Norman Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Norman Park State School is a co-educational Independent Public School catering for students from Prep to Year 6. Situated just 10 kilometres from the Brisbane CBD, our thriving, progressive school community provides a safe and caring environment that fosters student-focused teaching and learning. As a school, we aim high for academic excellence, we focus on technology in action, and we set our students up for success. Our dedicated and passionate staff engage with current global technology initiatives and strive to embed latest curriculum delivery opportunities into daily teaching offerings.

Our Curriculum Framework covers the Australian Curriculum of English, Mathematics, Science, HASS (Humanities and Social Sciences), The Arts, Technology, Physical Education, and Languages (French), to develop smart, savvy and successful students.

A strong feature of the school is the Music Program, which is supported by an extensive choral and instrumental music program and includes inter-school competitions, productions and school ensemble music concerts. A highlight of our Arts Program was our Norman Park State School Musical in 2017 and in 2018, our Wednesday Afternoon Curriculum Extension (WACE) Showcase in 2018.

Our Pedagogical Framework for planning, teaching and assessment is based on current educational research models that underpin pedagogical practices. The three key focus areas of the framework include John Fleming's Explicit Teaching Model, Harvard University's Culture of Thinking and the school-wide Positive Behaviour for Learning (PBL) framework.

Curricular and extra-curricular activities include: Year 3, 4, 5 and 6 Outdoor Educational camps where students have the opportunity to engage with over-night stays developing into a week-long learning experience in Year 6, Coding Club, Chess Club, Debating, Sporting Schools program, Science and Technology Master Classes linked with our local secondary school and International Competitions and Assessments for Schools (ICAS).

The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of our Responsible Behaviour Plan for Students, based on Positive Behaviour for Learning (PBL) which focuses on our STEPS to SUCCESS explicit Social Skills Program, and the implementation of the BOUNCE BACK resilience training, in 2017 and 2018.

Our Pastoral Care Program includes Year 1 to Year 6 Peer Support lessons, Leadership Development (School, Cultural, Sports and Library Captains) and a Chaplaincy Program.

Our School Council was created in late 2015 and worked closely in 2016 on school reviews to develop a 2017-2020 School Strategic Plan.

Community support for Norman Park State School initiatives is strong. Working in the Parents' and Citizens' Association is the Swim Club, Tuckshop, a Music Support Group and Second Hand Uniform Stalls are held regularly. The P&C Association and the school are supported by Class Parent Representatives who liaise with school community members.

Norman Park State School students demonstrate high levels of achievement in school-based and NAPLAN testing. These results are driven by our school plans which are reviewed each year. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths, as our school motto continues to inspire us, 'Onwards and Upwards'.

School progress towards its goals in 2018

Our core priority in 2018 – Reading

In the teaching and learning of reading we will be continuing to consolidate and refine:

1. our shared understanding and pedagogical practices in reading instruction through the Fleming Explicit Teaching Model and Reading to Learn Strategies to improve reading outcomes for our students

2. ongoing explicit assessment tasks to ascertain targeted and planned teaching lessons that meet the distinct needs of year level cohorts and individual students

3. strategies to individualise student goals to better inform students, teachers and parents.

Further work on other focus areas continued:

- improving spelling outcomes

- improving numeracy outcomes

- improving writing outcomes

- continued implementation of the Australian Curriculum (version 8) – English, Mathematics, Science, Humanities and Social Sciences (HASS), Languages (French) and Physical Education, and the implementation of Design and Digital Technologies

- consolidation of our Pedagogical Framework in teaching and learning: Fleming Explicit Teaching Model, Positive Behaviour for Learning Framework and Culture of Thinking – Visible Thinking Routines

- implementation of effective pedagogical practices using digital and design technologies for learning in Year P–6

- explicit professional learning of differentiation and inclusion across all year levels and classes with a focus on using the Maker Model (Maker, 1982) to support this pedagogical shift

School Progress towards its goals in 2018

<u>**2018 School Improvement Agenda Strategies**</u>

1. **Maintain and enhance whole school consistent expectations and practices in the explicit teaching of Reading.**
   Priorities that have been achieved include:
   - *Maintain a two hour Literacy Block – 3 days a week, min.* ***Modelled, Shared, Guided, and Independent Reading***
   - *Continue to use the* ***Fleming Explicit Teaching*** *model: Warm-Ups; I Do; We Do; You Do; Plough-Back*
   - *Establish individual* ***student learning goals*** *with students and parents*
   - *Follow the* ***NPSS Reading Program***
   - *Connect the use of NPSS Comprehension strategies and resources across all Learning Areas*
   - *Continue to build* ***teacher capacity and leadership density*** *through* ***observation, feedback*** *and* ***mentoring***
   - *Coaching and mentoring by Deputy Principal, HOC & Reading Coach e.g. Read 2 Learn strategies*

2. **Continue to embed an effective spelling program through the building of shared knowledge and a range of pedagogical practices of SPELLING throughout the school.**
   Priorities that have been achieved include:
   - *Incorporate the developmental stages of spelling into explicit teaching-* ***Phonological, Visual, Morphemic, Etymological***
   - *Teach* ***common word lists*** *consistently across cohorts*
   - *Maintain the* ***explicit focused*** *teaching of spelling: Modelled, Guided & Independent Spelling*
   - *Continue Fleming's* ***Explicit Teaching*** *model: Warm-Ups; I Do; We Do; You Do; Plough- Back*
   - *Follow* ***NPSS Spelling Program***
   - *Build* ***teacher capacity, leadership density*** *and* ***improve spelling pedagogy*** *through* ***observation, feedback*** *and* ***mentoring***
   - *Continue using consistent C2C* ***assessment tools*** *from Prep to Year 6*

3. **Continue to consolidate the explicit teaching of NUMERACY through the ongoing implementation and monitoring of established practices to consolidate the student's mathematical knowledge and understandings.**
   Priorities that have been achieved include:
   - *Continue the **Fleming Explicit Teaching** model of numeracy: **Warm-Ups; I Do; We Do; You Do; Plough-Back***
   - *Continue the use of **'New Wave Mental Maths'** teaching routines*
   - *Build **teacher capacity** and **leadership density** through **observation, feedback and mentoring***
   - *Continue to use a range of diagnostic, formative and summative **assessment tools***

4. **Develop whole school consistent expectations and practices in the explicit teaching of Writing.**
   Priorities that have been achieved include:
   - *Maintain a two hour Literacy Block – 3 days a week, min. **Modelled, Shared, Guided and Independent Writing***
   - *Continue to use the **Fleming Explicit Teaching** model: Warm-Ups; I Do; We Do; You Do; Plough-Back*
   - *Establish individual **student learning goals** with students and parents*
   - *Follow the **NPSS Writing Program***
   - Explicit professional development for staff to consolidate the effective teaching of writing
   - *Build **teacher capacity and leadership density** through **observation, feedback** and **mentoring***
   - ***Coaching and mentoring** by Deputy Principal, HOC & Reading Coach*
   - *Embedding the **use of digital technologies** to support the teaching of writing*

5. **Development the digital capabilities of teaching staff**
   Priorities that have been achieved include:
   - *The employment of three **Digital Coaches** (P-2, 3-4, 5-6) to facilitate and guide on-going professional learning*
   - *All teachers to participate in **digital walkthroughs** to build teacher capacity and leadership density through **observation, feedback and mentoring***
   - *Digital coaches and administration team expanded knowledge base through attendance at Edutech2018*
   - *Support for staff to embed BYOD in Years 4–6*
   - *Support for staff to extend BYOD to Year 3*

Future outlook

School Improvement Priorities 2019

Improvement priority – ACADEMIC EXCELLENCE

Superior Student Outcomes' Strategy – Successful – Increase student literacy achievements			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Set and achieve or exceed annual targets to increase students in upper two bands in national testing in Reading, Spelling and Writing	see SIA	Monitor & report August	Principal, DP, HOC, teaching staff
Set and achieve or exceed annual targets to extend high performing students in Reading, Spelling and Writing in intra-school testing	see SIA	Monitor & report each term	Principal, DP, HOC, teaching staff
Set annual targets to exceed majority of 'like' schools in Reading, Spelling and Writing	see SIA	Monitor & report August	Principal, DP, HOC, teaching staff
Exceptional Teaching and Learning for our Students' Strategy – Expertise – Increase teacher expertise in curriculum knowledge and selection of teaching strategies			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Link teacher Annual Performance Reviews to Annual Implementation Plan goals	All teachers	Annual	Principal, DP & HOC
Align professional development opportunities to curriculum and staff roles	100%	Annual	Principal, DP & HOC

Observe teachers and record criteria based practice in Walkthroughs and via Learning Journey discussion with students	70% classes expert practice	Monitor and report each term	Principal, DP & HOC

Exceptional Teaching and Learning for our Students' Strategy – Excellence - Students – improve staff abilities to exhibit professional and collective responsibility for improving student learning and well-being			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Develop student data-based teaching and learning plans in Reading (P-6)	75% of teachers	Per term	DP, HOC & Reading Coach
Review pedagogical practices to support teachers to improve their capabilities in collective assessment ' for' and 'of' student learning in Reading	75% of teachers	Per term	DP, HOC & Reading Coach
Develop well-being charter and monitor implementation	In lesson plans	Term 1 2018	PBL Committee (DP)

Exceptional Teaching and Learning for our Students' Strategy – Engagement – challenge and extend students to meet learning aspirations			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Provide extension opportunities for all students to apply curriculum learning	60% students	End Term 4	HOC
Support teachers to engage in creating & implementing extension activities (STEM)	60% teachers	End Term 3	HOC
Implement inclusion & differentiation practices to extend the learning of ALL students, through the NPSS Pedagogical Framework.	75% teachers (P-6)	End Term 3	DP & Inclusion Team

Improvement priority – TECHNOLOGY IN ACTION

Superior Student Outcomes' Strategy – Savvy – Enable students to have foundational skills that springboard them into the future			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Provide opportunities for students to access the digital technologies curriculum	100% of students (P-6)	Per semester	Principal
Expose students to digital technology in a variety of contexts	75% of students (Years 3-6)	December	Principal
Participate in projects that engage students to apply their digital technology knowledge and skills	75% of students (Years 3-6)	December	Principal

Exceptional Teaching and Learning for our Students' Strategy – Capability – Increase technology skills and experience among all staff			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Learn and demonstrate new knowledge & skills to teach digital technologies that enhance student learning	75% of all teachers (Years 3- 6)	November	HOC/ Digital Coaches
Design and implement projects that apply digital technology	75% of all teachers (P-6)	November	Digital Coaches

Exceptional Teaching and Learning for our Students' Strategy – Motivation – Motivate students with curriculum that 'reflects real life' and motivates students			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Complete projects that apply technology into real life situations/ problems to allow for wider- student involvement	6	November	Head of Curriculum
Engage and increase the number of local business' or partnerships that will support the development of skills and understanding for staff and students	3 new partnerships (Document)	November	Head of Curriculum
Continue to involve more students to participate in technology projects that motivate and extend learning	75% (P-6)	Per Term	Digital Coaches
Exceptional Teaching and Learning for our Students' Strategy – Design – Utilise data to underpin decisions about teaching and learning			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Collect data to inform the decision making process regarding pedagogy, content and process with digital technology as the focus	50% of total (Years 4- 6 teachers)	End of each Term	HOC & Digital Coaches

Improvement priority – SET FOR SUCCESS

Superior Student Outcomes' Strategy – Smart – Build student capacity to use key thinking skills and expose them to experiences and possibilities			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Include Year 4 students in current real-life thinking practices e.g. STEM with advertising unit (term 4)	Year 4	Term 4	Principal
Investigate local available businesses who could mentor Year 5- 6 students in developing business acumen. (Busy Kids 5&6)	5 partners	Term 4	Principal
Exceptional Teaching and Learning for our Students' Strategy – Thinking – Use critical and creative thinking skills to enhance learning.			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
VTR Strategies using observation template	80% classes	End term 3	Principal/ Deputy Principal/ HOC
Observe VTR Strategies using Specialist walkthrough template (Languages, Music, PE & TL/ Digital Coaches)	100% specialist classes	Each term	Deputy Principal
Research possible options to develop a plan to observe students' thinking skills in classrooms e.g. ACARA	Select an option/ACARA (Implement 2019)	November	School Council

Exceptional Teaching and Learning for our Students' Strategy – Tenacity – Build resilience in students to try new things and not fear failure			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Build resilience training into weekly PBL Social Skills lessons (Student Satisfaction 'Happy' Survey p.a)	80% of students 'verbalising' strategies during Learning Journeys	Survey Term 3 2018 & 2019	PBL Team
Embed PBL lesson sharing into weekly assembly	100% of assemblies	Weekly Assembly	DP/ HOC/ PBL Team
Exceptional Teaching and Learning for our Students' Strategy – Global Mindset – Create a community of learners who think globally and act locally through intercultural understanding and ethical behaviour			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Communicate events with whole-school community via newsletter E.g. Harmony Day, NAIDOC, Day for Daniel, Remembrance Day, ANZAC Day, Discos, Smart Stuff	7 celebrations	November	Deputy Principal
Develop a plan to network with other local French- speaking schools. Alliance Francaise & Gold Coast	3 cross- cultural communications	September	Head of Curriculum
Introduce as a possible curriculum inclusion as a 'way of working'. 2019 New Pedagogical Framework	Review 'Choices'	2019 October	Principal & School Council
Examine the need for other Languages options at NPSS (Introduction of Chinese lessons one day per week after school)	2018 Survey 2018 Lessons	End Semester 1	Principal, DP, Louise Hart & School Council

Improvement priority – EFFECTIVE FOUNDATIONS

Strategy - Ethos – build an ethos around a commitment to excellence and well being			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Create a statement and plan on ethos in NPSS Vision, Values, Strategic documents & Pedagogical Framework	Develop and Publish Deliver plan	Vision 2019 Pedagogical Framework 2019	Principal
Strategy – Professionalism – deliver effective pedagogy through increasing skills and experience			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Develop a 1 Year Professional Development Plan	Completed (Per term)	March	Principal, DP & HOC
Develop a 4 Year Pedagogical Framework	Complete (Draft)	October	P, DP, HOC & Staff
Align Annual Performance Review and Developing Performance Plans to school priorities (SSP/ AIP)	70% plans	2 meetings per year	Principal, DP & HOC
Continue Walkthroughs and Learning Journeys – document & communicate approach and desired outcomes	70% expert practice	Per term	Principal, DP & HOC

Strategy- Data – analyse data to deliver insights to inform pedagogy

- NPSS Assessment & Reporting Schedule (NARS)

Actions	Targets	Timelines	Responsible Officer/s
Collect data, manage and routinely enforce processes	See NARS	Per Term	Principal
Document and manage the assessment and analysis of data	Process documented & managed	Per Term	HOC/ Reading Coach/ Digital Coaches
Communicate data analysis and report progress against planned outcomes (SIA)	Progress reported	Per Term	HOC
Data processes reviewed	Review data	Per Term	Deputy Principal & HOC

Strategy Technology – aim for technology appropriate to need, available when required and adaptable to any situation

Actions	Targets	Timelines	Responsible Officer/s
Document technology requirements to ensure ongoing alignment with pedagogy and student needs, including technology upgrade plan.	Review & document technology requirements	Annually (October)	Principal & Head Of Curriculum
Include availability access targets and a multi-use philosophy in the plan	High rate of availability 97%	Annually (October)	Principal & Head Of Curriculum
Develop & implement technology maintenance and fault rectification plan e.g. 24hrs turn around or alternatives	Less down time <3%	Annually (March)	Principal, HOC, & BSM

Strategy - Partnerships - improve opportunities and outcomes for students through effective partnerships

Actions	Targets	Timelines	Responsible Officer/s
Develop community Engagement Framework	Publish	Term 1	School Council
Review, develop and publish Community and Engagement Plan 2018 (Linda Willis UQ 2018-2019)	Document	End of Term 4	School Council
Increase engagement with partnerships (Curriculum)	Review/ document	November	School Council
Engage in cluster/regional *Collective Efficacy* – Donohoo, J	Learning Circle/Minuted	2019	Principal, DP, HOC, Cluster Schools

Strategy- Systems – deliver seamless productive outcomes via efficient systems

Actions	Targets	Timelines	Responsible Officer/s
Establish a reviewing business process approach for all business processes	Complete Modules annually	Term 1	Principal & BM
Establish continuous feedback mechanism targeted at improving business systems eg Parent Rep Meetings	Establish feedback systems	Per Term	Principal, DP, HOC, BSM & AO2
Review, plan & implement business functions	100% (see Internal Audit Report '16)	February	Principal & BSM

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	445	457	457
Girls	219	230	238
Boys	226	227	219
Indigenous	10	11	13
Enrolment continuity (Feb. – Nov.)	96%	96%	94%

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 Index of Community Socio-Educational Advantage (ICSEA) for Norman Park students in 2018 was 1128 (the average ICSEA value for all schools is 1000). Therefore, the majority of Norman Park student come from an upper-middle to high socioeconomic demographic. Norman Park State School has a small number of students from ethnically diverse backgrounds with 3% identifying as Indigenous and another 20% of students with a language background other than English.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	25	25	27
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

At Norman Park State School we teach and assess using the Australian Curriculum Content Descriptions and Achievement Standards (Version 8) for English, Mathematics, Science, Humanities and Social Sciences (HASS), Physical Education, Design and Digital Technologies, Languages (French). All other subjects, such as The Arts (Dance, Drama, Media, Music and Visual Art) are taught using the Queensland curriculum. The Arts will be taught and assessed using the Australian Curriculum in 2019 and full implementation of the Australian Curriculum will occur by 2020.

Key Delivery Models

- Explicit teaching – Fleming Model
- Feedback to students & Self-Reflection – Hattie, Sharratt Models - whole class and individual
- Culture of Thinking - Visible Thinking Routines and explicit, targeted teaching to maximise student outcomes
- Years 3–6 BYOD iPads
- Information, Communication & Technology instruction provides access to 'robots' and coding and app creation classes. Specialist Digital Coaches provide one hour per week, mentoring in classrooms and flexible learning environments
- Positive Behaviour for Learning (PBL), underpins our 'Steps for Success' Program'
- Extension programs (e.g. Science and Technology Master Classes, Smart Stuff Festival and the Busy Kids entrepreneurial program in Years 5 and 6)
- Instrumental Music Programs (Strings, Woodwind, Brass and Percussion)
- WACE – Wednesday Afternoon Curriculum Extension Program in Term 2 which involves students in elective activities which include dance/drama/choir and verse speaking performances, iMovie Trailer, Robotics, Figure It Out (lateral thinking), and STEAM challenges
- Swimming Lessons (P–6)
- Excursions and Incursions, such as Reverse Garbage, P–2 Under 8s Day, Planetarium, Lone Pine, Newstead House and Dr Joe Science Show
- Assessment Program – including data-driven tracking of every student, research-based to ensure 'Faces on the Data', Assessment 'for' learning and 'of' learning.

Co-curricular activities

Norman Park State School provides a range of extracurricular activities which are designed to actively engage and motivate students, including:

- ANZAC Day and Remembrance Day Assemblies
- Prep Orientation Mornings
- Readers' Cup Challenge
- Premiers Reading Challenge
- Coding Club
- Chess Club
- International Competitions and Assessments for Schools (ICAS)
- Year 5 & Year 6 Interschool Debating Teams
- Year 6 Camp – Canberra Trip
- Year 5 Camp – Bornhoffen
- Year 4 Camp – Runaway Bay Sports Centre
- Year 3 Camp YMCA North Pine Dam
- Junior and Senior Choirs
- Instrumental Music Ensembles, Lessons and Camps – Strings and Band

- Concerts – Choirs and Instrumental Music Ensembles each semester

- Public Music Performances (e.g. MusicFest, Fanfare and Anzac Day Ceremonies)

- Norman Park State School Musical (produced every second year – 2017 saw a musical produced)

- Wednesday Afternoon Curriculum Extension (WACE) Showcase (2018)

- Awards' Night

- Year 6 Graduation Ceremony at Parliament House

- Carnivals – Swimming, Cross Country, Athletics

- Swimathons, Lapathons or Spellathons

- Interschool, Intra-school, District & Regional Sporting trials and competitions

- After School Sports – Hamptons Swim School, Fitness Club, Kick Dance, Tae Kwon Do, Sporting Schools – sports coaching funded through the Federal Government

- Student Leadership Program (e.g. Halogen Student Leadership Day, Parliament House, International Women's Day, Chaplaincy High Tea)

- P&C Association Events (e.g. Swim Club, Trivia Night, Blues and Bling Ball, Father's Day Breakfast, Mother's Day Stall, Father's Day Stall and Christmas Stall)

How information and communication technologies are used to assist learning

Our Information and Communication Technologies are integrated across the curriculum. Each classroom has a data projector and Easi-View which allows for the integration of digital learning and the facilitation of learning using Curriculum into Classroom (C2C) units of work and other resources. In 2017 and 2018 we engaged three Digital Coaches to support teachers to further their pedagogical learnings and improve student outcomes.

The purchasing of other ICT resources funded through the NPSS and P&C Association's budget also contributed to the ability of staff to support student ICT learnings and to build on our BYOD iPad Project in Years 3 to 6 (2018) All classroom teachers, teaching greater than one day per week, have their own iPad for teaching and learning. We continue to purchase the annual Microsoft and Wi-Fi Access Agreements.

In 2017 the Digital Technologies focus was supported by a Practitioner Research Project that used the Inquiry Cycle model to improve staff pedagogical practices that focused on teaching and learning not the 'digital tool'. The findings of this research continue to support staff throughout 2018 to integrate information and communication technologies to assist learning.

Social climate

Overview

Norman Park State School has a strong family and community atmosphere. The majority of our parents are very happy with the supportive atmosphere at our school as indicated by survey results. We also had a school chaplain in 2018 who was an additional staff support in our school, including those students requiring pastoral care.

We have a proactive Responsible Behaviour Plan at Norman Park State School which is reflected in a high level of rewards being distributed to students as part of our Steps to Success program and our end of term Reward Day. The behaviour of the students is reflected in our positive school atmosphere which provides an environment that is conducive to learning.

In 2018, we continued to embed the well-researched Positive Behaviour for Learning data-based behaviour support program. It provides the school with an overarching whole-school scheme under which our school has continued to maintain a positive place for all members of our community.

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)	96%	99%	94%
• this is a good school (S2035)	96%	96%	94%
• their child likes being at this school* (S2001)	97%	99%	99%
• their child feels safe at this school* (S2002)	97%	99%	100%
• their child's learning needs are being met at this school* (S2003)	94%	99%	93%
• their child is making good progress at this school* (S2004)	94%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	94%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	94%
• teachers at this school motivate their child to learn* (S2007)	93%	96%	93%
• teachers at this school treat students fairly* (S2008)	91%	96%	95%
• they can talk to their child's teachers about their concerns* (S2009)	91%	96%	95%
• this school works with them to support their child's learning* (S2010)	93%	97%	93%
• this school takes parents' opinions seriously* (S2011)	89%	93%	88%
• student behaviour is well managed at this school* (S2012)	91%	84%	87%
• this school looks for ways to improve* (S2013)	96%	99%	87%
• this school is well maintained* (S2014)	96%	96%	90%

* 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)	98%	97%	98%
• they like being at their school* (S2036)	99%	95%	89%
• they feel safe at their school* (S2037)	98%	96%	94%
• their teachers motivate them to learn* (S2038)	98%	96%	94%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	96%
• teachers treat students fairly at their school* (S2041)	98%	96%	88%
• they can talk to their teachers about their concerns* (S2042)	95%	94%	83%
• their school takes students' opinions seriously* (S2043)	94%	92%	87%
• student behaviour is well managed at their school* (S2044)	96%	89%	85%
• their school looks for ways to improve* (S2045)	98%	95%	96%
• their school is well maintained* (S2046)	97%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	96%	93%

Percentage of students who agree# that:	2016	2017	2018

* 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%	98%
• 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)	90%	92%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	80%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	98%
• student behaviour is well managed at their school (S2074)	90%	96%	88%
• staff are well supported at their school (S2075)	100%	98%	96%
• their school takes staff opinions seriously (S2076)	97%	96%	93%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	100%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	97%	98%	95%

* 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

Many parents are involved in a range of classroom activities and actively participate in excursions and community events at Norman Park State School.

Parents contribute towards the strategic direction of the school via the membership of the Norman Park State School Council established in 2015, P&C Association, the Gateway Learning Community (cluster school's network) and our Parent Representatives who attend forums each term.

Our School Council has the following functions for guiding the broad strategic direction of the school:

- monitoring the school's strategic direction
- approving plans and policies of the school of a strategic nature and other documents affecting strategic matters, including the annual estimate of revenue and expenditure for the school
- monitoring the implementation of the plans, policies and other documents mentioned above
- advising the school's principal about strategic matters

The Norman Park State School P&C Association is a very supportive and active body of community minded people, parents and citizens, who assist the school in providing:

- feedback on school policies and activities
- additional resources to be used to enhance student learning
- parents with opportunities to be involved in their child's education

Support is highly valued and teams work cohesively with the school Principal and the school community in a productive partnership to achieve the best possible outcomes for students.

Parent-teacher interviews are offered to parents twice a year. Parents/caregivers and families are also encouraged to attend weekly assemblies and our weekly newsletter not only provides information for families, but features student work from classrooms and school activities.

Respectful relationships education programs

Norman Park State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Norman Park State School facilitates high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. At Norman Park State School we utilise the Positive Behaviour for Learning (PBL) program to develop the social and emotional capabilities of our students. The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is achieved through our STEPS Program, which is emphasised throughout our school every day. STEPS, stands for everyone being: Safe, Tolerant, Engaged, Persistent and Successful.

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	4	3
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

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

Norman Park State School endeavours to reduce its environmental footprint by switching off appliances when not in use and via the strategic use of water, using tanks to irrigate the oval and top up the pool water. Solar panels on G Block support sustainability in the school and the pool is heated through solar energy.

During 2018 our Hidden Garden continued to be rejuvenated by Norman Park State School families who have a passion for this remarkable area to provide a quiet oasis and a place to explore naturalistic initiatives. Interested staff members and parents now make this space available during play breaks.

We recycle paper with Eco Bins in classrooms and the Library and have Brisbane City Council recycling wheelie bins around the school. Prep students also attend Reverse Garbage incursions.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	182,725	182,008	177,805
Water (kL)	2,672	1,529	

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.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

> View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	34	17	<5
Full-time equivalents	29	11	<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
Doctorate	
Masters	
Graduate Diploma etc.*	7
Bachelor degree	25
Diploma	2
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $94 525.

The major professional development initiatives are as follows:

- Practitioner Research Project
- Staff Annual Performance Review and Developing Performance Framework
- Mentoring Beginning Teachers
- Edutech Conference
- On-going coaching and mentoring from the school's Digital Coaches, including Digital walkthroughs
- Teacher walkthroughs and feedback cycles

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.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	92%	92%	90%

* 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.

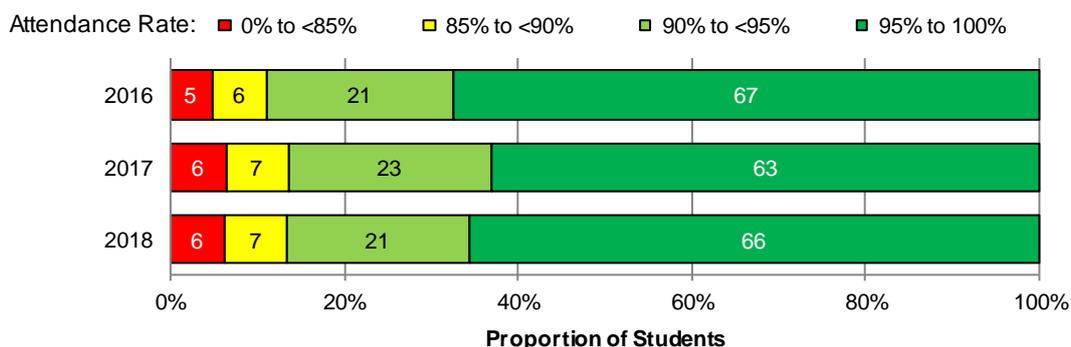Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	95%	96%	93%	Year 7			
Year 1	95%	95%	95%	Year 8			
Year 2	95%	96%	95%	Year 9			
Year 3	95%	95%	96%	Year 10			
Year 4	95%	94%	96%	Year 11			
Year 5	96%	96%	93%	Year 12			
Year 6	96%	94%	95%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	5	6	21	67
2017	6	7	23	63
2018	6	7	21	66

Proportion of Students (0% – 100%)

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.

Rolls are marked electronically in OneSchool twice daily, at the commencement of the school day and after second break. Administration Office staff record and track student attendance and report any concerns to the Principal.

Families are supported to encourage their students to attend school regularly. Phone calls are made and meetings are offered to discuss any concerns and further options are accessed as required to enable consistent student attendance.

Parents notify the school of student absences via the School Absence Hotline or email the office administration team. Unexplained Absences are then followed up via an SMS text to parents, who are expected to respond to explain the absence. A letter is sent to parents of students who have unexplained absences.

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.