



Northern Peninsula Area State College

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Northern Peninsula Area State College offers a pre-Prep to Year 12 education for students in the Northern Peninsula Area. The Northern Peninsular Area covers five Indigenous communities, Seisia, New Mapoon, Bamaga, Umagico and Injinoo. There are three individual schools of Northern Peninsula Area State College - Bamaga Senior Campus, Bamaga Junior Campus and Injinoo Junior Campus. The NPA State College adopted explicit instruction as its chosen pedagogy. The College has a variety of local, regional and State partners that support education and contribute to the delivery of a guaranteed and viable curriculum. Bamaga Senior Campus offers senior students a range of vocational education certificates in partnership with Distant Education in Cairns and in Brisbane. VET qualifications are also offered through a range of RTOs who work collaboratively with the College at blocked times through the school year. A broad range of work experience opportunities locally, regionally, in Cairns and on Thursday Island are provided to students in years 10, 11 and 12. The Junior School sites both offer fully accredited pre-prep (kindy) facilities to families in the NPA. They also provide a range of engaging education environments with close supportive links to community through cultural programs supported by parents/carers, elders and Traditional Owners. The Northern Peninsula Area State College joins together to represent education at school and community cultural events and also presents to their individual communities locally. The NPA Ngurpai Ikama Ikya Education Council closely partners with the College to ensure that the learning programs are aligned to community expectations and cultural values. The College is currently working with the School Improvement Unit and FNQ Regional Office to address areas of identified need. The SIU Action Plan formulates the basis of the work for this year.

## School progress towards its goals in 2018

The SIU action plan improvement strategies for 2018:

- Review, in consultation with parents and the wider community, the junior and senior secondary timetable and curriculum offerings to ensure there is strong alignment between curriculum and the identified employment, further education and training opportunities for students
- Review the implementation of the Australian Curriculum across the College. Develop an explicit, coherent and sequenced plan for curriculum delivery across the years of school.

## Future outlook

The SIU review team did not find sufficient evidence of improvement in the identified action plan. Hence it was determined that following the 12 month review, (July 2018) that the school would continue in the priority review cycle. The actions for improvement in 2019 are:

Review and revise current curriculum planning and assessment to reflect the local context and culture to enable students to experience success against the requirements of the Australian Curriculum

Develop an action plan to consistently implement PBL across the College

Implement a dedicated EALF pedagogy focus

In addition, the College will:

Re-introduce an ATAR pathway for students as a response to community requests

Establish dedicated, partnerships, with precise intentions, will be established to provide learning opportunities for teachers and students

Coach and mentor staff in a range of areas – leadership, EALD, pedagogy, assessment, across all campuses

Establish and embed a 'Northern Peninsula Area College' ethos and philosophy with agreed ways of working

Provide specialist subject delivery to year 6 students as part of the transition to Junior Secondary.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	609	634	634
Girls	297	311	296
Boys	312	323	338
Indigenous	586	615	612
Enrolment continuity (Feb. – Nov.)	86%	85%	86%

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 56 students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

99% of students enrolled at the College are from Aboriginal or Torres Strait Islander cultural backgrounds. 99% of students have English as a second language with the principal language being Creole and/or an Indigenous Home Language. The Northern Peninsula Area has an Index of Community Socio-Educational Advantage (ICSEA) of 721 with 61% of students in the bottom socio-educational advantage quarter and only 2% in the top socio-educational advantage quarter.

Students from Injinoo and Alau communities attend the Injinoo Campus, while those from New Mapoon, Seisia and Bamaga attend the Bamaga Junior Campus. Students from all communities attend the secondary campus with bus transport being provided for students from Alau, Injinoo, New Mapoon and Siesia.

The College provides a shared SEP unit for students with disabilities. Students with disabilities from the Injinoo campus travel by bus to Bamaga Junior where they work in the Learning Hub with a dedicated HOSES and SEP teacher. Secondary aged students with disability have started using the ASDAN program this year. These students work out of a dedicated SEP room with a team of teachers and teacher aides.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	23	24	23
Year 7 – Year 10	20	18	18
Year 11 – Year 12	13	16	11

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

The Explicit Instruction pedagogy influences the approach of curriculum delivery across the College. From Pre-Prep to year 9, there is strong focus on Foundation Programs for teaching the fundamental skills such as reading, writing and numeracy. The curriculum is based specifically on C2C for years P-9. Students in years 10, 11 and 12 work from QCAA Subject Area Specific courses and VET certificates.

The Senior Schooling programs contain both academic (non- OP) and vocational learning pathways. Many of the academic subjects are delivered a partnership with (Cairns and Brisbane Schools of Distance Education), while the College partners with a range of RTOs to deliver nationally recognised vocational qualifications. VET courses align with potential community employment – Cert II Engineering; Cert II FSK; Cert II Dual Health.

### Co-curricular activities

- A range of school sports are offered to students, including representative opportunities and interschool exchanges with Western Cape College and Tagai.
- Student leadership opportunities through the SRC program. This includes a senior leadership camp with Tagai and Western Cape College. Year 6 students attend a leadership camp upon completion of their primary education. This trip involves travel to Brisbane with numerous educational and cultural activities
- Community Dance and special events associated with the Commonwealth Games and Dan Ropeyarn cup
- Rekindling project
- NAIDOC, MABO, ANZAC and community celebrations
- A wide variety of school excursions, work experience opportunities and school camps.

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

Computers are deployed across all three campuses to support the teaching and learning programs and digital pedagogies. The school is engaged in Digi-Tech project supported by Beth Claydon – Project Officer, Digital Technologies ACARA.

Students have access to desktops, laptops and personal devices such as iPads. All classrooms are fitted with Electronic Whiteboards which the teachers use extensively to deliver the teaching programs. All staff are issued with a personal laptop.

## Social climate

### Overview

The College employs a range of specialist subject staff in the Secondary school. There are also specialist early years' teachers at both of the Junior schools. In Semester 2 of 2018, the College purchased a second Guidance Officer enabling work to be delegated Primary – Secondary. This year the College purchased an additional HOC position – based at the Bamaga Junior Primary school and filled by an experienced, Indigenous teacher to support student behaviour and engagement.

Communication is a College priority with opportunities for parents and staff to meet to discuss a range of issues including student learning progress. There are also a range of strategies used to communicate to the wider community.

Many parents/carers and students have a positive opinions of the school and the opportunities it provides. The College is implementing a *Positive Behaviour for Learning* strategy and the redeveloped *Responsible Behaviour Plan* for Students was endorsed by the Parents and Citizens association in early term 3. Specific anti-bullying programs, predicated upon the *Love and Logic* program begin in the primary years and continue into the Secondary grades. Many of the primary classrooms have adopted calmer classrooms as way of establishing ordering learning environments.

### 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)	93%	88%	89%
• this is a good school (S2035)	83%	85%	96%
• their child likes being at this school* (S2001)	95%	100%	93%
• their child feels safe at this school* (S2002)	85%	100%	96%
• their child's learning needs are being met at this school* (S2003)	90%	96%	93%
• their child is making good progress at this school* (S2004)	93%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	96%
• teachers at this school motivate their child to learn* (S2007)	90%	96%	100%
• teachers at this school treat students fairly* (S2008)	90%	100%	89%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	96%
• this school works with them to support their child's learning* (S2010)	90%	96%	93%
• this school takes parents' opinions seriously* (S2011)	83%	88%	89%
• student behaviour is well managed at this school* (S2012)	80%	78%	82%
• this school looks for ways to improve* (S2013)	87%	96%	96%
• this school is well maintained* (S2014)	85%	88%	86%

\* 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)	94%	94%	88%
• they like being at their school* (S2036)	95%	96%	92%
• they feel safe at their school* (S2037)	92%	93%	90%
• their teachers motivate them to learn* (S2038)	96%	97%	96%
• their teachers expect them to do their best* (S2039)	96%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	87%
• teachers treat students fairly at their school* (S2041)	93%	93%	79%
• they can talk to their teachers about their concerns* (S2042)	89%	86%	77%
• their school takes students' opinions seriously* (S2043)	93%	89%	74%
• student behaviour is well managed at their school* (S2044)	69%	65%	67%
• their school looks for ways to improve* (S2045)	94%	95%	83%
• their school is well maintained* (S2046)	82%	90%	77%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	88%

\* 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)	81%	90%	86%
• they feel that their school is a safe place in which to work (S2070)	80%	87%	84%
• they receive useful feedback about their work at their school (S2071)	77%	77%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	89%
• students are encouraged to do their best at their school (S2072)	83%	94%	94%
• students are treated fairly at their school (S2073)	73%	82%	86%
• student behaviour is well managed at their school (S2074)	46%	51%	61%
• staff are well supported at their school (S2075)	62%	68%	70%
• their school takes staff opinions seriously (S2076)	67%	70%	67%
• their school looks for ways to improve (S2077)	76%	79%	78%
• their school is well maintained (S2078)	42%	56%	55%
• their school gives them opportunities to do interesting things (S2079)	64%	79%	76%

\* 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 Northern Peninsula Area State College provides various opportunities for parents to be involved in their children's education. As the main institution within a very small community, the school is an integral part of community life. It is paramount that our community, especially our parents are encouraged, welcomed

and valued as significant members of our school structure. Many parents are involved through volunteering as members of our Parents and Citizens Association, which gives them an active role in school decision making. The school hosts many informal and formal events such as – Student, parent and teacher interviews, Yumpla Day, open nights, family breakfasts, assemblies, presentation evenings, induction and transition events and sporting events. The Ngurpai Ikama Ikya Education Council provides opportunities for school and parents to work together.

## Respectful relationships education programs

The school has developed and implemented program which focuses on personal safety and awareness, including identifying and responding to issues and developing students' knowledge and skills to resolve conflict. *Love and Logic* training was provided for all teacher aides and this is followed through with lessons delivered in classrooms. The school works closely with Sexual Health Education team from regional office as well as local health agencies and providers to deliver a contextually appropriate program. The ACARA *Personal and Social Capabilities* are embedded through the curriculum.

## 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	169	196	293
Long suspensions – 11 to 20 days	1	2	3
Exclusions	0	0	0
Cancellations of enrolment	0	28	14

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 school's annual utilities return and is reflected upon to minimise the environmental footprint.

The Northern Peninsula Area State College is one of the longest serving Power savvy schools in the State. This program is delivered in partnership with Ergon and ensures that all students and staff are educated in power-saving measures. This focus on power saving has seen a considerable reduction in the College's carbon footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	180,092	554,248	403,693
Water (kL)			

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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three filter buttons: "School sector", "School type", and "State", each with a downward arrow indicating a dropdown menu. Above the search bar are two buttons: "Find a school" and "Search website".

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

A rectangular button with the text "View School Profile" centered inside.

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

The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

#### 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	70	33	27
Full-time equivalents	70	33	27

\*Teaching staff includes School Leaders.

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

This year, the College introduced a number of additional roles including a Capability Coach, Head of Curriculum Student Support and Engagement and Associate Principal, Student Services.

#### 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	4
Graduate Diploma etc.*	55
Bachelor degree	15
Diploma	8
Certificate	25

\*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 \$ **\$178,707.33**

The major professional development initiatives are as follows:

- Explicit Teaching
- SATE
- ASDAN
- PBL
- VET
- Reading
- Pedagogical Framework
- Love and Logic
- Research Based Strategies
- Subject Specific mentoring

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%	96%

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

From the end of the previous school year, 70% 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 P-10/P-12 schools was 89%.

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	72%	72%	73%
Attendance rate for Indigenous** students at this school	71%	72%	72%

\* 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	73%	75%	73%
Year 1	72%	73%	77%
Year 2	75%	75%	74%
Year 3	76%	72%	77%
Year 4	82%	78%	72%
Year 5	78%	81%	75%
Year 6	77%	73%	79%

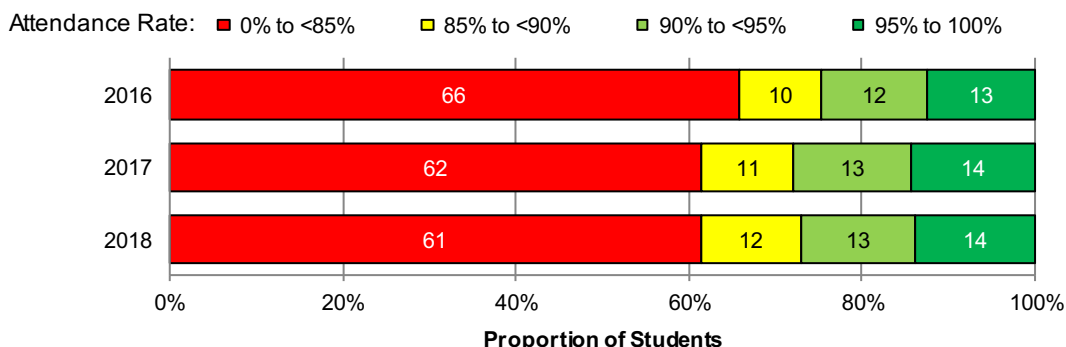
Year level	2016	2017	2018
Year 7	70%	71%	66%
Year 8	57%	71%	71%
Year 9	55%	66%	69%
Year 10	56%	65%	58%
Year 11	65%	52%	63%
Year 12	66%	68%	75%

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.

Northern Peninsula Areas State College continues to refine its attendance strategy. Procedures for maximising attendance are based on research, which include these four areas, which are key to improvement:

Early intervention

School renewal and community partnerships

Improving teaching and pedagogy

Specialised responses including alternative programs and mentoring

Cultural awareness and connectedness

### Northern Peninsula Area State College uses the following procedures:

Remote School Attendance Strategy team – supported by HOC Engagement

Departmental letters regarding poor attendance

Rolls are marked electronically through OneSchool

SMS to parents to inform student absence has been noted

Telephone contacts made by class teachers to parents to discuss reasons for absence

Letters sent home to parents stating percentage of their child's attendance

Positive rewards for attendance Home visit 'Try for Five' program

Student Wellbeing committee – including nutrition program and support

Celebration Days

## 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

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.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	26	18	12
Number of students awarded a QCIA	0	4	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	17	14	12
Percentage of Indigenous students awarded a QCE at the end of Year 12	61%	78%	100%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	22	18	12
Number of students awarded a VET Certificate II or above	19	14	12
Number of students who were completing/continuing a SAT	1	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	85%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%		

Description	2016	2017	2018
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Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	17	14	1
Certificate II	18	10	11
Certificate III or above	3	5	2

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Student successfully completed a range of Cert I and II courses in Health, Work Readiness and Engineering.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	69%	67%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	66%	67%	48%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.northernpeninsulasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>