

# Nobby State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> 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 2015

Implement classroom coaching and feedback for teachers	completed
Implement Multilit- Reading Tutor Program for students in years 2-6 who require reading intervention	Completed
Implement Multilit- prelit to all prep students as part of their reading rotations daily	Completed
Implement Multilit- Minilit to all year 1 and 2 students as part of their daily reading rotations	Completed
Implement Quicksmart maths to 6 students identified as requiring additional support for mathematics	Completed
Whole school Spelling Mastery lessons daily- students streamed into ability groups	Completed- 4 days per week

### Future outlook

In 2016, our sharp and narrow focus will be based on reading and writing.

Writing- 100% of year 3 and 5 students achieve NMS in Naplan.

Reading- 100% of students not working to an individual curriculum plan (ICP), achieve DDSW reading benchmarks, using either PAT R, PM, Probe diagnostic testing tools

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	40	19	21	11	88%
2014	35	15	20	10	100%
2015	45	22	23	10	88%

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 no 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:

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 918. 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
- 70% are from non- indigenous families
- 30% are from indigenous families

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	14	18
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*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	1	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

## Curriculum delivery

### Our approach to curriculum delivery

- Sports events with cluster schools
- 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)

### Extra curricula activities

#### Sporting Schools

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.

#### 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** morning. 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 the staff, learn where everything in our school is and become familiar with all that is Nobby SS.

### How Information and Communication Technologies are used to improve 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.).

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

## Parent, student and staff satisfaction with the school

### Performance measure

Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school (S2001)	100%	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)	88%	100%	100%
their child is making good progress at this school (S2004)	88%	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)	88%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	100%
this school works with them to support their child's learning (S2010)	94%	100%	100%
this school takes parents' opinions seriously (S2011)	82%	100%	100%
student behaviour is well managed at this school (S2012)	82%	100%	94%
this school looks for ways to improve (S2013)	94%	100%	100%
this school is well maintained (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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%	94%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	93%
their teachers provide them with useful feedback about their school work (S2040)	93%	100%	94%
teachers treat students fairly at their school (S2041)	100%	100%	94%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	93%
student behaviour is well managed at their school (S2044)	93%	100%	75%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	92%	100%	94%
their school gives them opportunities to do interesting things (S2047)	100%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	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%
staff are well supported at their school (S2075)	100%	100%	91%
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%

# '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

Our school staff host four parent information sessions per year. At these sessions, staff explain to parents, in an informal setting, how things occur within the classroom. This may include the teaching of maths, the teaching of reading, assessment and homework.

Our school runs two parent teacher interview periods per year. These occur at the end of each semester, when report cards are given out. 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.

### Reducing the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	25,867	555
2013-2014	25,033	443
2014-2015	23,246	

\*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

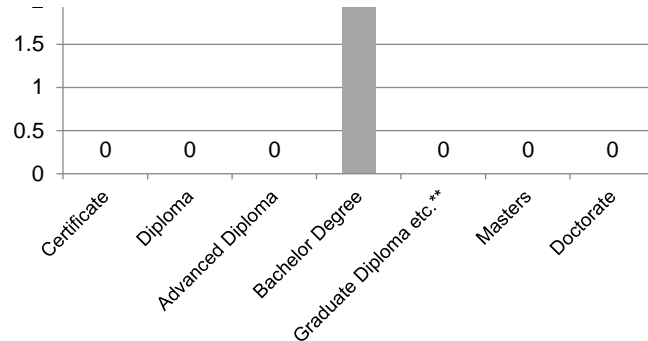
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	3	9	0
Full-time equivalents	3	4	0

### Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 \$6436.

The major professional development initiatives are as follows:

- Quicksmart Maths
- Multilit
- Teacher collaboration days

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.	98%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

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Sector:

Government

Non-government

SEARCH

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).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	88%

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 Primary schools was 93%.

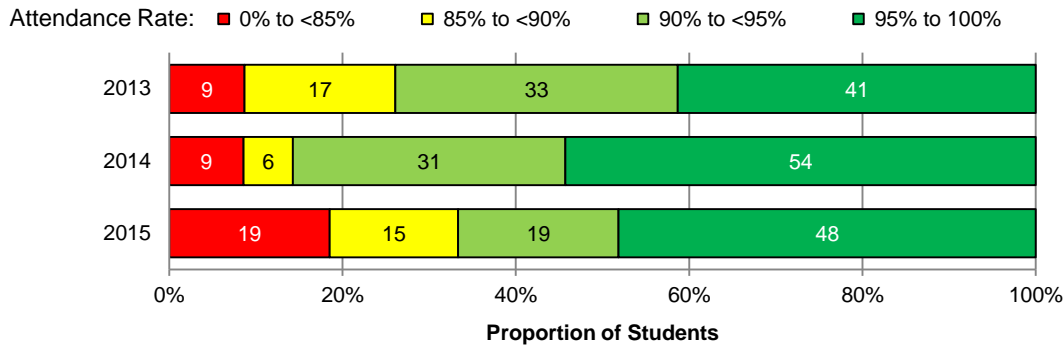
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	91%	90%	96%	92%	95%	93%						
2014	98%	94%	93%	95%	94%	96%	92%						
2015	95%	95%	89%	92%	95%	91%	93%						

\*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 DETE 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.

The school places items in the school newsletter to stress the importance of attending school every day. We have an award that is given to a student at the end of every term, based on good attendance. To be eligible to be a part of the draw, students need to have met or exceeded the school's attendance target of 95%.

The school sends text messages asking parents to explain absences within two days of the absence. 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 two fun Fridays per term, to support a charity that the student project club chooses. These fun days help to increase Friday attendance.

Our behaviour rewards days are held on the last Friday of each term when possible.

On Friday mornings, the chaplain hosts Chappy Breaky, and the student project club sells ice blocks on Friday lunch times.

## 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.



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Non-government

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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.