

Nobby State School (1735)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Tim Youngberry

Principal's foreword

Introduction

The school annual report reports on the previous 12 months. It gives details about results achieved and progress towards achieving benchmarks, goals and targets.

School progress towards its goals in 2012

Key priorities from the School Plan		
Implementation of Multi-age C2C units	Continuing priority	Maths, English, science implemented in 2012- History in 2013 and geography in 2014
Reading comprehension	Continuing priority	
Writing	Continuing priority	
System priorities:		
Implement the Australian Curriculum	Continuing priority	Maths, English, science implemented in 2012- History in 2013 and geography in 2014
Develop whole-school curriculum, assessment and reporting plan	Completed	Whole school curriculum plans completed for all QCAR and Australian curriculum areas

Future outlook

- Core Priority - Reading
- Australian Curriculum implementation
- High quality teaching practices
- Core Priority - Numeracy
- School Improvement Agenda
- Workforce performance development
- Productive partnerships with school community stakeholders



Our school at a glance

School Profile

- Coeducational or single sex:** Coeducational
- Year levels offered in 2012:** Prep - Year 7
- Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	30	13	17	100%
2011	35	15	20	89%
2012	47	21	26	82%

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

Characteristics of the student body:

Nobby State School students come from a catchment area including the small township of Nobby, other neighbouring towns, and from farms in 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 (socio economic) rating is 62. This means that we are in the 62nd percentile, meaning only 38 % of schools have a greater socio economic rating. From this, we could say that the socio economic status is average to slightly above.

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

- Our students generally come from Christian backgrounds,
- 95% are from non- indigenous families

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	15	23	
Year 4 – Year 10	12	14	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Instrumental Music with cluster schools**
- Sports events with cluster schools
- Transition days for all year 7 students to local high schools
- Various school camps and excursions

Extra curricula activities

Active After School Communities

For two one hour sessions each week, the children 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. Students receive a healthy afternoon tea on Active After School Communities' afternoons.

Instrumental music program

Students who show an interest in extending their knowledge and skills in musical areas are encouraged to be a part of the cluster instrumental music program. This program brings students from the cluster together for one hour per week and is offered to students in years 6 and 7.

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 then used to purchase sports equipment that can be used by the children during play time.

Recycling and Environmental Programs

The children run a recycling program (newspapers and aluminium tins) at the school to raise money so they can improve the school grounds. Painting murals, mosaic stepping stones with tiles and purchasing a shade cover are some of the projects that have been completed with this money.

Vegetable and Edible Gardens

Two vegetable gardens are offered to the children for their use. Seedlings are provided and the children have the opportunity to tend to these gardens in their lunch time. Children are more than welcome to eat any of the vegetables and fruit during school hours.

NIPPA

The Nobby Involved in Pre Prep Activities happens every **THURSDAY** morning from 9:30 to 11:30am during term 3 every year. This gives our incoming preps students, and their families, a chance to become familiar with everything a state school offers. Pre-Preps and their parents will learn about our programs, policies and procedures get to know the staff, learn where everything in our school is and become familiar with all that is Nobby SS.

School Choir

Nobby has recently begun the school choir, with the help of a new teaching staff member.

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 upon the key learning area, students are often able to use computers workstations (housed in each classroom- currently 6 in each of the 2 classrooms), to assist in deepening or furthering content. This may mean that students' access pre-arranged websites to participate in maths games, story writing or literacy activities.

In some key learning areas, such as science and SOSE, students use the computers for research or information gathering exercises.

Social climate

Chaplaincy

Our school at a glance

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.). One explanation for a drop in at school student satisfaction may be that the survey was not delivered in the same way and that the students sitting the survey may have not understood the survey questions.

Questions from the School Opinion Survey where students and parents express their satisfaction with:-

- 'Safe at school', (100% parents satisfied, 95% students satisfied)
- 'Treated fairly', (100% parents satisfied, 90% students satisfied)
- 'Behaviour and discipline', (100% parents satisfied, 95% students satisfied)
- 'Happy to go to this school'. (100% parents satisfied, 95% students satisfied)

Parent, student and staff satisfaction with the school

The satisfaction with Nobby during the past has been very high. In the 2012 school opinion survey, 100% of parents were satisfied in 100% of items/ questions.

The satisfaction of staff members is also very high, with an overall satisfaction rating of 97%, once all staff members and school opinion survey questions have been taken into account.

The satisfaction of students is also very high, with all school opinion survey items scoring a higher than 90% satisfaction rating. The majority of items had a 100% satisfaction rating from students.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%

Our school at a glance

this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	95.2%
they feel safe at their school*	95.2%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	90.5%
they can talk to their teachers about their concerns*	80.0%
their school takes students' opinions seriously*	95.2%
student behaviour is well managed at their school*	95.2%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Nobby State School is committed to involving parents and other family members at every stage of the students' education.

We strongly encourage parents to help out in the classroom. This could mean helping with small group activities, or helping to organise resources, assisting with special days etc.

We continually issue invitations to parents to be present for special days; such as Australia's Biggest Morning Tea, Anzac Day and Remembrance Day services, students and family fun days, P&C Meetings, athletics and other sports days.

We have a staff member on duty in the morning and in the afternoon, to not only actively watching students but to talk to parents and caregivers, allowing the staff an opportunity to pass on knowledge regarding upcoming events, and other school protocol and procedures.

We insist upon twice yearly, face-to-face, parent teacher interviews at report card time (end of semester 1 and 2).

We actively promote parent involvement and presence in the school by making our staff room available for parents as well as staff. We have adopted a 'what's ours is yours' attitude toward the basics like tea, coffee and other refreshments.

We offer a pre prep program every year, for all prospective pre prep aged students. This allows the student and their parents the chance to get to know the school as a whole without being fully immersed from day 1.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	23,572	566
2010-2011	23,974	303
2011-2012	27,852	560

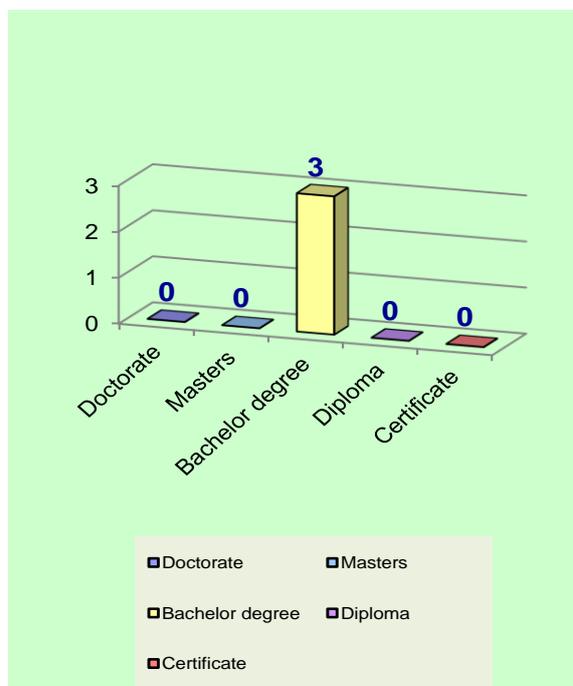
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	2.5	2.7	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	3
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$1722. The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

2010

2011

2012

Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

97.4%

96.9%

95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

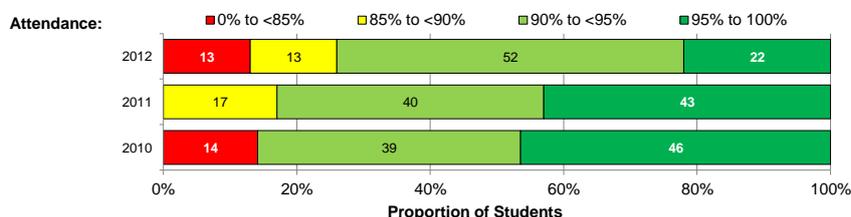
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	96%	95%	93%	96%	94%	DW	97%	N/A	N/A	N/A	N/A	N/A
2011	92%	95%	97%	94%	95%	96%	DW	N/A	N/A	N/A	N/A	N/A
2012	90%	92%	93%	95%	93%	87%	90%	N/A	N/A	N/A	N/A	N/A

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Nobby State School actively promotes attendance through the newsletter. We often place the 'Every Day Counts' articles in the newsletter and parent noticeboard. Parents are asked to ring the school with an explanation of any absence, and teachers are actively encouraged to discourage any absence, unless it is for a medical reason.

Discussions are held between staff and whole class groups about attendance and the need to monitor days absent. Students and parents are made aware of the relationship between attendance and academic achievement through discussions and the newsletter.

Ideally, parents who are planning an absence would approach the child's teacher and explain the need of the day off school. The benefit, if any, would be discussed and between both the parent and the child's teacher, a decision would be made about the usefulness of the 'other' outside activity.

Students that are away for longer than 5 full school days will have their parents called by telephone. Periodically, the school newsletter will have articles regarding the importance of attending on every possible school day.

Roll Marking

School rolls are marked twice per day, at both 9am and 1pm. These rolls, by law, are marked by teachers.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and

Performance of our students

punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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Achievement – Closing the Gap

Due to small cohort sizes, data is withheld.