


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Nobby State School (1735)

	Postal address	4 Davenport Street Nobby QLD 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 <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Mr Tim Youngberry (Principal)

### Principal's foreword

#### Introduction

Nobby State School is committed to providing quality education in a caring and secure environment in which students can become active citizens. The opportunity for each student exists for him or her to reach their true potential and develop their learning skills. The school also encourages the community to participate in educational opportunities whenever 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. This School Annual Report will detail some of our key outcomes and provide information about our school.

#### School progress towards its goals in 2010

Outcome LE1: Improved learning outcomes for the diverse range of students in Education Queensland schools

##### Literacy Outcomes

- o Early Year Teacher and Teacher Aides to receive Literacy Training
- o Use Diagnostic Net Continua twice a year to map all P-3 students
- o Provide intervention and support for children caught in Net
- o Early Years Teacher to attend District Moderation for Year 2 Net
- o Provide and maintain hands-on resources in all classrooms
- o Employ teacher aides to support children requiring intervention
- o Offer teacher aides and community members Support-A-Learner training

##### Whole school literacy planning

- o Begin process of creating and implementing whole school literacy plan with Belinda Bowden and Cecily

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Nobby State School (1735)

Zeppa- use current format

- Liaise with staff from high school about middle schooling transition and pass information on about student performance

### Inclusive Education Statement

- Continue appraisal process
- Continue with Active After School Communities(AASC)
- Implement ICT programs
- Liaise with Gifted and Talented professionals in the region when appropriate
- Implement Early Years Program with direction added by QCAR project officers
- Provide resources for ASTI programs and make staff aware of histories, cultures and protocols
- Undertake 3,5,7, 9 NAPLAN testing
- Undertake year 4 and 6 QCATs
- Moderate year 4 English QCAT with teachers from DDS region in April 2009
- Follow school assessment program as of term 1 2009; utilising both AVT and ST:LN to help administer and analyse data to help plan for all students

### Education Adjustment Program

- Coordinate external support staff
- Talk to AVT's and other related staff about support for students
- Employ and maximise teacher aide time in prime time learning sessions
- Develop and implement any IEP's as required for children
- Inform parents about EAP/IEP's and what support their children are receiving
- Attend validation days as requested by State-wide validation co-ordinator

### Rural & Remote Education Framework for Action

- Maintain attendance and retain students in rural communities

### Young people in care

- Make staff aware of Children in Care policies

### Curriculum, Teaching, Assessment and Reporting

- Inform parents and community of overall student achievement through twice yearly official reporting, twice yearly informal reporting, parent-teacher interviews
- Provide afternoon information sessions for parents through-out the year

## QUEENSLAND STATE SCHOOL REPORTING - 2010

### Nobby State School (1735)

- Offer face-to-face interviews twice yearly
- Manage staff so they are accessible for parents/students to ask questions
- Standardise tests and report cards across all years
- Access QCAR support early in Term 1 and 2 to implement changes to curriculum plan due to reduction in class numbers and decrease in class size
- Continue to resource all curriculum areas within budget
- Have all staff able to confidently use all ICT programs and digital portfolios
- Provide PD opportunities for all staff in ICT areas

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Nobby State School (1735)

### Early and middle phases of learning

- Coordinate time for early years teacher to undertake year 2 net day training and moderation
- Use and regularly monitor curriculum framework
- Continue to involve students in cluster school activities
- Continue to be involved with Middle Schooling transition program opportunities as they arise

### ASTI perspectives

- Enhance staff awareness of ASTI cultures, histories and protocols

### School and community

- Community and parents have access to a bulletin board with school information and students achievements
- School continues to have available to it the following opportunities :
  - Interschool Sport (winter sports with Allora)
  - Under 8's Day
  - ANZAC Parade
  - Clifton Show
  - Iris and Rose Celebrations
  - Arts Council/ music/ drama activities outside school
  - Clifton Art Festival
  - Cambooya Art and Speech Festival
  - CWA Culture Afternoon
  - Annual Nobby triathlon

### School and Cluster

- Maintain transition program with Clifton High School
- Attend cluster schools sports and fun days
- Offer opportunity for cluster students to participate in the Nobby SS Project Club Triathlon

### School as community asset

- Make school facilities accessible for community e.g. – meetings, tennis court, office equipment
- Enhance public education through the newsletter, community bulletin board
- Include the wider community in decision making around the BER project to enable maximum outcomes

### Relationships with stakeholders

- Invite parents and community members to share special days with school and students
- Increase parent and community members involvement in and around the school and classrooms
- Keep parents and community members informed through newsletters and P&C meetings and other community publications
- Maintain an up-to-date school web page with recent newsletters

### Industry relationships

- Host USQ students
- Host work experience students from Clifton High

### Safe and Healthy schools

- Implement Safe and Healthy School program
- Invite local policemen and sports identities to share experiences and expertise
- Active After School Communities offered twice per week throughout 2009 (7 weeks per term)
- Conduct and report on School Opinion Surveys
- Conduct safety audit of school grounds each term with WHS committee
- Liaise with facilities support staff for grounds and building maintenance
- Each staff member to have current emergency first aide and resuscitation training offered as PD opportunity

### Code of School Behaviour

- Celebrate students responsible behaviour with awards and certificates
- Advertise achievements in the newsletter, local newspapers and bulletin boards

Send home notes to parents of children who will win awards in the following week

### National Safe Schools Framework

- National Safe Schools Framework resources to support RSBP

### Implement SIAF\*

#### Student reporting/SAR requirements\*

- report on essentials achieved for all students to all parents
- Year 2 Net report
- Year 3, 5, 7 Test report

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Nobby State School (1735)

- Parent/Teacher Interviews
- Report Cards sent home twice yearly
- School annual report to be completed and uploaded to website prior to June 30th

### Human, physical and financial resource use\*

- Publish SAR on school website
- Postage
- Admin support
- Photocopying
- Electricity
- Rates
- Sanitary service
- Telecommunications
- School improvement assistance scheme
- Equipment replacement
- School based minor works

### Professional Development agenda

- Provide and coordinate professional development for all staff including( but not limited to) the following:-
  - Early Years Training
  - Year 2 Diagnostic Training
  - Libcode library training
  - You Can Do It social and emotional program
  - Regional Literacy Training
  - QCAR & QCATS
  - English and Maths Syllabus
  - ICT Training
  - Any new documents or policies
  - Any cluster network meetings or cluster moderation

### Professional Standards for Teachers

- Use this framework as a tool to improve teacher and student outcomes across the curriculum's
- Reinforce Code of Conduct and staff responsibilities

### Pre-service and beginning teachers teacher

- Mentor program within the school or cluster school for beginning teachers and principals
- Ensure beginning teachers attend PD that is essential for good classroom practices
- Conduct staff induction where appropriate
- Continue to work with USQ to support beginning and pre-service teachers

### Crossing Cultures: It's Everyone's Business

- Ensure all staff have completed Crossing Cultures package
- Ensure all staff know where to find resources to support this package

### Celebrate achievements

- Celebrate staff birthdays
- Celebrate staff achievements through rewards and public recognition (Teacher Aide Day, World Teachers Day)

### Professional Development Pathways

- Audit staff PD
- Make available varied PD opportunities for all staff
- Ensure equitable PD for teachers and other staff members
- Review expenditure during the year on PD
- Conduct talks regarding the developing performance framework

### Strengthen leadership / develop organisational climate

- Develop principal leadership skills
- Investigate professional development opportunities outside of the department- Priority Management
- Develop open and supportive communication with all staff members
- Implement routines and programs that strengthen and develop a constructive organisational climate
- Delegate roles and responsibilities to strengthen internal processes while enhancing skills of all staff

### Resolving grievances

- Develop an open door policy where staff and community feel free to discuss grievances

### Promote safe and healthy learning environments

- Promote safe and healthy work environments
- Include workplace, health and safety component as part of staff and P&C Meetings
- Maintain safety registers
- Implement sun safe procedures
- All staff, students and parents to be aware of "Snake Bell" procedure
- Each staff member to have access to professional development in senior first aide and CPR
- Each staff member is to feel needed and part of the school family

### Future outlook

#### **School and student performance in writing and spelling**

- PD on writing- Seven Steps to Writing Success
- Investigate, discuss and implement a series of devices that can be used by students for planning for and achieving self-set targets
- Assist students to monitor their own learning and to set goals for future learning by extending the use of self-evaluation techniques by students, for example, feedback sheets, diaries, progress charts, graphs, setting of personal learning goals and self-assessment of criteria sheets.
- Teach seven steps in isolation
- Embed the use of Guides for Making Judgements for major assessable elements in English, mathematics and science.
- Review the school's spelling and phonics program so that there is a seamless program from Prep to Year 7 as per EQ's expectations.
- Review the school's reading program to ensure that there is a balance in classrooms between explicit teaching, guided reading, modelled reading, written activities and independent reading. • Extend the use of Investigations as part of the mathematics and science programs.
- Continue to implement the LEM spelling and reading program in the upper school as a priority and continue to introduce elements of the program in the lower school
- Ensure that daily English sessions are planned to include a balance of reading, comprehension, speak and listening, writing, guided reading etc.
- Include maths and science investigations into term plans for all year levels

#### **Readiness for National Curriculum**

- PD one teacher at QSA workshop
- That one teacher to return to school to deliver information to teachers and teacher aides
- Develop English and mathematics programs that comply with EQ's priorities.

#### **Staff Development & Performance**

- Continue to offer PD to all staff, on any area of interest
- Continue to make opportunities available by forwarding on details
- Work with HR to employ new permanent T/A to replace permanent staff member
- Work through protocol to employ new temporary teacher aide to replace aide (if required after permanent T/A placement)
- Discuss with staff and the parent community ways to increase the knowledge of the devices that will be used by students for planning for and achieving self-set targets to help understand the schools

improvement agenda

- Provide opportunities for teachers to visit other schools for mentoring opportunities
- Develop a documented induction program or checklist that can be used to induct new staff members to the school.
- Review school and Education Queensland (EQ) priorities plus strengths and weaknesses of staff members in order to develop a documented Professional Learning Plan.
- Provide training in the use of electronic whiteboards and the EQ Roadmap where necessary.
- Use teacher meetings, or learning support group meetings, to discuss and investigate how the school can assist students to monitor their own learning and to set goals for future learning by extending the use of self-evaluation techniques by students

### **Community confidence**

- Work closely with P&C to continually work towards providing opportunities for all students
- Use culminating activities and special events to draw the community together for celebrations
- Continue to invite parents of students receiving awards on assembly
- Investigate, discuss and implement a series of devices that can be used by students for planning for and achieving self-set targets
- Discuss with staff and the parent community ways to increase the knowledge of the devices that will be used by students for planning for and achieving self-set targets to help understand the schools improvement agenda
- Continue to find ways to promote positive partnerships and engagement of parents in student learning and the life of the school.
- Use discussion lists to find schools with best practice and discuss ways we could use the best practice to enhance what we currently do

### **Other School Based Key Priorities**

- Sustainability
- Investigate science data which might be collected as part of the annual data collection plan.
- Embed the use of the updated annual data collection plan throughout the school.
- Regularly work with teaching staff members to retrieve, analyse and discuss a broad range of data and review the implications for the school and classroom practice, for example, data from the annual data collection plan, data related to the Year 2 Net, NAPLAN, School Opinion Survey, report card ratings, behaviour and attendance.
- Discuss with learning support group the possibility of including in the school assessment program a diagnostic assessment tool for monitoring science progress of students
- Continue with twice term learning support group meeting
- Discuss with the staff the ways that more data can be utilised to improve student outcomes (this includes year 2 net, school opinion surveys, report card, behaviour and attendance)
- Review excess Year 2 Net funds to see how they can be used to strategically support student learning needs.
- Following the completion of the STLaN training modules, review the role of the STLaN to ensure that it is the most effective fit for the school.
- Investigate the use of OneSchool for curriculum planning and the electronic mark book.

## Our school at a glance

### School Profile

Coeducational or single sex: Co-ed

Year levels offered: P-7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
30	13	17	93%

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

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	15	100%	100%	0%	0%
Year 4 – Year 10	12	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	14	100%	100%	0%	0%

School Disciplinary Absences

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

### Curriculum offerings

#### Our distinctive curriculum offerings

Literacy and numeracy blocks and integrated units of work are part of our everyday curriculum. Each year level focuses on a unit of work and explores the key learning areas to promote deeper understanding. In addition to these curriculum strands, children are exposed to:

- 45 minute Physical Education Lesson
- 45 minute music lesson weekly
- 2 x 45 minute LOTE lessons weekly for years 4, 5, 6 and 7
- 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.

##### **NASA**

From 2011, Nobby SS has been holding a 1 hour sustainability program for the whole school every week. This is known as NASA- Nobby Afternoon of Sustainability Activities. The students work around a series of 5 activities; recycling, biodiversity, garden maintenance, NASA specific ICT and paper recycling.

##### **NIPPA**

## Our school at a glance

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.

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

Nobby SS has a chaplain who visits the school one day per fortnight. She is experienced in offering grief and trauma counselling if required. She 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, while indicating that the level of satisfaction has dropped from 2008 to 2009, still 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.

School Opinion Survey data from 2010 shows the following:-

#### Parents

How satisfied are you that:-

- This is a good school? 100% satisfied- Improvement from 2009, above state average
- Your child is getting a good education? 100% satisfied- Improvement from 2009, above state average
- This school is improving your child's literacy skills? 100% satisfied- Improvement from 2009, above state average
- This school is improving your child's numeracy skills? 100% satisfied- Improvement from 2009, above

## Our school at a glance

state average

- Satisfied with your child's wellbeing at school? 100% satisfied- improvement from 2009- above state average

### Students

How satisfied are you that:-

- That you are getting a good education at this school? 88.9%- increase from 2009, above state average
- That this is a good school? 78.2% satisfied- increase from 2009, above state average
- Satisfied with your wellbeing at this school? 78.7%- increase from 2009, above state average

### Parent, student and teacher satisfaction with the school

Satisfaction with Nobby State School from all three areas; parents, students and teachers is very high. The data in the table below shows that staff are very happy with both morale and access to professional development.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	89%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	89%
Percentage of staff members satisfied with morale in the school	100%

## 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, Opening of the Nobby State School Cycle and Pedestrian Safety Facility, athletics and other sports days.

We send home letters on a weekly basis to parents of students who will receive an award or a certificate on parade the following week.

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 actively promote, and often suggest face-to-face, parent teacher interviews. These could be at any time throughout the school year, and for any reason. E.g. explanation of test results, discussion about progress in a certain area, discussion of medical requirements.

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.

## Our school at a glance

### Reducing the school's environmental footprint

The school has solar panels on the roof facing north on the Office Building. We have saved 3.7 tonnes of CO2 from entering the earth's atmosphere.

Our students recycle paper, aluminium cans, food scraps, cardboard and mobile phones.

We have 2 vegetables gardens and numerous other edible trees in the school grounds. The food is given away or sold to school families.

Our school is an Earth Smart School. Our students conduct audits on our electricity and water usage to become more aware of our use of these two areas.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$7,284	\$4,559	\$300	\$378	\$2,047	\$0	\$0	23,572	566	0
2009	\$5,746	\$3,649	\$0	\$0	\$100	\$0	\$1,997	21,412	458	0
% change 2009 - 2010	27%	25%	N/A	N/A	1947%	N/A	-100%	10%	24%	N/A

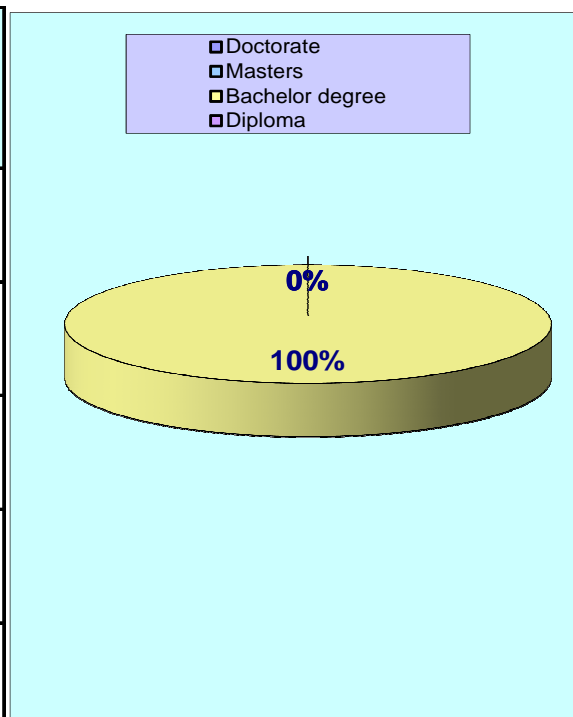
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	3	2	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	4
Diploma	0
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$9105.

The major professional development initiatives are as follows: Early Years Conference, Working Smart with Microsoft Outlook, EATSIPS, Leadership Conference, Teacher Aide classroom courses, LEM phonics and spelling & CPR.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### 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 2010 school year.

## Key student outcomes

### Attendance

Student attendance - 2010											
The average attendance rate for the whole school as a percentage in 2010 was 94%.											
Student attendance for each year level											
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96%	95%	93%	96%	94%	95%	97%					

Description of how non-attendance is managed by the school
<p>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.</p> <p><b>Attendance</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Roll Marking</b></p> <p>School rolls are marked twice per day, at both 9am and 1pm. These rolls, by law, are marked by teachers.</p>

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 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.

## Performance of our students

### Achievement – Closing the Gap

Due to small cohort sizes, data is being withheld.