



Nobby State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

---

Postal address:	4 Davenport Street Nobby 4360
Phone:	(07) 4696 3233
Fax:	(07) 4696 3295
Email:	principal@nobbyss.eq.edu.au
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.
Contact Person:	Mr. Tim Youngberry

---

## 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.

## 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 2016

##### Our school initiatives are on track to meet or exceed our targets

During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

- Intervention- we are continuing to identify and implement intervention programs for reading-
- Professional development- utilising a trained explicit instruction expert from the cluster to further develop knowledge and understanding of this pedagogical approach to all teaching staff
- School pedagogical framework reviewed and implemented

##### Our school initiatives are showing substantial progress toward our targets

After reviewing our 2016 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- We have had staff trained in Creating successful writers, and will continue to train staff in 2017
- Cluster collaboration days- teachers and aides have the opportunity to attend these days, although we haven't had all staff attend these days this year

#### Future Outlook

In 2017, our sharp and narrow focus will be reading and writing.

- Reading- 100% of students not on an ICP achieve DDSW benchmark
- Reading- Increase scale score in Naplan reading for year 5 students
- Reading- All year 3 and 5 students to achieve at or above NMS Naplan

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	35	15	20	10	100%
<b>2015*</b>	45	22	23	10	88%
<b>2016</b>	50	26	24	9	98%

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 2016, 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

### 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 980. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	25	24
Year 4 – Year 7			
Year 8 – 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.

## Curriculum Delivery

### Our Approach to 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

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 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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)	100%	100%	94%
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%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	94%
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%	94%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	88%	100%
they like being at their school* (S2036)	100%	93%	100%
they feel safe at their school* (S2037)	100%	94%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	93%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	100%
teachers treat students fairly at their school* (S2041)	100%	94%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	93%	100%
student behaviour is well managed at their school* (S2044)	100%	75%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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%	91%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	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%
staff are well supported at their school (S2075)	100%	91%	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

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.

### Respectful relationships programs

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

At Nobby, students participate in a weekly Circle time program. The purpose of Circle Time is to provide an opportunity for teachers to address key school issues with students. Through active discussion and role play, staff members coach students on methods of conflict resolution and teach appropriate behaviour skills.

A School Chaplain also plays an integral role in supporting students at Nobby State School. Our chaplain provides weekly group sessions to discuss and encourage social emotional health. The chaplain is also available to conduct one-on-one sessions for students who require a higher degree of support.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	3	8
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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	25,033	443
2014-2015	23,246	
2015-2016	27,509	465

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.

## 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 <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

Sector:

Government

Non-government

Where it states '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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	9	0
Full-time Equivalents	3	4	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	4
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2016 were \$9985

The major professional development initiatives are as follows:

- Bruce Sullivan HBDI Workshops
- State School Council Training
- Anita Archer Conference
- PreLit Workshop
- Creating Successful Writers Workshops
- CPR Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	93%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

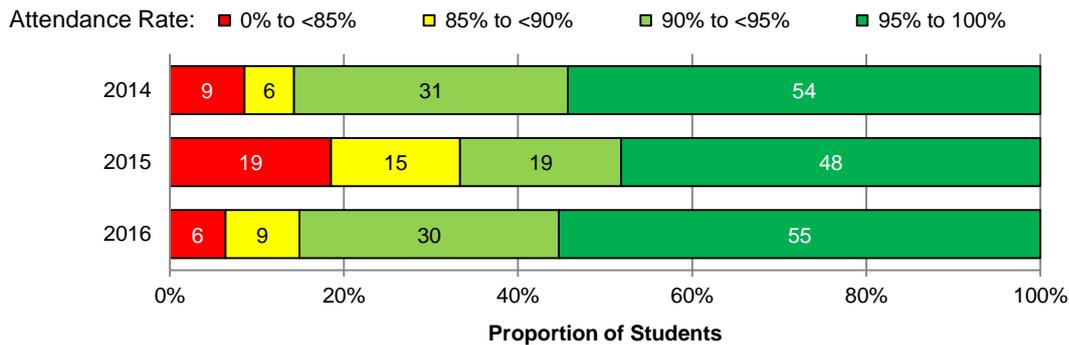
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	98%	94%	93%	95%	94%	96%	92%						
2015	95%	95%	89%	92%	95%	91%	93%						
2016	87%	95%	95%	95%	94%	96%	97%						

\*Attendance rates effectively count 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 DET 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.

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.

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.

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

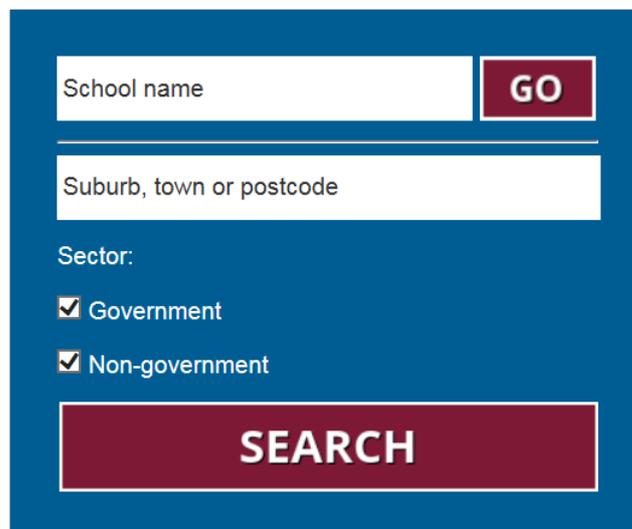
On Friday mornings, the chaplain hosts Chappy Breaky, and the student project club sells ice blocks on Friday lunch times.

## NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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 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.