

Nobby State School

Queensland State School Reporting

2013 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.
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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 2013

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

Future outlook

Reading

- | | |
|----|-------------------------|
| 1. | Numeracy |
| 2. | Australian curriculum |
| 3. | High quality teaching |
| 4. | Spelling |
| 5. | Great Results Guarantee |
| 6. | Discipline audit |

School Profile

Coeducational or single sex:

Coeducational

Year levels offered in 2013:

Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	35	15	20	89%
2012	47	21	26	82%
2013	40	19	21	88%

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		
	2011	2012	2013
Prep – Year 3	23		22
Year 4 – Year 7 Primary	14	17	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

1. **Our distinctive curriculum offerings**
2. **Instrumental Music with cluster schools**
3. Sports events with cluster schools
4. Transition days for all year 7 students to local high schools
5. 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

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)

Our school at a glance

Parent, student and staff satisfaction with the school

The climate of Nobby State School is has been very good over the past 12 months. The mix of staff, students and parents allows for a very, friendly and inviting environment. We have very good attendance at all community and school events, with satisfaction experienced by all involved very good.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	94%
this is a good school (S2035)	100%	94%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	88%
their child is making good progress at this school* (S2004)	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%
this school works with them to support their child's learning* (S2010)	100%	94%
this school takes parents' opinions seriously* (S2011)	100%	82%
student behaviour is well managed at this school* (S2012)	100%	82%
this school looks for ways to improve* (S2013)	100%	94%
this school is well maintained* (S2014)	100%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	95%	100%
they feel safe at their school* (S2037)	95%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%
teachers treat students fairly at their school* (S2041)	90%	100%
they can talk to their teachers about their concerns* (S2042)	80%	100%
their school takes students' opinions seriously* (S2043)	95%	100%
student behaviour is well managed at their school* (S2044)	95%	93%

Our school at a glance

their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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
2010-2011	23,974	303
2011-2012	27,852	560
2012-2013	25,867	555

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

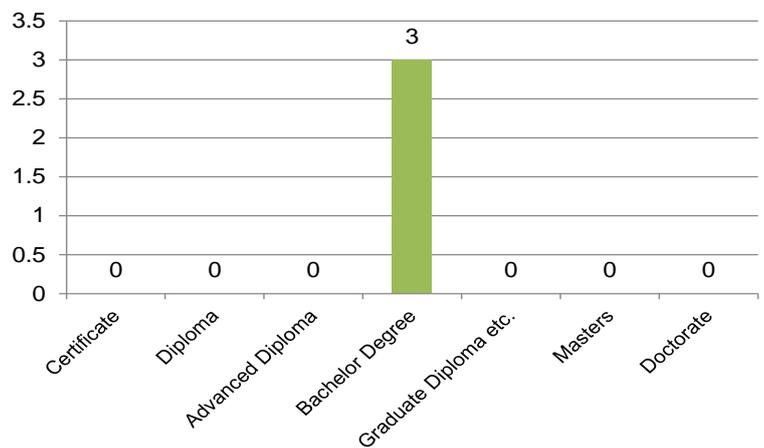
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	3	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	3



* 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 2013 were \$ 4984.32

The major professional development initiatives are as follows:

- Coaching accreditation
- Dyslexia
- Downs Syndrome
- CPR

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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.

Our staff profile

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	91%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

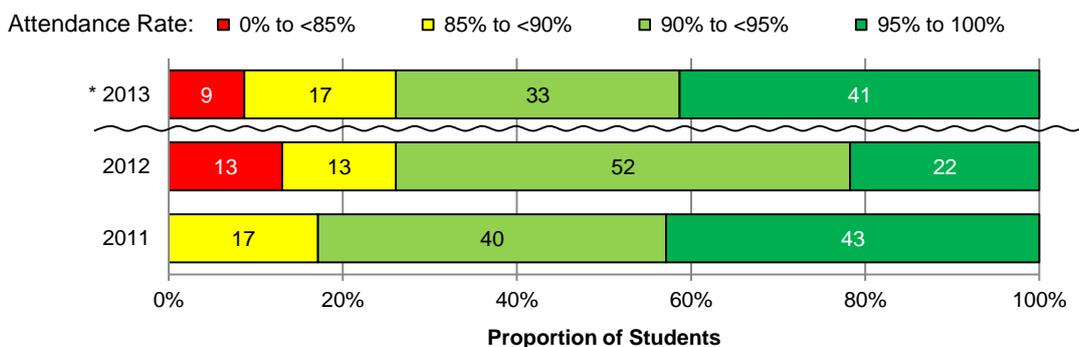
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	95%	97%	94%	95%	96%	DW					
2012	90%	92%	93%	95%	93%	87%	90%					
2013	91%	90%	96%	92%	95%	93%						

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Parents are required to call the school before an absence, or as close to the start of the school day as possible. An absence that is not explained to the school in an appropriate time is recorded in OneSchool as an unexplained absence.

The school does not 'chase' parents to explain absences, but rather expect parents to be responsible for explaining the absence in an appropriate time.

The school newsletter is used to promote attendance.

The school feels strongly about good teaching practices with high expectations. Our parents express to the staff that their children love attending school, and this culture that we have created also serves as an imperative ingredient for very good attendance.

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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

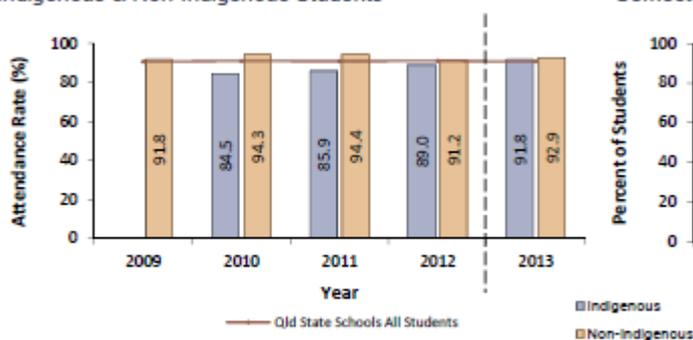
Achievement – Closing the Gap

Attendance

The gap between indigenous and non-indigenous attendance has closed significantly over the past 5 years, despite an increase in indigenous enrolment.

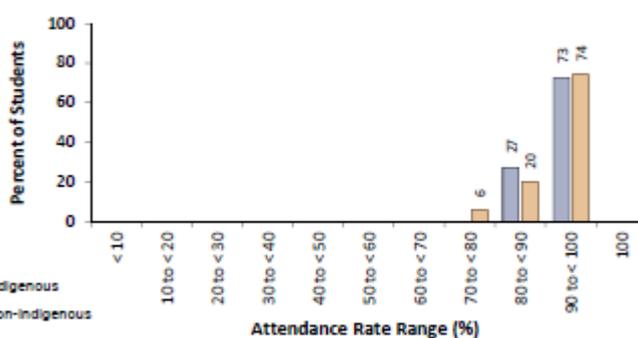
Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Proportion of Students by Attendance Range
Semester 1, 2013 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	8.7
% of Indigenous Student Attendance < 85%	9.1

Attainment

Small cohort numbers do not allow for the school to disclose this information due to possible identification of students.