

Nagoorin State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Nagoorin is a small, rural, multi-level school located in the picturesque Boyne Valley, 65km south west of Gladstone in Central Queensland. It is enclosed by mature stands of native hoop pines planted in the 1920's.

Active community and parent involvement ensured that a diverse range of extra-curricular school and community activities were participated in. With strengthening attendance and retention our focus at Nagoorin State School was to create an innovative culture of change with a rigorous curriculum focussed on reading, writing and numeracy. Our facilities include the original classroom, historic original classroom, new Prep building, and permanent oval with football and cricket facilities and playground with fitness equipment. Many of our students came from families who have a long association with the school.

This report will be shared to our community via our Website, the school's newsletter, and a copy made available at the school office.

Nagoorin's *School Annual Report* is a public accountability document. It provides valuable information for present and prospective parents on the achievements of our school against systemic priorities. It is included in the school handbook distributed to parents and prospective parents each year. It is also available on request from the school office and as a newsletter enclosure at the beginning of term three each year.

School progress towards its goals in 2015

Writing	Daily independent writing with fortnightly sampling. Used NAPLAN Marking guide to reflect.
Reading	Explicitly taught reading comprehension strategies weekly. Used the MULTILIT Reading Tutor Program and WARP Programs to improve word attack, sight words
Numeracy	Taught basic facts and maths mental daily Followed ACARA in a multi-level classroom Retought basic concepts
Whole School assessment and data collection	Used of CQ Benchmark Tests every 5 weeks NAPLAN Writing Samples every 2 weeks Assessed WARP Reading Data weekly to inform teaching Spelling tests – Pre and Post with a 5 week unit assessment CQ3S with NAPLAN resits Nagoorin State School Assessment calendar set and used to ensure timely collection of data that informed classroom practice.
Attendance	98.7%
Retention	Prep class and Playgroup initiated.

Future outlook

Continual development, implementation and review of the school data plan.

Implement explicit strategies to continually track and monitor student achievement in writing, reading and numeracy. Share with families. Inform and improve transparency of information from the school to the community.
 Improve and enhance teacher and teacher assistant skills to improve student achievement in writing, reading and numeracy using Explicit Instruction.
 Improve fluency and understand of reading, writing and number across all year levels.
 Continue to implement Nagoorin State School's Responsible Behaviour Program.
 Actively plan to improve community networks and partnerships to enhance learning outcomes for students. Increase attendance and retention.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	16	7	9	2	83%
2014	11	6	5	2	80%
2015	13	9	4	2	92%

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.

Characteristics of the student body:

The student body at Nagoorin State School is a small family orientated group of children who come from a rural, urban-rural background. Older and younger siblings were included in all extracurricular activities and although the Boyne Valley, where Nagoorin is situated, is home to three small like schools, all of the students knew each other well and mixed socially. Nagoorin is an integral part of a wider community of children.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	12	9	7
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	0	0	0

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

- Making up for Lost Time in Literacy (MULTILIT) Reading Tutor Program
- Wheldall Assessment of Reading Passages (WARP)
- Meeting Initial Needs in Literacy (Minilit)
- Weekly Playgroup Program
- Early Years Transition Program

Extra curricula activities

- North Keppel Island Environmental Education Centre annual school camp.
- Green Days – P&C directed gardening social days
- School Discos that include the entire Boyne Valley Cluster Schools i.e. Halloween Discos
- Bunnings Sausage Sizzles
- Scrap Metal Drives/ Pie Drives/Friday night raffles at the local hotel
- ADIDAS Fun Run
- Nagoorin 100th Anniversary
- Social Cricket invitation to the Boyne Valley Cluster, Calliope and Gladstone regions.
- Christmas celebrations with invitations going out to all of the Boyne Valley
- Weekly parade/ANZAC Day and Remembrance Day Celebrations.
- School Athletics carnival that include the Boyne Valley and Bororen State Schools.

How Information and Communication Technologies are used to improve learning

Nagoorin State School uses a variety of different ICT's to assist learning. iPads and computers play a large part in the teaching and learning cycle with individualised learning being able, at times, to be catered for by use of these. Trace boards are utilised in both classrooms to deliver the digital components of the C2C as well as the delivery of digital content from other areas of the Queensland Curriculum. Students in the upper class have had access to iConnect and virtual classroom in 2015.

Social Climate

Nagoorin State School is a small family orientated school that nurtured positive and supportive conversations. The students come from rural, rural urban-environments where modern technologies such as mobile phones, broadband internet access, WIFI and access to social media are not a priority. There is no mobile coverage or fast broadband internet access. The student's conversations were around feeding animals, building cubby houses and swimming in the creek. This impacted heavily on the social climate of our school. In 2015 with support of the P&C

we developed a Responsible Behaviour plan that empowered students to be confident in themselves so the bullying that was evident earlier in the year has ceased to happen. The core value at Nagoorin State School is Through Progress We Proper being -

- Safe
- Respectful
- Responsible

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	60%	DW	100%
this is a good school (S2035)	83%	DW	100%
their child likes being at this school (S2001)	83%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	67%	DW	100%
their child is making good progress at this school (S2004)	67%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	83%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	DW	100%
teachers at this school motivate their child to learn (S2007)	83%	DW	100%
teachers at this school treat students fairly (S2008)	83%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	83%	DW	100%
this school works with them to support their child's learning (S2010)	83%	DW	100%
this school takes parents' opinions seriously (S2011)	83%	DW	100%
student behaviour is well managed at this school (S2012)	67%	DW	100%
this school looks for ways to improve (S2013)	83%	DW	100%
this school is well maintained (S2014)	83%	DW	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	25%	50%	100%
they like being at their school (S2036)	75%	50%	100%
they feel safe at their school (S2037)	75%	75%	100%
their teachers motivate them to learn (S2038)	75%	75%	100%
their teachers expect them to do their best (S2039)	75%	75%	100%
their teachers provide them with useful feedback about their school work (S2040)	25%	75%	100%
teachers treat students fairly at their school (S2041)	50%	50%	100%
they can talk to their teachers about their concerns (S2042)	25%	67%	100%
their school takes students' opinions seriously (S2043)	50%	75%	100%
student behaviour is well managed at their school (S2044)	50%	75%	100%
their school looks for ways to improve (S2045)	75%	50%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school is well maintained (S2046)	75%	75%	100%
their school gives them opportunities to do interesting things (S2047)	25%	75%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	50%	80%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	80%	100%
students are treated fairly at their school (S2073)	100%	80%	100%
student behaviour is well managed at their school (S2074)	100%	60%	100%
staff are well supported at their school (S2075)	100%	80%	100%
their school takes staff opinions seriously (S2076)	100%	80%	83%
their school looks for ways to improve (S2077)	75%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	75%	80%	83%

'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

Nagoorin State School promoted an "Open Door Policy". Parents were encouraged to help in classrooms, access teachers and staff to discuss their child's progress and any other issues regarding their child's education and school life.

We sought parent and community involvement as guest speakers, volunteers and helpers on various levels.

The P & C made valuable contributions to the school with fundraising and school functions, and played a very important role in making the school what it is.

The parents were very encouraging of their children's involvement in sport. They offered them a great deal of support with attendance of district and regional trails and training events.

Specific involvement included -

- Nightly homework

- Reading Fun Bags that included items of interest for parents and games that require parental involvement. These were changed weekly.

- Volunteers for the kindergarten program

- Green Days where parents came along monthly, on weekends, to ensure that the school is a safe and beautiful place of learning.

- Friday morning parades and Friday afternoon sport.

Reducing the school's environmental footprint

- The installation of energy efficient light bulbs in all areas of the school.

- Shutting down of computers correctly with all staff and students.

- Reduction of the use of air-conditioning and the encouragement of opening of windows.

- Installation of a compost bin

- Reduction of the use of strong chemicals in our septic system.
- Our water is supplied by rainwater tanks and a bore.

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Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	12,136	0
2013-2014	10,912	0
2014-2015	10,175	

*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.

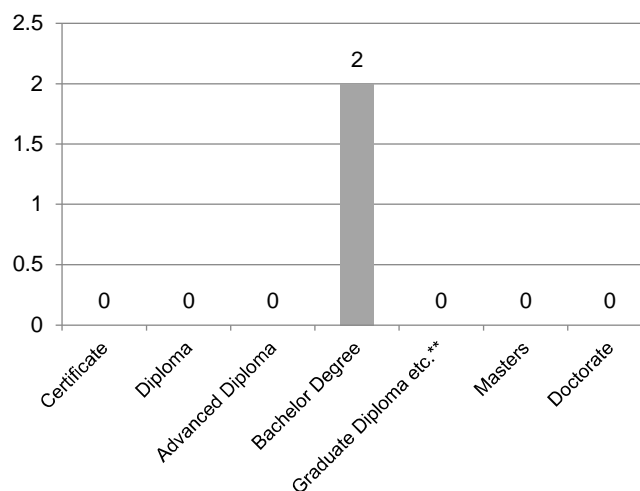
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	2	1	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*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 \$8983

The major professional development initiatives are as follows:

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- Explicit Instruction of Writing Workshop

Explicit Instruction

- 7 Steps to Writing
- Cleaners training.
- PE Conference
- Differentiated Classroom practice
- MULTILIT Training
- Positive Teaching Training
- Collegial Coaching
- Copyright Training for AO2

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.	100%	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 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

Sector:

Government

Non-government

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%	96%	98%
The attendance rate for Indigenous students at this school (shown as a percentage).		100%	100%

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%.

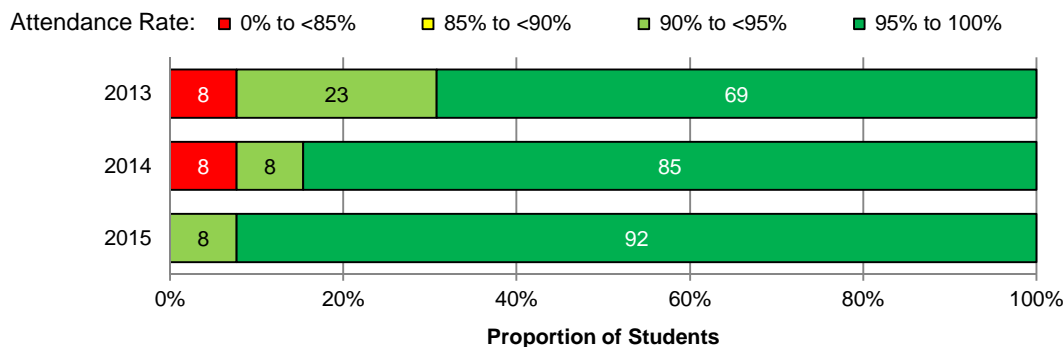
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		DW	84%	98%	DW	97%	96%	DW					
2014			98%	99%	100%	DW	100%	DW					
2015	99%			97%	99%	98%	DW						

*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 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.

Student attendance records were maintained each day with the manual marking of class rolls at 9.00am and again at 2.30 pm in the afternoon. These rolls were then collated daily and entered on One School by the principal. Education Qld codes were used to record student absences according to information provided by parents/caregivers on their child's absence. Parents/caregivers notified the school either by phone or in a written format of their child's absence either on the day of the absence, prior to the child being absent or upon the child's return to school. Parents were contacted to give reasons for unexplained absences. Parents of students with continual absence or reoccurring absences would be issued with a failure to attend letter if necessary. This would only happen after meeting with a parent/caregiver on this issue was not successful. If the school was not contacted within seven days from the date of issue of this letter, the school then would seek Director-General permission to prosecute the parents and the matter handed over to the police.

By the end of 2014 non-attendance was no longer an issue. With proactive strategies such as having one on one conversations with parents whose students were away, phoning parents immediately when there was an unexplained absence, using the newsletter, social media, the front billboard and the website to publish our attendance rate monthly, having conversations with the P&C about attendance and explaining how every day counts, used the Education Queensland data of having one day away effect student learning to support this conversation.

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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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.