

Nobby State School

Queensland State School Reporting

2014 School Annual Report



Postal address	4 Davenport Street Nobby 4360
Phone	(07) 4696 3233
Fax	(07) 4696 3295
Email	the.principal@nobbyss.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	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 2014

Implement Project 600/ Score lessons with all year 3-6 students	Completed
Students receiving academic awards in 2013 to have opportunity to participate in BSDE online lessons. e.g. Write On creative writing	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 Junior Elementary Maths Mastery for all students in years 3-6	Completed
Implement Elementary Maths Mastery for all students in years 5-6 and those identified as being 'ready' from year 4	Completed
Whole school Spelling Mastery lessons daily- students streamed into ability groups	Completed- 4 days per week

Future outlook

In 2015, the school learning focus areas for improvement are reading comprehension, spelling and numeracy. We will use reading intervention and numeracy programs, small group, and targeted human resources to help achieve the desired targets.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	47	21	26	82%
2013	40	19	21	88%
2014	35	15	20	100%

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 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		
	2012	2013	2014
Prep – Year 3		22	14
Year 4 – Year 7 Primary	17		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- 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.

Recycling and Environmental Programs

The school has a number of income driven recycling programs in operation throughout the year. We sell paper to a company that recycles it into kitty litter, and we sell aluminium cans to a scrap metal recycler.

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. 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 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.).

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

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

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	94%	100%
this is a good school (S2035)	100%	94%	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)	100%	88%	100%
their child is making good progress at this school* (S2004)	100%	88%	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%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	100%
this school takes parents' opinions seriously* (S2011)	100%	82%	100%
student behaviour is well managed at this school* (S2012)	100%	82%	100%
this school looks for ways to improve* (S2013)	100%	94%	100%
this school is well maintained* (S2014)	100%	94%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	95%	100%	100%
they feel safe at their school* (S2037)	95%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	100%
teachers treat students fairly at their school* (S2041)	90%	100%	100%
they can talk to their teachers about their concerns* (S2042)	80%	100%	100%
their school takes students' opinions seriously* (S2043)	95%	100%	100%
student behaviour is well managed at their school* (S2044)	95%	93%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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

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. We conduct these interviews on a single night, and have activities for parents and students occurring at the same time as the interviews.

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

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
2011-2012	27,852	560
2012-2013	25,867	555
2013-2014	25,033	443

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.

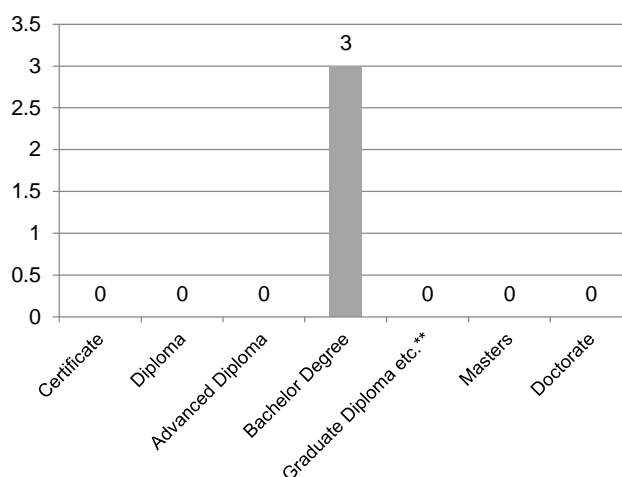
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	2	3	0

Qualification 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 2014 were \$6036.

The major professional development initiatives are as follows:

- Spelling Mastery
- Multilit reading programs

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	94%

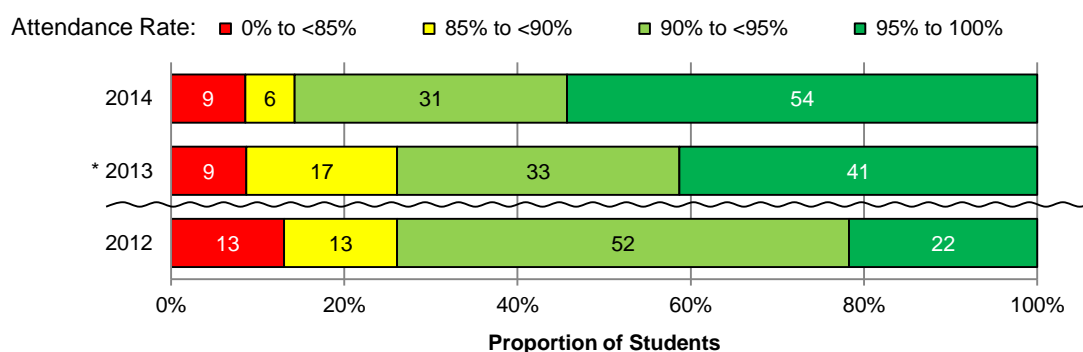
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	92%	93%	95%	93%	87%	90%					
2013	91%	90%	96%	92%	95%	93%						
2014	94%	93%	95%	94%	96%	92%						

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 after 2012 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 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.

Find a school

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Sector Government
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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 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 is closing, and has been closing steadily since 2010.