



Narangba State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	2-20 School Street Narangba 4504
<b>Phone</b>	(07) 3491 1333
<b>Fax</b>	(07) 3491 1300
<b>Email</b>	principal@narangbass.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Pamela J O'Loughlin

## School overview

With over 100 years of commitment to education excellence, Narangba State School is nestled within a supportive community with shared values and a strong sense of ownership and responsibility towards its members. Narangba State School provides students with a rich and diverse education which offers a balance of academic, cultural and sporting opportunities.

Our vision is for all students to achieve their best in a calm, supportive and safe learning community. We pride ourselves on providing individual support to all students. We work in partnership with parents and students to support students in achieving their full potential.

Narangba State School is a PBL (Positive Behaviour for Learning) school, plus we teach the resilience and wellbeing program, You Can Do It. Our Early Years curriculum has an intensive focus on literacy which uses dynamic techniques to engage students in exciting learning experiences as evidenced by our students' achievements in literacy and numeracy by the end of year 3.

As our students mature they engage in an inquiry based learning program using student-focussed journeys of discovery which engages individuals in deeper knowledge and understanding. Our students learn in a technology-rich environment where information and communication technology (ICT) is a focal medium through which teaching is presented, and learning is accessed. Our students are engaged in literacy and numeracy learning - providing the strongest foundations for future intellectual growth and development.

"We're here to help children succeed. It's that simple."

## Introduction to the School Annual Report

This report aims to provide parents and the community with information that is common to all schools in Queensland. It outlines the highlights and successes of Narangba State School during the 2018 academic year.

The Narangba State School Vision Statement is:

*"Narangba State School is an Independent Public School striving for excellence."*

We do this:

- in a calm, supportive learning community*
- focussing on quality individual student outcomes*
- with high expectations for all "*

Our school motto is, *"For life we learn"*

Our mission is to provide every student with the opportunity to develop knowledge, skills and values, enabling them to maximise their learning potential and become caring, valued members of Society.

## School progress towards its goals in 2018

Our 2018 Explicit Curriculum Improvement Agenda was for *all students to become life long, independent writers who are able to apply their writing knowledge, understanding and skills in all environments and contexts*. This was a new focus implemented at the beginning of 2018.

Results in all areas of NAPLAN were at or above national means. Our target areas of reading and numeracy responded positively to the work that has been done throughout the previous 12 months.

In 2018 Narangba State School received an additional \$50 000 grant money due to being an Independent Public School and a further \$267,954 additional funding from the I4S Initiative. This additional funding was put to targeted use in alignment with the key strategic directions listed above and our I4S guarantee that is available on our school website.

Firstly, funds were utilised to modify three existing staff roles to facilitate their work as coaches for our teaching and teacher aide staff. This funding was to provide opportunities for teachers to be regularly formally observed whilst teaching and receive written feedback on their pedagogy. This has enabled our school to employ consistent

effective strategies across the school in the teaching of literacy. It has also meant that our teacher aides can be specifically targeted to individual student needs.

Funds were also used to employ additional teacher aides. The teacher aides were employed for specific tasks and have enabled literacy groups to be more focused and students to be highly engaged. The additional human resources have enabled smaller groups and increased individual and small group support for our students in both intervention and support and extension activities. The great news for 2018 is that our I4S funding was increased.

Throughout 2018 Narangba State School continued to provide quality learning opportunities and extra-curricular activities for students with a focus on their academic, and social and emotional needs. Staff and parents worked in harmony to create a warm, courteous and respectful environment to allow students to achieve their best possible outcomes.

## Future outlook

Our school's sharp and focussed key improvement strategies for 2019 are –

- Writing within the Australian Curriculum
- PBL – Positive Behaviour for Learning
- STEM through the Curriculum

We are continuing our focus on **writing** with emphasis on meeting the Australian Curriculum standards at each year level of skill and competency. Our student achievement results have indicated that our students need a differentiated teaching approach from years 4 to 5 onwards. That students **consolidate** the skills learnt in writing from prep to year 3, however in the upper school years are taught the skills to **accelerate** their writing skills.

Towards the end of 2018 a self-selected group of staff volunteered to lead the implementation of the **PBL** framework in our school. This is a three year journey to imbed the framework. Concurrently our school is revitalising the social, emotional and wellbeing program You Can Do It.

In 2019 our school is employing a **STEM Champion**. The role of the STEM Champion will be to use and model inquiry based learning, co plan and co teach with teachers, building teacher capacity, continue our school's robotics club and involvement in competitions, and facilitate STEM based clubs for students. Our school has established a STEM room, used by the STEM champion however also available for teacher and class use as needed.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep year - year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	712	702	712
Girls	348	337	337
Boys	364	365	375
Indigenous	32	37	39
Enrolment continuity (Feb. – Nov.)	96%	97%	95%

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

Our school is characterised by students who are generally from mid to high socio-economic backgrounds. There is a small degree of transience and a significant number of families with children at the school live outside the immediate area. 5.5% of our students are Indigenous, 6.9% students with disability, and only a relatively small number of students are from non-English speaking backgrounds.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	23
Year 4 – Year 6	25	25	26
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

Implementation of the 'Sounds to Letters' early literacy program is based on active student engagement and participation. Strong connection between oral language and written language in the program means that reading and writing form a strong link and this increases the success of the program. All teaching staff and teacher aides have completed extensive professional development around the implementation of the program and parent workshops are offered to enable consistency between school and home environments.

Since its implementation our STL&N (Support Teachers Literacy and Numeracy) and Sounds to Letters Coordinator have stepped up the work around spelling across the school. Teachers were observed delivering spelling lessons and feedback was provided. Lessons were modelled and sometimes co delivered to build knowledge and capacity. This targeted work was rewarded with vastly improved spelling results.

Two STL&Ns coordinate the Intervention Programs and work closely with the HOC (Head of Curriculum) and SEP (Special Education program) staff, and classroom teachers, to ensure the curriculum is accessible to all students and is meeting the needs of a range of student abilities. Visiting support personnel are in the school on a regular basis.

Students with special needs are catered for by a team of teachers led by our HOSES (Head of Special Education), and by teacher aides and parents providing individual and classroom support. Four of our teachers specialize in

developing educational programs for students with a disability and form a collaborative team together with the classroom teachers to support our students.

Our students are encouraged to strive for academic excellence and our teachers employ a variety of problem-solving strategies that challenge all students in a supportive learning environment. The integration of ICT (information and communication technologies) into classroom practice has occurred at all year levels and the school is adopting many practices that ensure that our classrooms are 'Smart Classrooms.'

Every classroom at Narangba State School is equipped with an interactive Smart Screen. These screens, linked to teacher's laptops, ensure optimum learning and student engagement through the Australian Curriculum, and strategic use of C2C (Curriculum to the classroom) online and interactive resources.

Year levels plan collaboratively with the HOC across all Key Learning Areas to ensure consistency of content taught and assessment tasks administered across the year level.

Explicit scheduled literacy time where the STL&Ns coordinate literacy groups to ensure targeted, explicit teaching of reading strategies and comprehension skills cater for individual student needs. Allowing all students to access the curriculum at their level ensures learning outcomes for all students are maximised.

## Co-curricular activities

In addition to the formal school curriculum students have access to a number of extra-curricular programs including:

- ✚ A strong instrumental music program (brass, woodwind and percussion) which begins for students in year 3 and links with similar programs in our main feeder high schools.
- ✚ A school choir at both junior and senior level and a competition choir.
- ✚ Interschool sport for our senior students including touch football, soccer, rugby league, AFL, netball and softball.
- ✚ Annual sports days, school discos, twice weekly school parades, visiting programs such as Auskick, Rugby League and in2CRICKET, All Schools Touch Football.
- ✚ Excursions, Arts Council productions, academic competitions and visiting cultural performances.
- ✚ Swimming lessons for students in prep, years 1 and 2
- ✚ School camps for students in years 4 to 6
- ✚ Student Council
- ✚ Engineering club, craft club, drawing club, computers, robotics, library based activities ie puzzles, games. Also students are supported if they wish to facilitate interest based lunchtime clubs
- ✚ Student Leadership program
- ✚ Chaplaincy and Supa Club

## How information and communication technologies are used to assist learning

Our school has a 28 laptop pod lab and interactive whiteboard in the library, as well as a 28 computer lab in C block.

There are Smart Boards in every classroom across the school. Many classrooms have a pod of computers which enable the inclusion of ICTs into daily classroom tasks. This equipment enables a high level of student participation and increasingly inclusive classroom practices.

Classes across the school participate in online learning and incorporate computer technology into their classroom learning as a matter of course. This is evident in their assessment and daily communication as well as classroom generated activities.

In 2018 there was a continued focus on flexible technology and providing the widest variety of useful equipment to encourage and enable a range of learning and teaching styles. The school had previously equipped every child with their own XO Laptop during semester two of 2014 and the use of the XO computers has continued to be very successful.

## Social climate

### Overview

The school provides a supportive and safe environment for all students, the basis of which is the school's positive behaviour policy.

Our three school rules are clear and positive: *"Be safe, be respectful and be an active learner"*

All students undertake "You Can Do It" Social/Emotional Skills program where they learn and develop a wide range of social and life skills. Positive school behaviour is supported by our Responsible Behaviour plan. Students are specifically taught the keys for success: 'Getting Along', 'Persistence', 'Organisation', 'Confidence', and 'Resilience'

Additional student support is provided by the school guidance officers, available 4 days per week and a school chaplain who is available two days per week.

We believe that quality student outcomes are the result of a partnership between parents, teachers and the school administration and supported by a safe and supportive school environment, quality school curriculum and excellence in teacher pedagogy.

As indicated in the table below, parents, staff and students are generally highly satisfied with the education provided at Narangba State School. In all areas the school is either at or above the mean for similar schools and schools across the state.

### Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	98%	96%
• this is a good school (S2035)	100%	100%	96%
• their child likes being at this school* (S2001)	99%	98%	96%
• their child feels safe at this school* (S2002)	97%	96%	95%
• their child's learning needs are being met at this school* (S2003)	96%	98%	96%
• their child is making good progress at this school* (S2004)	97%	98%	96%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	98%
• teachers at this school treat students fairly* (S2008)	93%	98%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	98%
• this school works with them to support their child's learning* (S2010)	98%	93%	98%
• this school takes parents' opinions seriously* (S2011)	98%	98%	91%
• student behaviour is well managed at this school* (S2012)	96%	95%	84%
• this school looks for ways to improve* (S2013)	98%	100%	96%
• this school is well maintained* (S2014)	97%	96%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	99%	97%	95%
• they like being at their school* (S2036)	98%	99%	90%
• they feel safe at their school* (S2037)	96%	97%	92%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	96%
• teachers treat students fairly at their school* (S2041)	92%	95%	89%
• they can talk to their teachers about their concerns* (S2042)	93%	92%	93%
• their school takes students' opinions seriously* (S2043)	90%	92%	86%
• student behaviour is well managed at their school* (S2044)	81%	89%	75%
• their school looks for ways to improve* (S2045)	97%	98%	94%
• their school is well maintained* (S2046)	93%	95%	92%
• their school gives them opportunities to do interesting things* (S2047)	97%	91%	91%

\* 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)	100%	95%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	95%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	98%	98%	94%
• student behaviour is well managed at their school (S2074)	95%	94%	69%
• staff are well supported at their school (S2075)	97%	92%	87%
• their school takes staff opinions seriously (S2076)	97%	87%	92%
• their school looks for ways to improve (S2077)	100%	98%	98%
• their school is well maintained (S2078)	95%	94%	94%
• their school gives them opportunities to do interesting things (S2079)	98%	94%	94%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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

Parental involvement is encouraged and highly valued at Narangba State School. The school has a strong P&C (Parents and Citizens Association) which has a long history of providing resource support for the students of the school, and working positively and cooperatively with school staff for the benefit of our students.

In 2014 the **Narangba School Council** was established and recognised by Education Queensland and remains operational today. The Narangba School Council is made up of the principal, the P&C president, two staff representatives and two parent representatives.

Many parents and caregivers attend our weekly parades to see their children receive achievement awards and many parents are involved in classrooms as parent helpers. The majority of parents participate in parent-teacher interviews and work closely with teachers to support the learning of their children. All parents are welcome to attend and participate in school activities and many attend our special events such as Under 8s Day, our ANZAC ceremony, Education Week, Book Week Parade and sports days which are always popular community events.

Parents also participate in workshops for literacy, Support-a-Talker, and Support-a-Reader and our phonics program, **Sounds to Letters**. Having completed these workshops many parents become skilled and valuable supporters in classrooms.

Our **Parent Forum** established in 2012, continues to meet every term and is made up of parent representatives from every classroom. This forum provides enhanced communication between parents and the admin team and provides an opportunity for in depth explanation of school strategic direction and a platform by which parents can provide feedback.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We have a series of lessons that have been embedded in our health program across all year levels. Every grade level completes a respectful relationships program over a term each year.

Our Adopt a Cop, Senior Constable Steve delivers lessons to years five and six around respectful relationships and bullying.

Every year the Ditto Program is offered to our students from prep to year 3 which provides targeted lessons around respectful relationships and appropriate interactions in an engaging and interesting way. The school provides a supportive and safe environment for all students, the basis of which is the school's positive behaviour policy.

As previously discussed, all students undertake You Can Do It social/emotional skills program where they learn and develop a wide range of social and life skills and positive school behaviour is supported by our responsible behaviour plan.

Additional student support is provided by the school guidance officer, available four days per week and a school chaplain who is available two days a week.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## 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	21	57	58
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	1
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

The school's environment is very important to the school community and a lot of work is put in by our excellent schools officer to present the grounds in the best possible way. The school is situated on an undulating attractive block graced by established trees complete with koalas and bush turkeys.

Administrators, teachers and students in the school have formed a partnership with Moreton Bay Regional Council to participate in a School Waste Minimisation Initiative. The school has a partnership with a local contractor for the collection of paper to be recycled.

The school is equipped with solar panels to create electricity and reduce our expenses.

Our school oval accesses water through an artesian bore connected to a large water tank that facilitates the watering of our oval. The bore was initially drilled and capped during 2014 and a water tank has been installed.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	174,615	173,265	177,910
Water (kL)	6,142	1,070	1,669

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

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	52	35	<5
Full-time equivalents	47	20	<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	3
Graduate Diploma etc.*	10
Bachelor degree	31
Diploma	8
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 \$100,000.00

The major professional development initiatives are as follows:

- PLCs (Professional Learning Communities)
- PBL initial training
- Breakthrough Coach
- Write That Essay
- ESCM (Essential Skills for Classroom Management)
- Regional Curriculum Roadshows
- ASoT (Art and Science of Teaching)
- Sounds to Letters Program

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.	96%	97%	96%

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

From the end of the previous school year, 96% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	92%	91%	91%

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

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

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

Year level	2016	2017	2018
Prep	92%	92%	94%
Year 1	95%	92%	92%
Year 2	92%	94%	93%
Year 3	94%	93%	93%
Year 4	92%	93%	92%
Year 5	93%	93%	92%
Year 6	93%	94%	91%

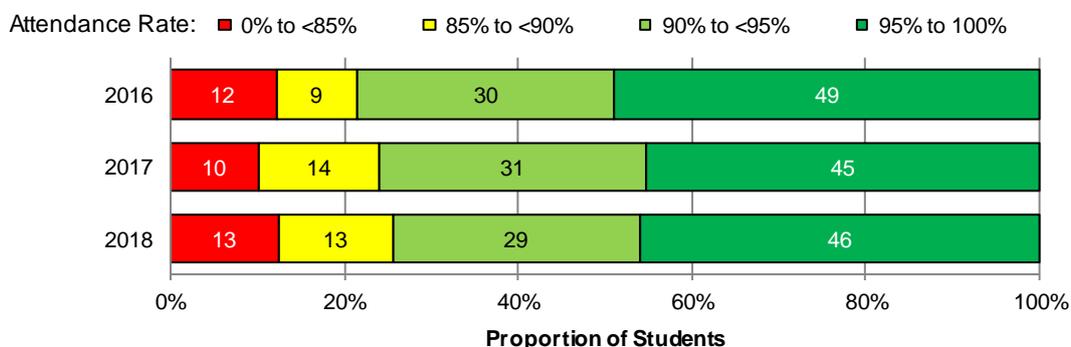
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the 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 at the beginning of the first and last sessions with the school requesting that parents provide an explanation if children are absent from school. A 24 hour student absence phone number is available for parents to notify the school of any absences. If a student is absent without explanation the school will contact parents via SMS on the morning of the student's absence to request further information on the absence and offer support and assistance as required.

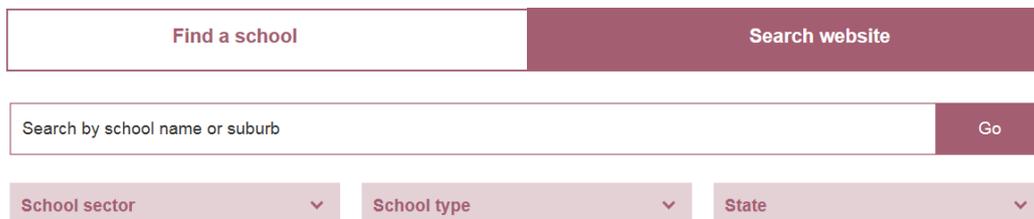
At the end of each term, or more frequently if required, letters are posted to parents seeking further clarification, or offering support for students whose absences are significant or unexplained.

## NAPLAN

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

### How to access our NAPLAN results

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



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



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



#### Notes:

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