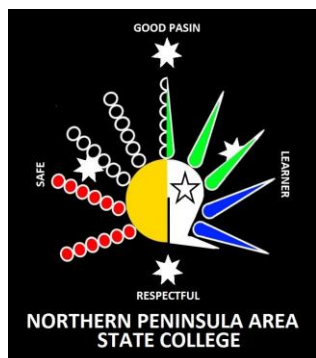


Northern Peninsula Area State College

Queensland State School Reporting

2015 School Annual Report

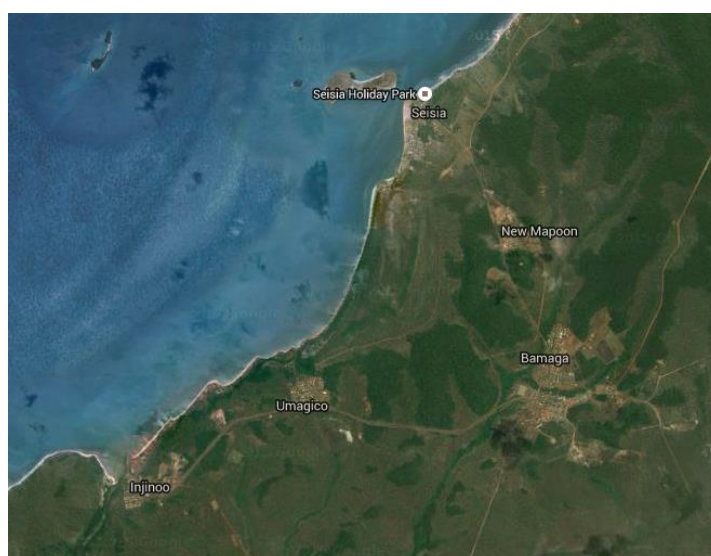


Postal address	PO Box 100 Bamaga 4876
Phone	(07) 4090 4333
Fax	(07) 4090 4300
Email	principal@northernpeninsulasc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal

Principal's foreword

Introduction

The Northern Peninsula Area State College services the educational needs of the five communities in the remote Northern Peninsula Area of Cape York Peninsula; Bamaga, Seisia, New Mapoon, Umagico and Injinoo. The College has three campuses - Bamaga Senior Campus, Bamaga Junior Campus, and Injinoo Junior Campus. Students are mostly of Aboriginal and/or Torres Strait Islander cultural backgrounds. This report describes the College's performance in the 2015 school year.



College progress towards its goals in 2015

In the 2015 Annual Implementation Plan (AIP) the College identified the following priorities and targets (*Being developed, initiated, actioned*);

EXPLICIT IMPROVEMENT AGENDA

The College has an agenda for improvement outlining responsibilities and line management. This agenda is communicated and new staff are inducted on the agenda.

ANALYSIS AND DISCUSSION OF DATA

The full range of school data is analysed, summarised, displayed and communicated.

CULTURE THAT PROMOTES LEARNING

Implementation of a whole-college PBL (Positive Behaviour for Learning) approach.

Build staff morale.

TARGETED USE OF RESOURCES

Develop a referral process to Student Services and have Individual plans to address specific student needs.

EXPERT TEACHING TEAM

Teacher Capability System.

Induction.

Recruitment.

SYSTEMATIC CURRICULUM DELIVERY

Whole school curriculum, assessment and reporting plan.

DIFFERENTIATED CLASSROOM LEARNING

Student individual learning goals.

EFFECTIVE PEDAGOGICAL PRACTICES

Teaching and Learning Cycle.

Explicit teaching.

Student feedback.

SCHOOL AND COMMUNITY PARTNERSHIPS

Cultural studies program.

Relationship with the Education Council as a community advisory group.

P&C committee.

Future outlook

In the 2016 Annual Implementation Plan (AIP) the College identifies the following priorities and targets;

EXPLICIT IMPROVEMENT AGENDA

The College has an agenda for improvement outlining responsibilities and line management. This agenda is communicated and new staff are inducted on the agenda.

ANALYSIS AND DISCUSSION OF DATA

The full range of school data is analysed, summarised, displayed and communicated.

CULTURE THAT PROMOTES LEARNING

Implementation of a whole-college PBL (Positive Behaviour for Learning) approach.

Build staff morale.

TARGETED USE OF RESOURCES

Develop a referral process to Student Services and have Individual plans to address specific student needs.

EXPERT TEACHING TEAM

Teacher Capability System.

Recruitment and induction.

Develop a professional learning plan including an APR process.

SYSTEMATIC CURRICULUM DELIVERY

Consistent unit plan development.

Alignment of curriculum.

DIFFERENTIATED CLASSROOM LEARNING

Differentiated planning, teaching and learning.

EFFECTIVE PEDAGOGICAL PRACTICES

Teaching and Learning Cycle.

Explicit teaching.

Student feedback.

SCHOOL AND COMMUNITY PARTNERSHIPS

Cultural studies program.

Relationship with the Education Council as a community advisory group.

Parent exposure to school contexts.

Our College at a glance

College Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 12

Student enrolments for this College:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	516	254	262	503	87%
2014	612	313	299	593	92%
2015	624	321	303	606	89%

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 51 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:

97% of students enrolled at the College are from Aboriginal or Torres Strait Islander cultural backgrounds. 97% 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.



Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	23	17
Year 4 – Year 7 Primary	23	20	21
Year 7 Secondary – Year 10	20	20	21
Year 11 – Year 12	13	13	13

*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	86	190	166
Long Suspensions - 6 to 20 days	8	3	1
Exclusions	2	1	1
Cancellations of Enrolment	15	2	1

* 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 approach to curriculum delivery

The Explicit Instruction teaching approach is used to deliver all subjects. From Pre-Prep to year 9, there is strong focus on Foundation Programs to ensure the fundamental skills such as reading, writing and numeracy are solid. In addition to English, Maths, Science, and History, Physical Education as well Cultural Studies are provided for every student up to Year 9.

The Senior Schooling programs contain both academic and vocational learning pathways. Many of the academic subjects are delivered on-line through our "iLearn" program (Cairns School of Distance Education), while the College partners with TAFE to deliver National Recognised vocational qualifications.

Extra curricula activities

School sports.
Student leadership (Indigenous Leaders for the Future).
NAIDOC and community celebrations.
School camps and excursions.

How Information and Communication Technologies are used to improve learning

Computers are deployed across all three campuses to support the teaching and learning programs. Students have access to desktops, laptops and person 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. Students are encouraged to develop touch-typing, research and general IT skills.

Social Climate

The College employs a range of staff including a Guidance Officer to ensure that all students are fully supported while they are at school. Communication is a College priority with opportunities for parents and staff to meet to discuss a range of issues including student learning progress.

The majority of parents and students have a very positive opinions of the school and the opportunities it provides. The College is implementing a Positive Behaviour for Learning and has a Responsible Behaviour Plan for Students that addresses behavioural issues such as bullying and appropriate use of social media sites. Specific anti-bullying programs begin in the primary years and continue into the Senior secondary grades.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	93%	86%
this is a good school (S2035)	95%	91%	92%
their child likes being at this school (S2001)	89%	100%	95%
their child feels safe at this school (S2002)	95%	87%	86%
their child's learning needs are being met at this school (S2003)	94%	90%	93%
their child is making good progress at this school (S2004)	95%	90%	91%
teachers at this school expect their child to do his or her best (S2005)	95%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	93%	85%
teachers at this school motivate their child to learn (S2007)	95%	97%	93%
teachers at this school treat students fairly (S2008)	95%	90%	81%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	92%
this school works with them to support their child's learning (S2010)	89%	95%	88%
this school takes parents' opinions seriously (S2011)	95%	93%	81%
student behaviour is well managed at this school (S2012)	89%	85%	77%
this school looks for ways to improve (S2013)	95%	98%	92%
this school is well maintained (S2014)	89%	95%	80%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	98%	97%
they like being at their school (S2036)	95%	98%	96%
they feel safe at their school (S2037)	94%	94%	97%
their teachers motivate them to learn (S2038)	95%	98%	98%
their teachers expect them to do their best (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	93%
teachers treat students fairly at their school (S2041)	95%	97%	90%
they can talk to their teachers about their concerns (S2042)	86%	85%	91%
their school takes students' opinions seriously (S2043)	88%	90%	78%
student behaviour is well managed at their school (S2044)	68%	70%	80%
their school looks for ways to improve (S2045)	96%	92%	93%
their school is well maintained (S2046)	78%	90%	89%
their school gives them opportunities to do interesting things (S2047)	89%	91%	95%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	96%	87%
they feel that their school is a safe place in which to work (S2070)	93%	90%	87%
they receive useful feedback about their work at their school (S2071)	91%	86%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	94%
students are encouraged to do their best at their school (S2072)	94%	90%	94%
students are treated fairly at their school (S2073)	91%	96%	92%
student behaviour is well managed at their school (S2074)	89%	86%	71%
staff are well supported at their school (S2075)	91%	88%	75%
their school takes staff opinions seriously (S2076)	89%	90%	76%
their school looks for ways to improve (S2077)	96%	98%	88%
their school is well maintained (S2078)	76%	76%	75%
their school gives them opportunities to do interesting things (S2079)	87%	84%	82%

'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

- Parent/teacher interviews
- Meet and Greet night
- Student Investiture Ceremony
- Parent Walkthroughs
- Parent/caregiver morning tea
- NPARC community Meeting
- Education Council Meetings/forum
- QCE information night – informing families about QCE
- QCE tracking meeting – monitors students progress inform families on whether student is on track
- Senior School subject selection night – families to choose best subject for senior years for students, staff to give a brief summary of each subject
- Sports Day i.e Athletics Carnival, Cross Country, Swimming carnival
- FAFT
- Community forums
- Parent and Community Engagement workshops
- Love And Logic
- Yumpla Day
- NAIDOC and MABO
- Under 8's and Over 8's celebrations
- ANZAC remembrance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The Northern Peninsula Area State College is one of the longest serving Powersavvy schools in the State. This program is delivered in partnership with Ergon 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.

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	462,263	0
2013-2014	459,357	0
2014-2015		

*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.

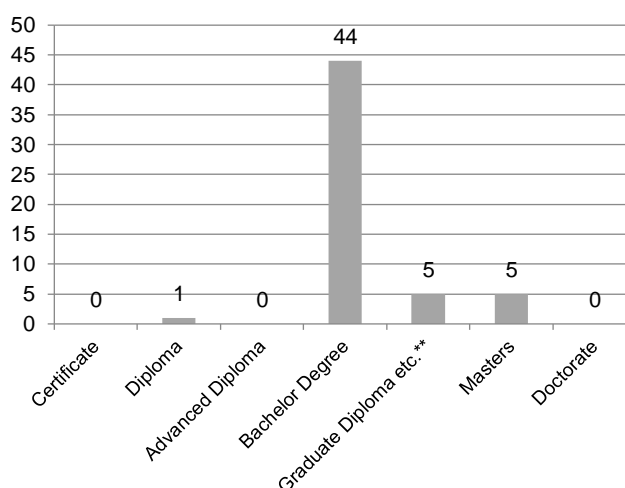
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	23	21
Full-time equivalents	55	19	19

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	5
Masters	5
Doctorate	0
Total	55



*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 \$197,277.

The major professional development initiatives are as follows:

- Moderation
- Reading
- Beginning Teacher Mentoring Program
- Stronger Smarter
- Student Council Representative (ILF & ILT)
- Coaching
- First Aid
- Cert IV TAE
- Timetabling (Oneschool)
- QCAA – ATAR
- ESCM
- ASDAN
- QCIA

- QCE
- QCAA – Panelists
- ESS – shipboard safety
- Junior Secondary
- NAPLAN
- Planning TAGAI
- Youth Support
- Explicit teaching and Consolidation
- PBL
- Classroom Profiling
- Systems Leadership
- Community engagement.
- FAFT
- Early years

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% 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

Sector:

Government

Non-government

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).	66%	72%	72%
The attendance rate for Indigenous students at this school (shown as a percentage).	65%	72%	71%

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 P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)

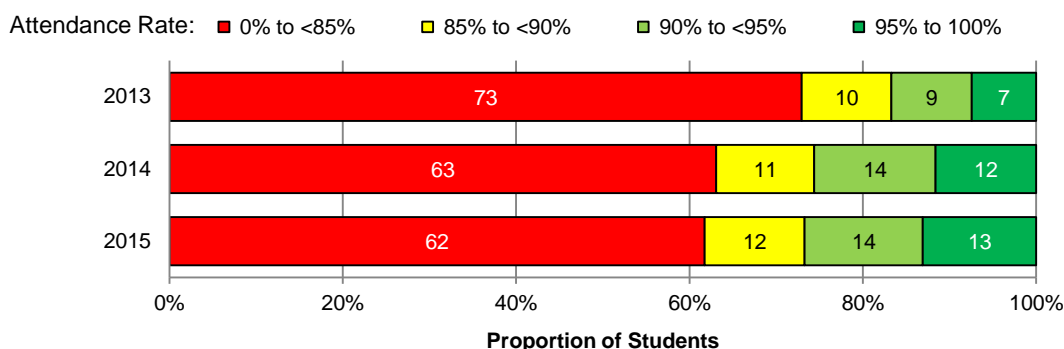
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	70%	70%	71%	71%	76%	65%	64%	69%	61%	63%	51%	51%	44%
2014	69%	74%	76%	76%	76%	78%	80%	78%	72%	67%	63%	59%	64%
2015	76%	77%	76%	81%	81%	74%	76%	65%	68%	48%	64%	62%	62%

*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.

The NPASC Remote Schools Attendance Strategy employs staff funded by the Federal Government. These Remote Schools Attendance Officers and Supervisors act as the link between the school and the parents/carers. Home visits are conducted to follow up unexplained absences after daily roll-marking. Data on absences is collated and analysed weekly. A software program called "ID Attend" is used at the Senior Campus to track student absences in each period of the day.

Teachers also conduct follow-up phone calls and house visits as required.

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/>.

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.

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	21%	71%	53%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	22%	68%	54%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	9	27	17
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	1	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	9	19	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	9	12	14
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	4	13	14
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	44%	46%	82%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	74%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	0	0	0
2014	0	0	0	0	0
2015	0	0	0	0	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	6	7	6
2014	17	10	8
2015	15	13	1

As at 16 February 2016. The above values exclude VISA students.

- Certificate I IDMT
- Certificate I Constructions
- Certificate II Business
- Certificate II Engineering
- Certificate III Education
- Certificate II Tourism
- Certificate II Foundations skills for work

- Certificate III Early Childhood
- Certificate III Equine Studies

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The majority of young people who left the College in Years 10, 11 and prior to completing Year 12 transfer to another school or move into employment. Students identified as early school leavers were supported by the College to develop a CV for use in seeking employment, and assisted to prepare for interviews and to obtain any necessary job prerequisites such as a white card.