Nagoorin State School
Queensland State School Reporting
2014 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 2014

<table>
<thead>
<tr>
<th>Priority</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Used Sheena Cameron’s Writing ‘The Writing Book’</td>
</tr>
<tr>
<td></td>
<td>Daily independent writing with fortnightly sampling. Used NAPLAN Marking guide to reflect.</td>
</tr>
<tr>
<td>Reading</td>
<td>Explicitly taught reading comprehension strategies weekly.</td>
</tr>
<tr>
<td></td>
<td>Used the MULTILIT Reading Tutor Program and WARP Programs to improve word attack, sight words</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Taught basic facts and maths mentals daily</td>
</tr>
<tr>
<td></td>
<td>Followed ACARA in a multi-level classroom</td>
</tr>
<tr>
<td></td>
<td>Retaught basic concepts</td>
</tr>
<tr>
<td>Whole School assessment and data collection</td>
<td>Used of CQ Benchmark Tests every 5 weeks</td>
</tr>
<tr>
<td></td>
<td>NAPLAN Writing Samples every 2 weeks</td>
</tr>
<tr>
<td></td>
<td>Assessed WARP Reading Data weekly to inform teaching</td>
</tr>
<tr>
<td></td>
<td>Spelling tests – Pre and Post with a 5 week unit assessment</td>
</tr>
<tr>
<td></td>
<td>CQ3S with NAPLAN resits</td>
</tr>
<tr>
<td></td>
<td>Nagoorin State School Assessment calendar set and used to ensure timely collection of data that informed classroom practice.</td>
</tr>
<tr>
<td>Attendance</td>
<td>98.3% Exceeded target</td>
</tr>
<tr>
<td>Retention</td>
<td>3 new families enrolled, Prep class and Playgroup initiated. Exceeded target</td>
</tr>
</tbody>
</table>
Future outlook

Our 2015 priorities are as follows.

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.

Promotion of Nagoorin State School in a positive proactive manner.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 3 – Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>83%</td>
</tr>
<tr>
<td>2014</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>80%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>12</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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
- 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 assist 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 2014.

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 2014 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 was ceased to happen.
The core value at Nagoorin State School is Through Progress We Proper being -
- Safe
- Respectful
- Responsible

The school Responsible Behaviour Plan is a working document and constantly reviewed, extended and monitored.

**Parent, student and staff satisfaction with the school – withheld due to numbers**

Parent, student and staff have indicated that they are more than satisfied with the teaching and learning of their children. It was indicated that the school has strengthened towards the end of 2014 and students are happy to come to school daily. This was reflected in the attendance and the participation in school functions.

**Involving parents in their child’s education**

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.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>11,934</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12,136</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10,912</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>2</td>
<td>3</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>1</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers - Information withheld.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $5372.78.
The major professional development initiatives are as follows:

- Explicit Instruction of Writing Workshop
- ACARA geography workshops
- 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 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>100%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 44% 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

SEARCH
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 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 | 78% | 93% | DW | DW | 96% | DW |
| 2013 | DW | 84% | 98% | DW | 97% | 96% | DW |
| 2014 | 98% | 99% | 100% | DW | 100% | DW |

**Note:** DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

Over the past 3 years our attendance has fluctuated. At the end of 2014 attendance increased to … %. Attendance will remain a priority for Nagoorin State School.

*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.

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.

The data for the 2013 years, 3, 5 & 7 students are withheld due to the small identifiable cohorts. NAPLAN results across all year levels, across all strands remain consistent. From this data Nagoorin State School’s curriculum priorities are reading, writing and numeracy.

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/](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.

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 Withheld due to numbers**

The ‘Closing the Gap Education strategy’ is the department’s overarching strategy for the Education of Aboriginal and Torres Strait Islander students in state schools. Due to the small number of Indigenous students across the school, comments regarding student attendance, retention and attainment cannot be made. However, indigenous perspectives are taught in all year levels and learning areas at Nagoorin State School.