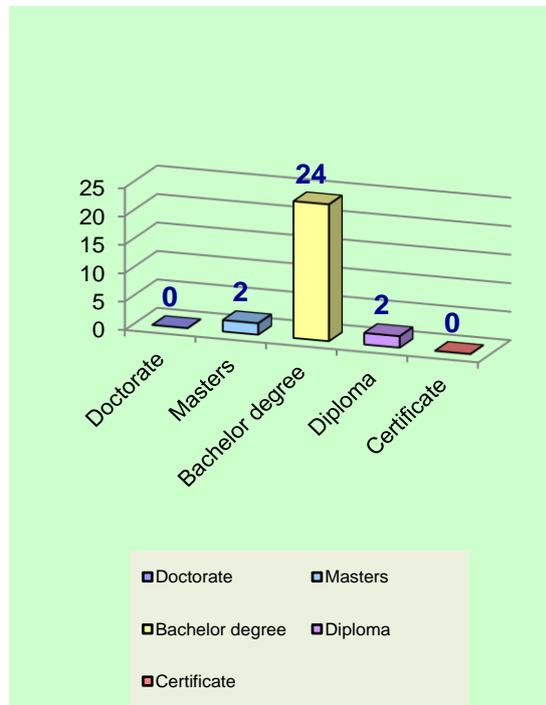
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	28	19	<5
Full-time equivalents	24.5	11.9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	24
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11494.38.

The major professional development initiatives are as follows:

- \* Reef Guardian
- \* Five reading planks
- \* 7 steps to writing success
- \* First steps in reading
- \* Asbestos training
- \* Interactive Whiteboard Training
- \* C2C English, Maths and Science

## Our staff profile

Staff were also involved in additional training or professional development via :

- \* Professional conversations conducted during Yr 2 Net as as Yr 4 & 6 QCAT moderation
- \* Fortnightly Staff unit meetings with a PD or skill focus
- \* Accessing Network meetings from specific year levels – Early & Middle Years
- \* Work shadowing opportunities with colleagues from within & outside of our school
- \* Attending district forums to update key curriculum information.
- \* Accessing Regional Sports accredited courses, ICT qualifications for certificate & pedagogical license, Reading & Science workshops.
- \* Staff expertise shared on occasions to up-skill both teachers & Teacher aides as well as parent sessions

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.4%	96.9%

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

From the end of the previous school year, 91.8% of staff was retained by the school for the entire 2012 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.

**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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

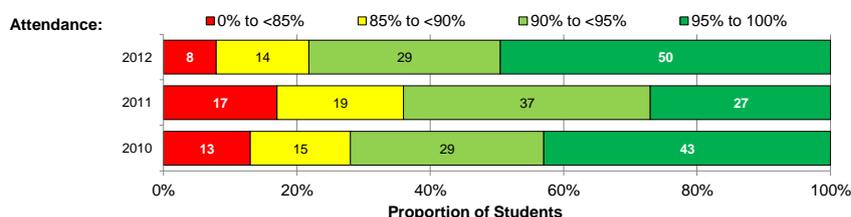
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	91%	94%	94%	92%	90%	92%					
2011	92%	90%	91%	92%	92%	89%	90%					
2012	94%	93%	92%	95%	93%	94%	92%					

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 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.

Attendance tracking and required follow up action is performed at Northview School in the following way: All class rolls are marked twice daily (9am and 1.45pm) to record attendance, unexplained absences or late arrival / early departure of students.

Students arriving to school late (post 9am) report to the school admin for the issuing of a late pass to present to their class teacher. This is recorded and monitored.

Unexplained absences resulting in 3 continuous missed days will result in a follow up call by admin staff to the Parents / Guardians requesting an explanation. This would be documented. Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning will also be investigated via a phone call to Parent / Guardians by admin staff. Continuation of such attendance patterns would result in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education Queensland guidelines).

Persistent Non compliance could result in Police or Child Protection involvement

# 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.

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Sector  Government  
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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

Our school continues to provide support to our identified Indigenous students through early intervention programs such as:

- Meta-linguistics program
- Support-a-Reader class groups
- Before school reading programs (Year 3)
- Targeted in-class support with a numeracy / literacy focus.

Attendance for indigenous students is monitored daily as this group is quite small - in 2012, 23 students identified as being of indigenous background. Attendance of indigenous students was 93.5% - just above our whole school attendance rate for 2012.

School support was targeted to assist a wheelchair bound student access Dept. of Transport subsidies for a taxi service to and from school. School subsidies were also used to ensure this student could access class excursions by booking wheel chair taxis if required. This was factored into all Variation to School Routine and Risk Assessment requirements. Students identified with specific strengths, skills or talents are also offered placements in our extended learning program & extensive extra - curricular activities to foster and engage further learning.

Due to the small number of identified indigenous students in years three and five, no comparison the NAPLAN performance of Indigenous and Non-Indigenous students is able to be made.