



Norris Road State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Norris Road State School is an Independent Public School with an enrolment of approximately 660 students from P to 6.

At Norris Road State School we seek to achieve the best educational outcomes for every student. Our aim is to develop independent, knowledgeable individuals who are socially responsible and positively motivated. Our curriculum aims to develop our students as active and respectful citizens, effective communicators, lifelong learners and creative thinkers.

Our focus is on Literacy and Numeracy development. We offer a Special Education Program, Excellent Physical Education and Music Programs and Years 5 and 6 Camp Programs. Students have the opportunity to participate in, ICT competitions, Reader's Cup and Maths Tournament and a Chaplaincy program.

We believe that education is a collective responsibility. Respectful partnerships between the student, parent and the school are fundamental to building the success of our students.

We will celebrated our 40th Birthday in 2017.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016's focus was directed at building capacity of each teacher to ensure high quality teaching that is explicit, precise, purposeful and deliberate and to improve student performance. With an explicit focus on the teaching of reading, the CAFÉ process was a focus of full implementation across the school.


The Master Teacher assisted and modelled Café Masterclasses and focus teaching learnings. The Principal and Deputy ensured high quality teaching and learning with focused classroom observations. Students worked towards individual learning goals in reading and targeted feedback to improve reading.

To support improvement in spelling, ETOS (**E**xplicit **T**eaching **O**f **S**pelling) was developed and introduced across the school.



NORRIS ROAD STATE SCHOOL FOCUSED AGENDA 2017

ALL STAFF HAVE COLLECTIVE RESPONSIBILITY TO OWN ALL STUDENTS' ACHIEVEMENT
STUDENTS EXCEEDING POTENTIAL

<p>Explicit Improvement Agenda 2017</p>	<p>Reading</p> <ul style="list-style-type: none"> ✓ Use data to identify strategies and focus differentiated Teaching and Learning ✓ Implementation of the Norris Road explicit Reading Café process <p>Culture that Promotes Learning</p> <ul style="list-style-type: none"> ✓ Consistency in applying high expectations for learning and behaviour and creating a growth mindset ✓ Targeted focus on <i>Every Day Counts – attendance matters</i> <p>Systematic Curriculum Delivery</p> <ul style="list-style-type: none"> ✓ Implementation of consolidated units of learning ✓ Identify the STEAM 																																																																																																																					
<p>Pedagogical Framework</p>	<p>Effective Pedagogical Practices</p> <ul style="list-style-type: none"> ✓ Data driven, High Impact Instruction ✓ Professional learning aligned to EIA ✓ Consistent teaching protocols around Guided Reading ✓ Consistent teaching protocols incorporating the Explicit Instruction Model (Gradual Release of Responsibility) and the 4 Pillars of High Impact Instruction (Jim Knight) 																																																																																																																					
<p>Curriculum</p>	<p>Whole school curriculum framework using ACARA and C2C enhanced by:</p> <ul style="list-style-type: none"> ✓ STEAM demands identified across all Learning areas ✓ Case Management used as tool to improve learning outcomes ✓ Effective use of feedback as, of and for learning ✓ Teacher capacity enhanced through coaching using the cycle of inquiry ✓ Spelling (ETOS), Number Talks and Problem Solving are MUSTS 																																																																																																																					
<p>Targets</p>	<table border="1"> <thead> <tr> <th colspan="4">NAPLAN Reading</th> <th colspan="4">NAPLAN Numeracy</th> </tr> <tr> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>NMS</th> <th>U2B</th> <th>NMS</th> <th>U2B</th> <th>NMS</th> <th>U2B</th> <th>NMS</th> <th>U2B</th> </tr> </thead> <tbody> <tr> <td>95%</td> <td>48%</td> <td>100%</td> <td>40%</td> <td>96%</td> <td>30%</td> <td>100%</td> <td>35%</td> </tr> <tr> <td colspan="8" style="text-align: center;">% of students at or above F&P Reading level targets by end 2017</td> </tr> <tr> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th></th> </tr> <tr> <td>30%</td> <td>40%</td> <td>55%</td> <td>80%</td> <td>90%</td> <td>95%</td> <td>80%</td> <td></td> </tr> <tr> <td colspan="8" style="text-align: center;">% of students at or above 'C' in English, Maths and Science by end 2017</td> </tr> <tr> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th></th> </tr> <tr> <td>75</td> <td>80</td> <td>88</td> <td>80</td> <td>85</td> <td>90</td> <td>85</td> <td>84</td> <td>96</td> <td>70</td> <td>80</td> <td>90</td> <td>80</td> <td>90</td> <td>95</td> <td>86</td> <td>85</td> <td>96</td> <td>89</td> <td>93</td> <td>95</td> </tr> <tr> <td colspan="8" style="text-align: center;">% of students attending above 95% by end 2017</td> </tr> <tr> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th></th> </tr> <tr> <td>94%</td> <td>96%</td> <td>95%</td> <td>94%</td> <td>96%</td> <td>94%</td> <td>93%</td> <td></td> </tr> </tbody> </table>	NAPLAN Reading				NAPLAN Numeracy				Year 3		Year 5		Year 3		Year 5		NMS	U2B	NMS	U2B	NMS	U2B	NMS	U2B	95%	48%	100%	40%	96%	30%	100%	35%	% of students at or above F&P Reading level targets by end 2017								Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		30%	40%	55%	80%	90%	95%	80%		% of students at or above 'C' in English, Maths and Science by end 2017								Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		75	80	88	80	85	90	85	84	96	70	80	90	80	90	95	86	85	96	89	93	95	% of students attending above 95% by end 2017								Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		94%	96%	95%	94%	96%	94%	93%	
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<p>14 Parameters</p> 	<p>At Norris Road State School, we believe:</p> <ul style="list-style-type: none"> ✓ All students can achieve high standards and teachers can teach to high standards to ensure all students exceed potential ✓ Coaches support teachers to teach to high standards ✓ Assessment drives instruction ✓ The Principal is a leader of learning ✓ Early and ongoing intervention is targeted and informed by data ✓ Regularly timetabled Case Management meetings support Phase 1 intervention (<i>Good Teaching</i>) ✓ Professional learning takes place at timetabled meetings ✓ In-school Cohort Interactions provide the basis for developing shared language around collective responsibility and professional learning ✓ Resources are prioritised to support learning and are centrally located ✓ There is a commitment within the school budget to support the literacy development of all students ✓ Use process of collaborative inquiry to foster creative exploration and independent learning (STEAM) ✓ Parental and community involvement underpins all successes ✓ STEAM provides the cross curricular connections ✓ All staff have the collective responsibility to own all students' achievement 																																																																																																																					



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	577	265	312	31	94%
2015*	572	267	305	32	96%
2016	609	289	320	40	95%

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 2016, 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

Overview

Norris Road State is located in the northern suburbs of Brisbane. It caters to a diverse student population and offers an inclusive setting for all students. The school has seen substantial growth in the last four years, rising from 460 to 660 students. This growth has been in the lower grades with half the student population below year three.

The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is at 1004 which shows a rise from 970 in 2013, but a decline from last year's 1017.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	24
Year 4 – Year 7	27	27	25
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Major focus on Reading
 - Reading Coach
 - Oral Language programs and intervention P-Year 1 (developed by Speech Pathologist)
 - P, 1 and 2 intensive and targeted Teacher Aide support for reading
 - Implementation of 'book club' approach for high-achieving upper school students
- Special Education Program: support for inclusive curriculum
- Master Teacher/ Head of Curriculum: support for planning and implementation of Australian Curriculum
- Support Teacher Literacy and Numeracy: focussed and targeted intervention for identified students
- Languages Japanese (from year 4, assessed from year 5)

Co-curricular Activities

- Years 5 – 6 Camp Programs
- High levels of involvement in a broad range of sporting activities
- Instrumental Bands
- Choirs
- Involvement in Reader's Cup
- STEAM projects
- Student Council and Student Leadership

How Information and Communication Technologies are used to Assist Learning

All Year Level Units of work are collaboratively planned with Information and Communication Technologies clearly integrated into the units.

The school has shifted to a mobile technology solution by removing all desktop computers from year 2-6 classrooms. They have been replaced with 8 laptops and 10 iPads per block. This is supported by wireless technology and interactive data projectors. Technology is available throughout the entire school.

There are two full size class computer labs available for all classes to use. These too are supported with data projectors.

Social Climate

Overview

Norris Road State School provides a caring and supportive environment for all students to achieve to their full potential. The well-being of students is supported by the Chaplaincy Program. Student Leaders are supported to develop skills related to Peer-Mentoring.

Students are encouraged and supported to develop resilience, respect, tolerance and inclusive practices given our recent increase of refugee enrolment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	91%	89%
this is a good school (S2035)	92%	91%	92%
their child likes being at this school* (S2001)	97%	94%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	94%	91%	89%
their child is making good progress at this school* (S2004)	92%	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	89%
teachers at this school motivate their child to learn* (S2007)	92%	91%	89%
teachers at this school treat students fairly* (S2008)	97%	94%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	92%
this school works with them to support their child's learning* (S2010)	92%	88%	89%
this school takes parents' opinions seriously* (S2011)	89%	91%	88%
student behaviour is well managed at this school* (S2012)	97%	97%	89%
this school looks for ways to improve* (S2013)	94%	97%	94%
this school is well maintained* (S2014)	97%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school* (S2036)	93%	94%	94%
they feel safe at their school* (S2037)	96%	94%	97%
their teachers motivate them to learn* (S2038)	98%	98%	97%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	92%
teachers treat students fairly at their school* (S2041)	96%	94%	93%
they can talk to their teachers about their concerns* (S2042)	90%	91%	86%
their school takes students' opinions seriously* (S2043)	89%	91%	95%
student behaviour is well managed at their school* (S2044)	88%	91%	90%
their school looks for ways to improve* (S2045)	97%	97%	96%
their school is well maintained* (S2046)	96%	98%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	84%	87%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	98%	94%	100%
their school takes staff opinions seriously (S2076)	95%	91%	100%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	87%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school has become an Independent Public School. At Norris Road State School we believe that education is a partnership between the student, parent and the school. The following strategies are utilized to foster this partnership:

- Concerts, sports days and ceremonies
- Informative newsletters and website
- Open days including Saturday open mornings
- Parent information evenings and Parent/ Teacher interviews
- Access to teaching and administration staff
- Active involvement of parents in classrooms.



Respectful relationships programs

At the beginning of each school year (Pupil Free Days), staff revisit the school's Code of School Behaviour to ensure a consistent understanding of the expectations related:

- Bullying Awareness Program
- Classroom Consequences Procedure
- Behaviour Matrix

All staff develop and refine practices with the students that help to establish a safe, respectful learning environments.

The school has developed and implemented processes that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	18	19
Long Suspensions – 6 to 20 days	0	0	2
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.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to use the 'School Environmental Management Plan' which established best practice procedures for the school to effectively and economically reduce the school's environmental footprint. However, with the beginning of installation of air-conditioners in each classroom, these indicators have increased.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	127,154	1,361
2014-2015	126,465	1,302
2015-2016	135,336	2,042

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.

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

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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	29	<5
Full-time Equivalents	39	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	10
Bachelor degree	37
Diploma	3
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$ 19 883.62.

The major professional development initiatives are as follows:

- Effective Teacher Practices
- Reading CAFÉ process
- ICT integration
- Planning

Average

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	88%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	94%	93%	94%	94%	93%	92%	92%	91%					
2015	94%	93%	92%	93%	94%	91%	91%						
2016	93%	95%	94%	92%	95%	93%	92%						

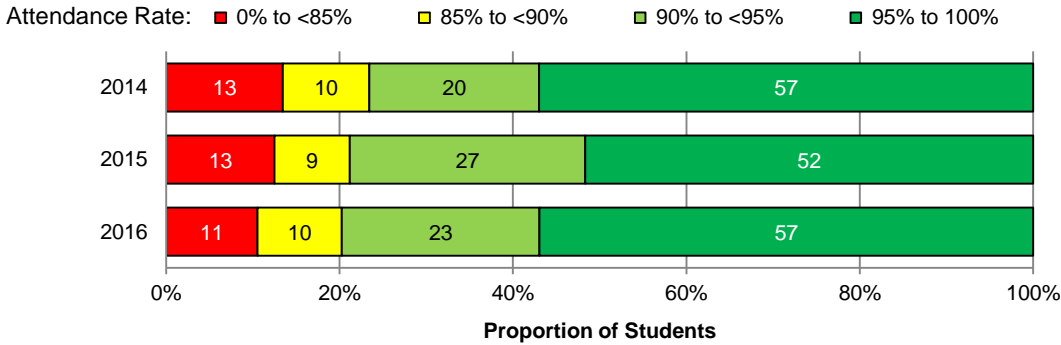
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed 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.

In 2016, the school introduced automatic SMS notification for daily unexplained absenteeism. Classroom teachers contact parents after 3 days of unexplained absenteeism. The Principal and Deputy follow up with parents to provide any additional support needed to assist with regular attendance.

NAPLAN

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.

Conclusion

The school's enrolment has grown significantly in 2016, necessitating a strict adherence to the Enrolment Management Plan.

A substantive principal was appointed in July 2016.

School numbers continue to increase with local housing projects underway.

