Nobby State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Postal address	4 Davenport Street Nobby 4360
Phone	(07) 4696 3233
Fax	(07) 4696 3295
Email	principal@nobbyss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mr Tim Youngberry

From the Principal

School overview

Nobby State School is a small band 5 school, situated 30 minutes south of Toowoomba. Our students come from either the town of Nobby or nearby farms. Our town is quite historically significant, being the birthplace of Sister Elizabeth Kenny, and Arthur Hoey Davis, better known as Steele Rudd, also local to Nobby. Nobby is able to provide a very high student/ teacher ratio given our small number of students. We have a large committed staff, intent on providing the students with the greatest possible education. Nobby State School is committed to providing quality education in a caring and secure environment in which students can become active citizens.The opportunity exists for all students to reach their potential and develop their learning skills. Our school encourages the community to participate in educational opportunities wherever possible. We achieve this by offering varied educational opportunities through integrated units, hands on activities, sporting chances, a disciplined and supportive school environment and varying classroom routines.

Our Values

As a learner, I am

- Committed
- Caring
- Respectful

Our Mission

Our Nobby State School community provides a learning environment in which each student is empowered to achieve academic and social excellence. We inspire and motivate students to become committed, life-long learners who make positive contributions to society.

School progress towards its goals in 2018

- Writing -100% of students not on an ICP achieve at or above NMS in NAPLAN
- Writing - All student achieve a C or better in assessment involving writing
- Reading – 100% of students no on an ICP achieve DDSW benchmark
- Reading – All year 3 and 5 students to achieve at or above NMS NAPLAN

Future outlook

- Improve upper 2 band results in year 5 reading NAPLAN through improving students relative band gain
- Increase reading benchmark success to 85% of whole school by the end of year
- Increase mean scale score of current all year 5 students in NAPLAN maths

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	50	50	55
Girls	26	28	27
Boys	24	22	28
Indigenous	9	6	6
Enrolment continuity (Feb. – Nov.)	98%	90%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Nobby State School students come from a catchment area including the small township of Nobby, other neighbouring towns, and farms within the district. Approximately 3/5 of our total enrolment live on house blocks in small towns, while the other 2/5 live on farms.

Our ICSEA (Index of Community Socio-Educational Advantage) rating is 990. The average ICSEA rating is 1000. From this, it can be said that our community has a slightly lower than average socio-educational advantage.

Some other characteristics of our student's body are:-

- Our students generally come from Christian backgrounds
- 89% are from non- indigenous families
- 11% are from indigenous families

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	26	18
Year 4 – Year 6			20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Transition days for all year 6 students to local high schools
- Various school camps and excursions
- Spelling and reading mastery
- QuickSmart maths intervention
- Multilit- MiniLit, prelit and reading tutor program(reading intervention)
- Sports events with cluster schools

Co-curricular activities

Sporting Schools
Students participate in an active and fun hour of physical activity. During term 1 and 4 the children use the school pool and term 2 and 3, students participate in games or sport based activities.

Student Project Club
The senior children run a project club committee in which they take the children's ideas for fundraising and organise social events throughout the year. Any funds raised by this committee are generally targeted towards charities, or to purchase school resources.

NIPPA
The Nobby Involved in Pre Prep Activities happens every **THURSDAY**. This gives our 0-5 aged community members a chance to become familiar with everything Nobby State School offers. Pre-Preps and their parents will learn about our programs, policies and procedures get to know

How information and communication technologies are used to assist learning

Teachers and other staff at Nobby State School use ICTs in a variety of ways to enhance teaching and learning throughout each school week. Depending on the key learning areas, students are often able to use computers/ laptops and iPads, to assist in learning; to deepen, consolidate and further knowledge and understanding. This may mean that students' access pre-arranged websites to maths participate in maths, story writing and literacy activities. In some learning areas, such as SOSE, geography, history and science, students use ICT devices to research or gather information.

Social climate

Overview

Nobby SS has a chaplain who visits the school two days per week. He is experienced in offering grief and trauma counselling if required. He is also available to assist with running programs to promote resilience and friendship attributes in children.

Data suggests that our school is a very good place for children to attend school, and a very good place for children to grow. Parent surveys indicate that our community is very happy, and very impressed, with the level of service and education that we offer.

The data below comes from School Opinion Surveys completed every year by the state government. The student data has very high levels, and in all four areas listed below, our school ranks higher than the average state school and higher than all like schools (meaning similar in population etc.).

Our school uses a positive behaviour approach to managing all student behaviour, based on expected behaviour.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	94%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	94%	100%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	100%	100%	88%
• they like being at their school* (S2036)	100%	100%	93%
• they feel safe at their school* (S2037)	100%	100%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	87%
• their teachers expect them to do their best* (S2039)	100%	100%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	93%
• teachers treat students fairly at their school* (S2041)	100%	100%	87%
• they can talk to their teachers about their concerns* (S2042)	100%	94%	71%
• their school takes students' opinions seriously* (S2043)	100%	72%	93%
• student behaviour is well managed at their school* (S2044)	100%	94%	87%
• their school looks for ways to improve* (S2045)	100%	100%	93%
• their school is well maintained* (S2046)	100%	100%	93%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

As per the reporting policy, we provide each student with a written report card once per semester. In addition, we offer parent teacher interviews 2 times per year. Parents are given a sample timetable indicating when their interview will be held.

Parents are invited to parade every Monday morning, where we celebrate achievement and recognize effort and success.

Students with complex support needs receive support in the way of complex case management meetings, involving all stakeholders.

Respectful relationships education programs

Nobby State School is a PBL (positive behaviour for learning) school. We have values and virtues that each child is expected uphold, aim for and achieve. The expectations of how to be a Nobby student are taught explicitly at weekly circle time lessons.

Our lessons focus on personal safety and awareness, including identifying and responding to abuse and violence. Staff undertake mandatory student protection training annually. Our students are explicitly taught how to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe

Our chaplain runs programs for all students, but also programs for boys only and girls only. During these programs, students are exposed to learning regarding rrespectful relationships education, which aims to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	2	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Nobby State School is very aware of the impact made by people on the environment. Environmental education forms a part of school curriculum programs. Actions to save water and electricity are put in place by staff and students, evidenced in the table below.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,509	20,131	26,960
Water (kL)	465	394	204

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	8	0
Full-time equivalents	4	4	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $7,024.

The major professional development initiatives are as follows:

- Reading PD
- Writing PD
- The Big Six
- Jolly Phonics
- Drumbeat
- Regional PD

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	95%
Attendance rate for Indigenous** students at this school	93%	95%	90%

* 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.

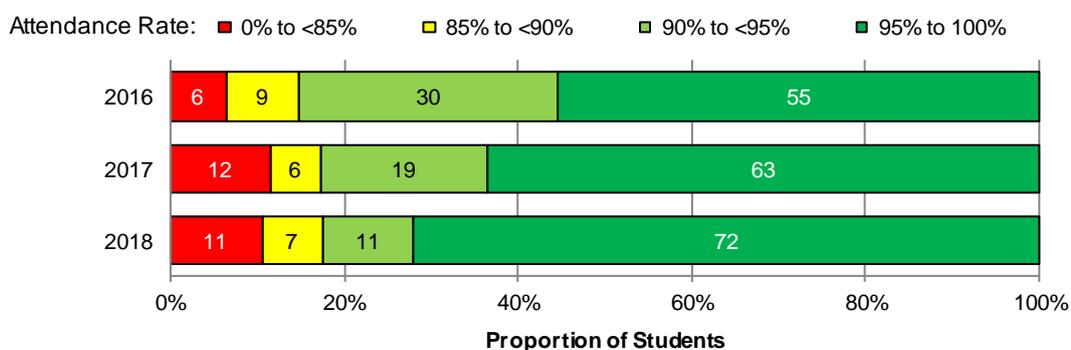Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	87%	92%	96%
Year 1	95%	92%	98%
Year 2	95%	96%	93%
Year 3	95%	95%	94%
Year 4	94%	96%	94%
Year 5	96%	95%	93%
Year 6	97%	92%	95%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	9	30	55
2017	12	6	19	63
2018	11	7	11	72

Proportion of Students

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.

The school places items in the school newsletter to stress the importance of attending school every day.

The school sends text messages asking parents to explain absences within 45 minutes of students being absent. The school sends home unexplained attendance letters to parents if the absences are not explained.

Our chaplain runs the school project club. As part of this, he organises fun days each term, to support a charity that the student project club chooses. These fun days help to increase attendance.

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
Search by school name or suburb	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.