



Northern Peninsula Area State College

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

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:	Jennifer Skeahan

School Overview

Northern Peninsula Area State College offers a pre-Prep to Year 12 education for students in the Northern Peninsula Area. The Northern Peninsula 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 via the onsite iLearn facility 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. Connect. 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 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.

Principal's Forward

Introduction

The Northern Peninsula Area State College provides an educational service to the families 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 schools - 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 2016 school year.

School Progress towards its goals in 2016

TARGETED USE OF RESOURCES

*The referral process to Student Services with Individual plans to address specific student needs has been developed
The Teacher Capability System Induction process has been designed.*

EXPERT TEACHING TEAM

SYSTEMATIC CURRICULUM DELIVERY

Planning commenced on whole school curriculum, assessment and reporting plan.

DIFFERENTIATED CLASSROOM LEARNING

Consultation commenced on student individual learning goals.



EFFECTIVE PEDAGOGICAL PRACTICES

*Teaching and Learning Cycle adopted.
Explicit instruction professional development.*

SCHOOL AND COMMUNITY PARTNERSHIPS

*Consolation on cultural studies program.
Relationship developed with the Education Council as a
community advisory group.
P&C committee established.*

Future Outlook

The focus areas of the explicit improvement agenda for 2017 are Teaching and Learning - reading and Engagement.

SYSTEMATIC CURRICULUM DELIVERY	Curriculum Plan – Reading strategy
EFFECTIVE PEDAGOGICAL PRACTICE	Pedagogical Framework – explicit instruction+
EXPERT TEACHING TEAM	Workforce plan
ANALYSIS AND DISCUSSION OF DATA	Data plan
A CULTURE THAT PROMOTES LEARNING	APR – PD plan – Engagement plan
TARGETED USE OF SCHOOL RESOURCES	RSAS – Purple Army
SCHOOL COMMUNITY PARTNERSHIPS	Cultural Based Learning Strategy
DIFFERENTIATED TEACHING AND LEARNING	Differentiated strategy - SEARS

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	612	313	299	593	92%
2015*	624	321	303	606	89%
2016	609	297	312	586	86%

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

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

In 2016, there were 74 students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

98% of students enrolled at the College are from Aboriginal or Torres Strait Islander cultural backgrounds. 98% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	20	21
Year 4 – Year 7	20	23	23
Year 8 – Year 10	20	21	20
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.

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. There is however a shift being transitioned towards the delivery of Australian Curriculum.

The Senior Schooling programs contain both academic and vocational learning pathways. Many of the academic subjects are delivered on-line through our "iLearn" facility (Cairns and Brisbane Schools of Distance Education), while the College partners with a range of RTOs to deliver nationally recognised vocational qualifications.

Co-curricular Activities

- A range of school sports are offered to students, including representative opportunities
- Student leadership opportunities through the SRC program
- 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. 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. Students are encouraged to develop touch-typing, research and general IT skills.

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. There is a College Guidance Officer who works across all schools to support students. 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 has a Responsible Behaviour Plan for Students that addresses behavioural issues. Specific anti-bullying programs begin in the primary years and continue into the Secondary grades.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	86%	93%
this is a good school (S2035)	91%	92%	83%
their child likes being at this school* (S2001)	100%	95%	95%
their child feels safe at this school* (S2002)	87%	86%	85%
their child's learning needs are being met at this school* (S2003)	90%	93%	90%
their child is making good progress at this school* (S2004)	90%	91%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	85%	90%
teachers at this school motivate their child to learn* (S2007)	97%	93%	90%
teachers at this school treat students fairly* (S2008)	90%	81%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	95%
this school works with them to support their child's learning* (S2010)	95%	88%	90%
this school takes parents' opinions seriously* (S2011)	93%	81%	83%
student behaviour is well managed at this school* (S2012)	85%	77%	80%
this school looks for ways to improve* (S2013)	98%	92%	87%
this school is well maintained* (S2014)	95%	80%	85%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	94%
they like being at their school* (S2036)	98%	96%	95%
they feel safe at their school* (S2037)	94%	97%	92%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	98%	98%	96%
their teachers expect them to do their best* (S2039)	99%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	94%
teachers treat students fairly at their school* (S2041)	97%	90%	93%
they can talk to their teachers about their concerns* (S2042)	85%	91%	89%
their school takes students' opinions seriously* (S2043)	90%	78%	93%
student behaviour is well managed at their school* (S2044)	70%	80%	69%
their school looks for ways to improve* (S2045)	92%	93%	94%
their school is well maintained* (S2046)	90%	89%	82%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	87%	81%
they feel that their school is a safe place in which to work (S2070)	90%	87%	80%
they receive useful feedback about their work at their school (S2071)	86%	78%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	93%
students are encouraged to do their best at their school (S2072)	90%	94%	83%
students are treated fairly at their school (S2073)	96%	92%	73%
student behaviour is well managed at their school (S2074)	86%	71%	46%
staff are well supported at their school (S2075)	88%	75%	62%
their school takes staff opinions seriously (S2076)	90%	76%	67%
their school looks for ways to improve (S2077)	98%	88%	76%
their school is well maintained (S2078)	76%	75%	42%
their school gives them opportunities to do interesting things (S2079)	84%	82%	64%

* 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

- Parent/teacher interviews
- Meet and Greet nights / Parent/carer morning teas
- Student Investiture Ceremony
- Parent Walkthroughs
- NPARC community meetings
- Education Council Meetings/forum
- QCE information night / QCE tracking meeting – monitors student's progress and inform families
- Senior School subject selection night
- Sports Day ie Athletics Carnival, Cross Country, Swimming carnival
- FAFT
- Community forums
- Parent and Community Engagement workshops (Love And Logic)
- Yumpla Day
- Under 8's and Over 8's celebrations

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. In the earlier years, at the Junior schools the Strong, Proud, Healthy and Safe program is offered. The schools all deliver and engage all students in the Positive Behaviour for Learning strategy. All teachers are provided professional development in the Essential Skills for Classroom Management to develop strong respectful relationships with students. There are a variety of interagencies who provide services to the school in specific support of students and proactively in delivering information sessions for students. In the Secondary school the Life Skills program provides opportunities for students to engage with a range of wellbeing presenters.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	190	166	169
Long Suspensions – 6 to 20 days	3	1	1
Exclusions	1	1	0
Cancellations of Enrolment	2	1	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

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 Powersavvy 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	459,357	0
2014-2015		
2015-2016	180,092	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source 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 states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	26	26
Full-time Equivalents	56	20	24

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	47
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$136 923.13.

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2015 were \$197,277.

The major professional development initiatives are as follows:

- *Moderation
- Reading
- QCE / QCIA / QCAA
- *ASDAN
- First Aid
- Cert IV
- *NAPLAN
- *PBL
- *Explicit Instruction
- Systems Leadership
- ESS – shipboard safety
- *Junior Secondary
- Community engagement.
- FAFT / Early years
- Beginning Teacher Mentoring Program
- Coaching
- Cert IV TAE
- Timetabling (OneSchool)

The proportion of the teaching staff involved in professional development activities during 2016 was 62.5%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	72%	72%	72%
The attendance rate for Indigenous students at this school (shown as a percentage).	72%	71%	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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

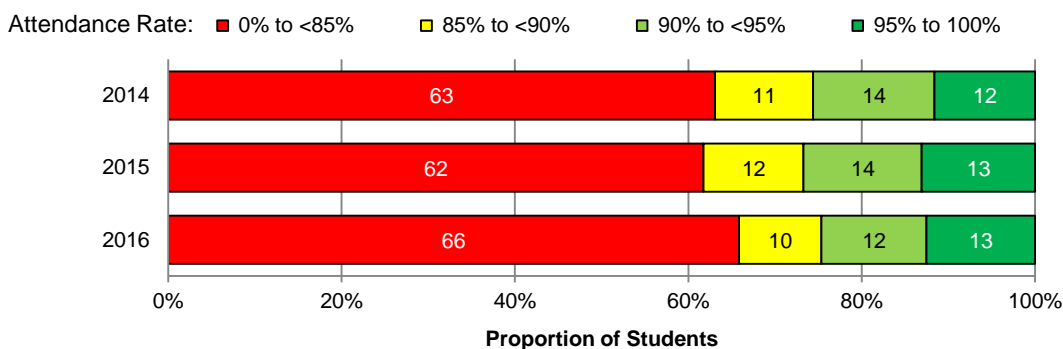
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	69%	74%	76%	76%	76%	78%	80%	78%	72%	67%	63%	59%	64%
2015	76%	77%	76%	81%	81%	74%	76%	65%	68%	48%	64%	62%	62%
2016	73%	72%	75%	76%	82%	78%	77%	70%	57%	55%	56%	65%	66%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

The College follows an attendance strategy to conduct daily role marking and follow up with parents/carers.

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 Secondary Campus to track student absences in each period of the day. Teachers also follow-up with phone calls and some conduct house visits as required.

NAPLAN

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the

Find a school

GO

Sector:

Government

Non-government

SEARCH

following 'Find a school' text box.

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

School 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	27	17	26
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	0
Number of students receiving an Overall Position (OP)	0	0	0
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).	1	2	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	19	16	22
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	14	19
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	13	14	17
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	46%	82%	61%
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.	74%	94%	85%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%		100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	17	10	8
2015	14	13	1
2016	17	18	3

As at 3rd February 2017. 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	53%	69%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	68%	54%	66%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://northernpeninsulasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Annualreports.aspx>

Early leavers information

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

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. Students were connected with interagencies including employment agencies.

Conclusion