

Northview State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I am pleased to present the 2015 Annual School Report for Northview State School.

Our 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 have in their education, the support they provide and how families participate in school events & activities. This report is demonstrate our ongoing commitment to ensure that every student has the opportunity to reach their full potential in all aspects of their schooling through provision of a supportive learning environment built on positive relationships and high expectations.

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 2014 and comment on our 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.

School progress towards its goals in 2015

Our priorities for 2015 were the following:

1. Reading (Comprehension)
2. Numeracy (proficiency strands)
3. Effective Inclusive Education Practices
4. Attendance
5. Gifted and Talented Education

In 2015 we engaged the services of a Master Teacher whose key role was to ensure consistency of teaching practice around comprehension skills. After research and consultation with staff, our school based our school wide comprehension strategies on Sheena Cameron's "Teaching Reading Comprehension strategies. Over the first six months of the year we built the capacity of staff and the community through regular professional development and information sessions. Our reading focus saw 68% of students reach our reading benchmarks by the end of 2015 compared with 34% at the end of 2014.

We continued to engage the services of a Mathematics consultant to build the capacity of our staff to effectively teach Mathematics. Our work with mathematics focussed on the problem solving and reasoning strands of the Australian Curriculum and how our school can improve student performance in these higher order thinking areas. To date, this focus on higher order thinking pedagogy in

mathematics is embedded in each classroom. Our 2016 focus will shift toward building the capacity of staff to create their own differentiated questions and tasks to support the focus on Mathematics proficiency strands.

Our school invested in a number of online programs through the School of Distance Education to provide additional support and extension to our Gifted and Academically Talented Students. These programs (Project 600 & UNIFY) were supplemented by additional “in class” learning support targeted academically talented students. This work will continue in 2016.

Through consultation with our Parents and Citizens Association our school continued to develop and refine our Pre-Prep Transition Program to build the relationships between our school and our pre-school aged children. This initiative transitions parents and students into our school community through a sequential program focussing on simple skills and expectations of children and parents.

During the 2015 school year we continued to develop and refine our Inclusive Education Framework to ensure our school provides an environment that caters for all students irrespective of disability or vulnerability. Specifically, we aligned our processes around Individual Curriculum Plans to ensure consistency between students with a disability, and students with learning difficulties.

Our focus on attendance saw our attendance rate increase to 94% in 2015 compared with 92% in 2014. Strategies implemented in 2015 include weekly updates on assemblies including “Class with best attendance” prizes, and regular updates in newsletters and facebook. We refined our Attendance Policy and communicated this policy with staff, students and parents.

Future outlook

Our priorities and targets for 2016 are as follows:

Priority	Target
Reading – Spelling and Phonics	<ul style="list-style-type: none"> 70% of students achieving reading benchmark. 20% exceeding benchmark 90% of year 3 students above NMS for spelling and reading in 2016
Assessment and monitoring of Student Improvement and Achievement	<ul style="list-style-type: none"> All classrooms have Maths and English “Know and Do Statement” visible in classroom. K & U statements shared with parents and in student books. SOS data – “School Provides useful feedback on student work” = 92% satisfaction
Writing – Daily and “on-demand” writing	<ul style="list-style-type: none"> 70% of students reaching writing benchmark. 90% year 3 students achieve NMS

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	325	144	181	21	92%
2014	347	151	196	21	92%
2015	335	153	182	30	96%

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 2015, 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:

School enrolments over the previous years have steadily increased. In 2015 our enrolments grew steadily with student continuity increasing to 96% due.

Indigenous students make up 8% of our entire student population. Student with a verified disability make up 9% of total enrolments. Enrolments have included a small percentage of English as an Alternate Language or Dialect (EALD) families. These have included students from both European and Indonesian locations. School support staff in conjunction with Regional Advisory staff have supported these students and their families with their transition into our school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	21
Year 4 – Year 7 Primary	27	26	20
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents

	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	10	10
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.

Curriculum delivery

Our approach to curriculum delivery

Our Curriculum offered educational programs in all eight Learning Areas including English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese). Our curriculum was informed by ACARA (Australian Curriculum Assessment & Reporting Authority) and a number of key Education Queensland policies and directives including: Curriculum into the Classroom (C2C) and QCAR Framework.

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding were embedded within all learning experiences. English, Maths, Science and History were taught as isolated units based on C2C (Curriculum into the Classroom) resources. The remaining Learning Areas were planned, taught and assessed based on Essential Learnings located in QCAR Framework. At each individual Teacher's discretion, SOSE, Health, The Arts and Technology were taught as separate KLA's or as an integrated unit of work. Physical education (sub-strand of HPE), LOTE and Music (sub-strand of Arts) Essentials Learnings were addressed primarily by specialist teachers.

A long term priority of Northview SS 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, 30 computers in portable laptop trolleys, 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 learning support program across the P-6 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.
- * Online learning programs (Project 600 & UNIFY) for academically talented students.
- * 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.
- * Increased opportunities to promote & expose students to scientific events & experiences
- * Student participation in Mackay Primary School debating competition
- * Participation in McDonalds Maths Competitions

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.
- * Northview sporting teams including; Touch, Netball, Rugby League participating in local school and association run competitions.

The Arts:

- * Musical groups - Instrumental music program, Concert band, singing & signing choirs, and specialised talent groups including Drumming Group.
- * 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.
- * Craft club at lunchtimes run by our school chaplain

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:
- * Games club run by our school chaplain

Literacy and Numeracy areas.

- * International Academic Competitions in English, Writing, Spelling, Maths, Science and Computer Skills.
- * McDonald Maths Competition, Chess Club.

How Information and Communication Technologies are used to improve learning

During 2015 in excess of 80 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 30 computers located in the school's Resource Centre. During 2015 our school replaced 15 of the the mini-lab computers with new computers.

All classes use the mini-lab on a weekly basis to complete tasks associated with their integrated units or other planned work. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT compliments learning programs.

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

- * All year 5 students involved in Project 600 online teaching whereby a teacher from another school conducted a course in mathematics
- * Digital microscopes in Science in conjunction with laptops & interactive whiteboards to analyse & record data as well as mediums to present findings to others.
- * iPads used in all classrooms throughout the school during group work.
- * 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.
- * Students utilising online "Reading Eggs" program both at school and at home.
- * Student participation in online Literature Festivals 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 2015. This system is based on acknowledging positive student behaviours, with 85% 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.

Our school chaplain continued to provide a pastoral care service to students and staff during 2015. Our Chaplain worked each Tuesday and Wednesday providing:

- * breakfast club to all students
- * lunchtime activities to encourage participation and friendship
- * individualised or group support following referral from teachers or parents.

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 times 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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	93%	95%
this is a good school (S2035)	96%	97%	97%
their child likes being at this school (S2001)	100%	97%	97%
their child feels safe at this school (S2002)	100%	97%	100%
their child's learning needs are being met at this school (S2003)	96%	93%	92%
their child is making good progress at this school (S2004)	96%	93%	92%
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%	90%	89%
teachers at this school motivate their child to learn (S2007)	100%	97%	92%
teachers at this school treat students fairly (S2008)	100%	93%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	92%
this school works with them to support their child's learning (S2010)	100%	90%	97%
this school takes parents' opinions seriously (S2011)	100%	93%	84%
student behaviour is well managed at this school (S2012)	100%	93%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	97%	95%
this school is well maintained (S2014)	92%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	100%	98%
they like being at their school (S2036)	96%	99%	94%
they feel safe at their school (S2037)	96%	99%	94%
their teachers motivate them to learn (S2038)	98%	100%	99%
their teachers expect them to do their best (S2039)	100%	99%	97%
their teachers provide them with useful feedback about their school work (S2040)	100%	96%	100%
teachers treat students fairly at their school (S2041)	94%	95%	93%
they can talk to their teachers about their concerns (S2042)	92%	93%	88%
their school takes students' opinions seriously (S2043)	94%	99%	94%
student behaviour is well managed at their school (S2044)	94%	93%	94%
their school looks for ways to improve (S2045)	98%	99%	98%
their school is well maintained (S2046)	96%	99%	96%
their school gives them opportunities to do interesting things (S2047)	97%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	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)	97%	86%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	95%	100%
staff are well supported at their school (S2075)	97%	93%	100%
their school takes staff opinions seriously (S2076)	97%	95%	100%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	94%	95%	93%
their school gives them opportunities to do interesting things (S2079)	94%	93%	100%

'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

Many Northview State School parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the P&C, helping on excursions, classroom activities or just supporting the school.

Northview State School has a webpage which is actively used by parents and members of the community to keep “up-to-date” with school activities and events. The school webpage features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight which includes information for parents about how they can best assist their child in their learning.

Northview has been operating a facebook site since the beginning of 2015 which has provided a social media platform for communicating events, achievements and special message to parents and the community.

Teachers offer an “official” parent teacher interview at the end of Term one each year, however parents regularly take advantage of our teacher’s invitations to regularly have less formal conversations about their student’s learning.

The Northview Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued.

Reducing the school’s environmental footprint

Despite an increase in enrolments our water consumption decreased between 2014 and 2015. During 2015 our staff and students made a concerted effort to reduce our environmental footprint. Our student council appointed “Energy Eagles” (class representatives) who were responsible for ensuring devices and appliances using electricity were turned off when not in use. We also gave weekly updates on electricity usage on assembly to inform our community.

Electricity usage increased significantly due to the purchase of portable air-conditioners that were used as an temporary measure while existing air-conditioning units were being repaired or replaced.

Water usage for cleaning purposes has been reduced through a change to more efficient cleaning practices.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	142,434	2,468
2013-2014	156,277	2,155
2014-2015	173,687	

*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.

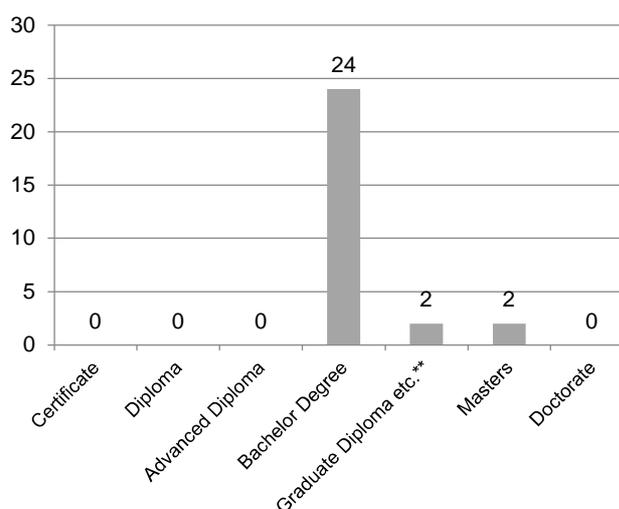
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	27	0
Full-time equivalents	23	15	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	28



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$15 485

The major professional development initiatives are as follows:

- * Peter Sullivan Maths PD
- * Reading Comprehension Strategies
- * 7 Steps to Writing Success
- * Early Years Conference

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

- * Professional conversations conducted with other local primary schools.
- * Fortnightly Staff unit meetings with a PD or skill focus
- * Accessing Network meetings from specific year levels – Early & Middle Years
- * Collegial coaching conversations
- * Attending district forums to update key curriculum information.
- * Accessing Regional Sports accredited courses.
- * 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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 2015 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

GO

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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	90%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

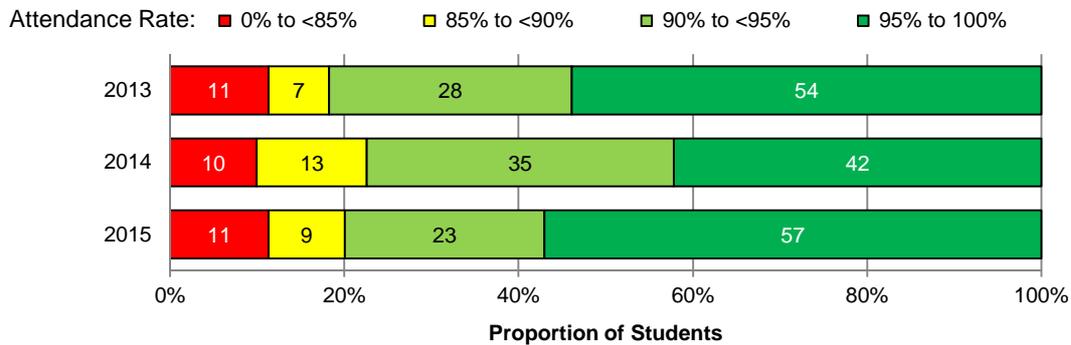
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	94%	93%	93%	94%	95%	93%					
2014	93%	91%	94%	93%	92%	92%	92%	93%					
2015	94%	94%	95%	95%	94%	92%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

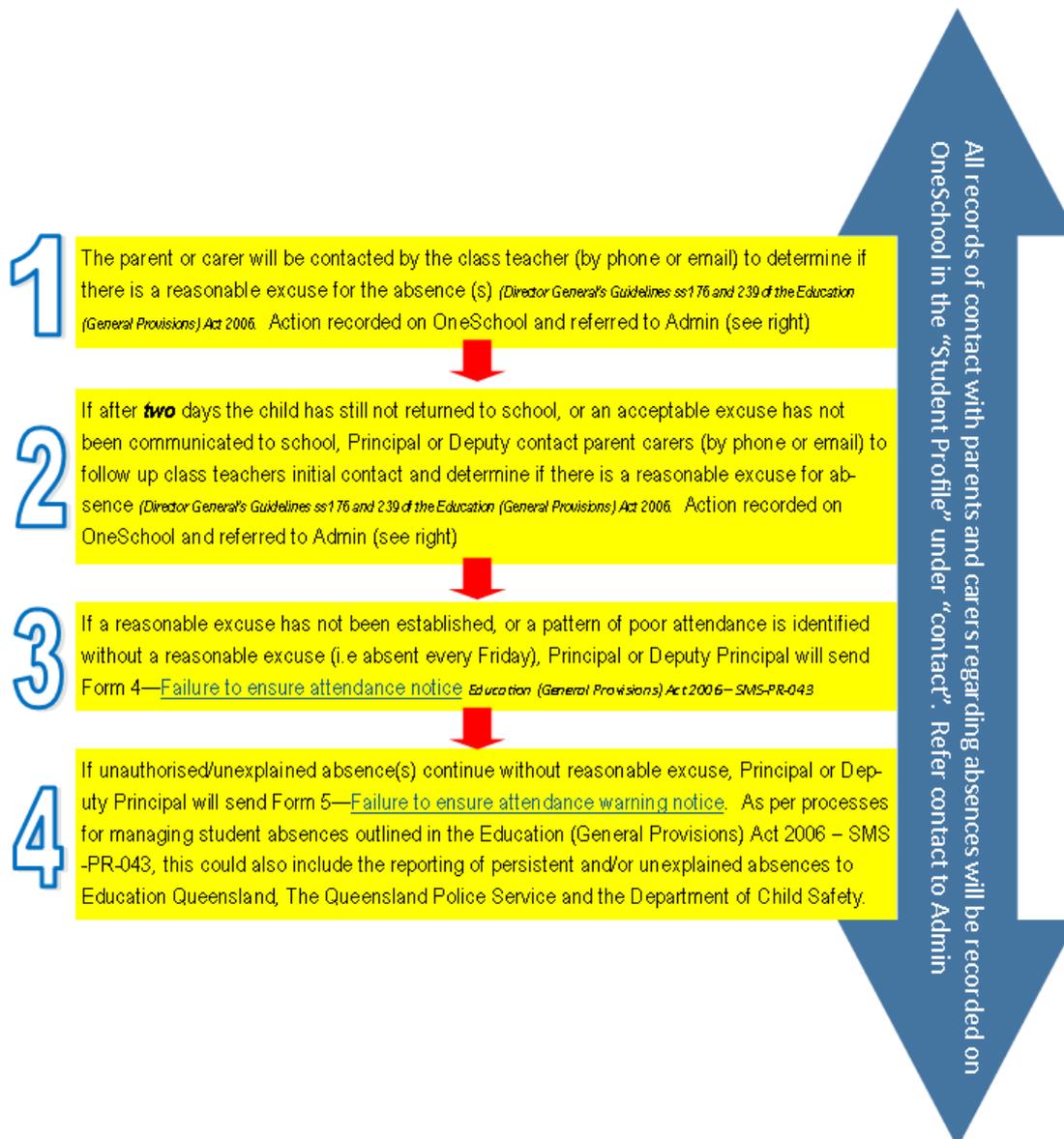
Attendance tracking and required follow up action is performed at Northview School in the following way:

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 process is documented on OneSchool.

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.

The flowchart below describes the expectations and roles of staff at Northview in the management of student absences.



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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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.