

Norris Road State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Norris Road State School is a co-educational school with an enrolment of approximately 580 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 positive thinkers. Our focus is on Literacy and Numeracy Development. We offer a Special Education Program, Physical Education and Music Programs, Years 5 to 6 Camp Programs and P to 3 Literacy and Oral Language Intervention Programs. At Norris Road State School we believe that education is a partnership between the student, parent and the school.

School progress towards its goals in 2015

As determined and stated in the Pedagogical Framework, the *Agenda* was to support the Explicit *Improvement Agenda* with positive outcomes achieved:

- Improvement in student learning outcomes as evidenced by NAPLAN, school based data
- Identified and implemented change to teacher practice as required to achieve targets

These initiatives were supported by the implementation of the school's 'Pedagogical Framework' which has given teachers a clear and concise understanding of the expectations of teaching at Norris Road State School.

The leadership team ensured the consistent and scaffolded delivery of the Australian Curriculum by all teaching staff. C2C units are supported by school programs to ensure all areas of the Achievement Standards are addressed. Targeted Intervention Programs are run to support students who have not attained appropriate reading age benchmark.

Our continued improvement in both NAPLAN testing and Academic achievement has supported the structured course the school has taken in implementing the National Curriculum and aligning teacher practice throughout the school.

Future outlook



NORRIS ROAD STATE SCHOOL

IMPROVEMENT FOCUS – 2016



AGENDA

- Build capability of each teacher to ensure *high quality teaching* that is *explicit, precise, purposeful and deliberate*.
- Improve student performance

PLAN to build capability of each teacher to ensure *high quality teaching* that is *explicit, precise, purposeful and deliberate*.

Capability Development –

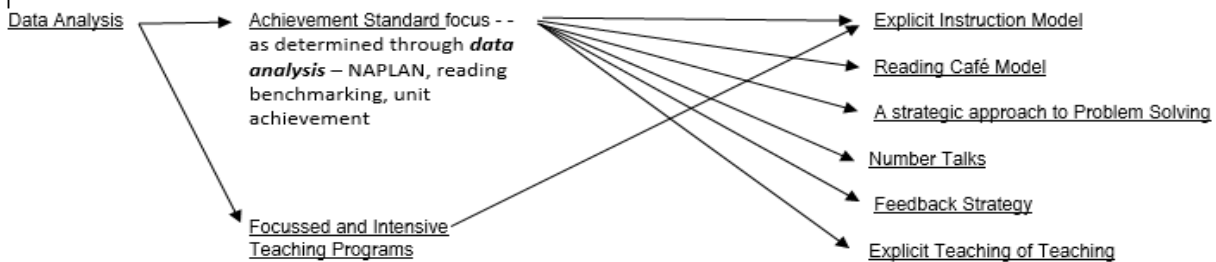
- Focussed observations
- Data Talks

Developing workforce performance -

- Teacher Performance Review Process completed by all teachers.
 1. Reflection and goal setting
 2. Professional practice and learning
 3. Feedback and review

- Coaching / Mentoring
- Focussed Team Meetings and Staff Meetings
- Professional learning supported.

PLAN to *improve student* performance



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	530	246	284	31	94%
2014	577	265	312	31	94%
2015	572	267	305	32	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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 580 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 1017 and has risen from 970 in 2013.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	21	22
Year 4 – Year 7 Primary	27	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	9	18
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our distinctive curriculum offerings

Special Education Program which supports an inclusive curriculum

Years 5 – 6 Camp Programs

P – 3 Literacy and Oral Language Intervention Programs developed by our Speech Pathologist, Head of Special Education Services, Head of Curriculum and Support Teacher Literacy and Numeracy

LOTE Japanese (Languages Other Than English)

Extra curricula activities

High levels of involvement in a broad range of sporting activities

Instrumental Bands

Choirs

Involvement in Reader's Cup

Student Council

How Information and Communication Technologies are used to improve learning

All recording of student assessment and reporting is computer generated. 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. Plans are progressing to make this technology available throughout the entire school as soon as possible. There are also two full size class computer labs available for all classes to use. These too are supported with data projectors.

Social Climate

Norris Road State School provides a caring and supportive environment for all students to achieve -

Chaplaincy Program

Development of Peer-Mentoring Program and 'Max' Room

Years 5 – 6 Camping Program

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	95%	91%
this is a good school (S2035)	100%	92%	91%
their child likes being at this school (S2001)	100%	97%	94%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	94%	91%
their child is making good progress at this school (S2004)	88%	92%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	95%	94%
teachers at this school motivate their child to learn (S2007)	96%	92%	91%
teachers at this school treat students fairly (S2008)	96%	97%	94%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	94%
this school works with them to support their child's learning (S2010)	92%	92%	88%
this school takes parents' opinions seriously (S2011)	96%	89%	91%
student behaviour is well managed at this school (S2012)	100%	97%	97%
this school looks for ways to improve (S2013)	100%	94%	97%
this school is well maintained (S2014)	100%	97%	97%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school (S2036)	94%	93%	94%
they feel safe at their school (S2037)	93%	96%	94%
their teachers motivate them to learn (S2038)	97%	98%	98%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	91%	97%
teachers treat students fairly at their school (S2041)	92%	96%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	86%	90%	91%
their school takes students' opinions seriously (S2043)	91%	89%	91%
student behaviour is well managed at their school (S2044)	80%	88%	91%
their school looks for ways to improve (S2045)	96%	97%	97%
their school is well maintained (S2046)	98%	96%	98%
their school gives them opportunities to do interesting things (S2047)	95%	91%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
they receive useful feedback about their work at their school (S2071)	92%	84%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	94%	98%	94%
their school takes staff opinions seriously (S2076)	92%	95%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	78%	93%	87%

'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

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

Access to teaching and administration staff

Parent/Teacher interviews and reporting Open Days

Active involvement of parents in classrooms.

Reducing the school's environmental footprint

In 2012 the school developed a 'School Environmental Management Plan' which established best practice procedures for the school to effectively and economically reduce the school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	124,273	2,030
2013-2014	127,154	1,361
2014-2015	126,465	1,302

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

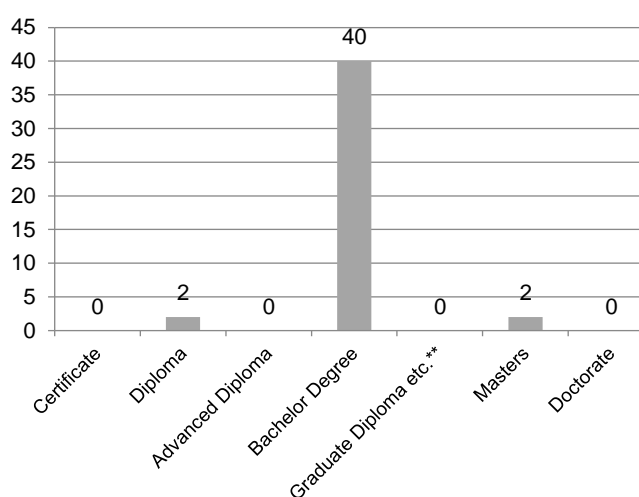
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	31	0
Full-time equivalents	37	18	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	44



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 36,439 (includes funds from School Grant and GRG)

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

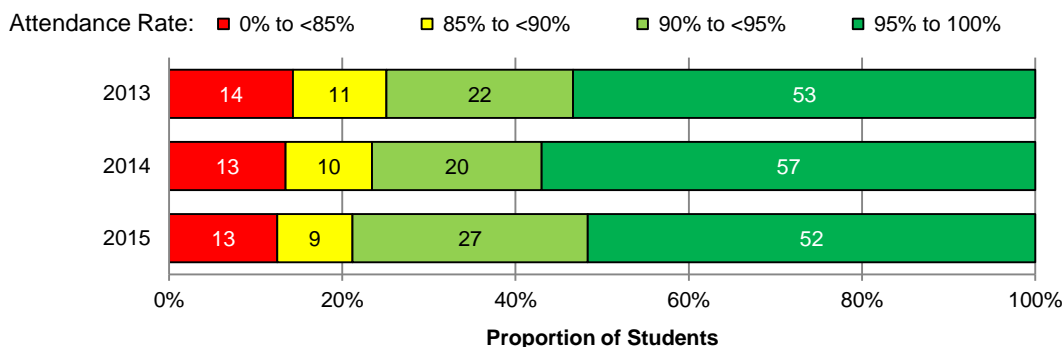
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	92%	94%	92%	93%	94%	92%					
2014	94%	93%	94%	94%	93%	92%	92%	91%					
2015	94%	93%	92%	93%	94%	91%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

When the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, the school will work proactively with the parents to provide support and advice to enable all students to attend and engage at school as much as possible. The school roles are marked twice a day and entered into 'One School'. Attendance is tracked and monitored by teaching and administration staff.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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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.

