



Nagoorin State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education and Training



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School Overview

Nagoorin is a one teacher, multi-age school, located sixty-five kilometres south-west of Gladstone in the rural area of Calliope Shire. At present the school is staffed by an acting teaching principal, part-time teachers, full-time and part-time teacher aides, an administrative assistant, and a casual cleaner. At Nagoorin we will continue the commitment to the improvement of literacy through uninterrupted, timetabled blocks as an effective tool for student achievements in reading, writing, spelling. While the school achieves well in literacy, we aim to show a direct improvement and a focus on writing and spelling. Likewise in number and numeracy we will continue to utilise uninterrupted numeracy blocks which focus on basic number facts, mental strategies and focused lessons around problem-solving. The staff at Nagoorin State School communicates with the parents and the wider community around the positive aspects of school life and celebrating student achievements through the school newsletter, articles in the Boyne Valley District News, Facebook page and QCWA International Showcase Days among others.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016 the areas of improvement included STEM, attendance, numeracy. These improvements were achieved through the use and implementation of WeDo Lego robotics, cluster days, Professional Development for staff, visiting experts.

Future Outlook

In 2017, Nagoorin State School aims to show direct improvement in the areas of writing and spelling. This is being addressed through a variety of tools and resources. A direct instructional approach is being used with the program of Spelling Mastery, dedicated daily uninterrupted writing time is a priority as well as a strong use of metalanguage amongst staff and students alike. Each term an assessment package is sent home to parents to promote the use of metalanguage amongst the entire school community. Staff are committed to these improvements through their enthusiastic approach to Professional learning experiences both in and out of school. At regular intervals throughout the year a variety of assessment tools, including the Literacy Continuum are used to monitor growth and to direct future planning of students' individual needs in both writing and spelling. Collaborative planning amongst staff and student self-directed goals are also used to achieve these improvement outcomes.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	11	6	5	2	80%
2015*	13	9	4	2	92%
2016	15	11	4	3	82%

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

Our student body comprises of children from local rural families. A number of our students belong to a family group whether it be siblings or cousins who are also attending the school. We have a small percentage of Indigenous students. Our school is one of 3 small schools within the local district and each student at Nagoorin State School shares close ties with the students from the other Boyne Valley schools.

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	9	13	17
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

- Spelling Mastery
- MULTILIT (Making up for lost time in literacy)
- PM/Probe Reading Assessments
- BURT/SA Spelling Assessments
- Adaptions of C2C units
- Literacy Continuum
- NCR Maths Diagnostics
- Weekly playgroup program
- Early Years transition program
- Rotational, small ability groups activities

Co-curricular Activities

- Senior Camp
- Junior Camp
- Semester Showcase Events
- Green Days
- School Discos
- Botanic to Bridge Fun Run
- Pink Stumps Cricket cluster days
- Curriculum cluster days
- Book Week cluster days
- Under 8s cluster days
- Awards Night
- Christmas Celebrations
- School Athletics cluster days
- Excursions
- ANZAC and Remembrance Day commemorations
- Weekly parades and awards
-

How Information and Communication Technologies are used to Assist Learning

- Interactive whiteboards are used in each classroom for curriculum delivery and enhancement. iPads and laptops are used regularly by students to further enhance their individualised learning across a variety of key learning areas. Bee Bots, and WeDo Lego Robotics are used for the direct instruction of digital and design technologies.

Social Climate

Overview

Our school values of 'Safe, Respectful and Responsible' are displayed throughout the school both in and out of the classroom environment. These values shape the expectations of all students, staff, parents and community members when at our school. We also thrive to demonstrate a transparent and open style classroom where everyone feels welcome. We actively seek parent involvement through our regular "showcase" events, which provides an opportunity for students to celebrate, demonstrate and share each semester's achievements and also provides parents with an opportunity to feel involved and stay regularly updated with their students' learning. Our school P&C reflects the school and its community's warmth, respect and dedication.

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)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	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)	50%	100%	100%
they like being at their school* (S2036)	50%	100%	100%
they feel safe at their school* (S2037)	75%	100%	100%
their teachers motivate them to learn* (S2038)	75%	100%	100%
their teachers expect them to do their best* (S2039)	75%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	75%	100%	100%
teachers treat students fairly at their school* (S2041)	50%	100%	100%
they can talk to their teachers about their concerns* (S2042)	67%	100%	100%
their school takes students' opinions seriously* (S2043)	75%	100%	100%
student behaviour is well managed at their school* (S2044)	75%	100%	100%
their school looks for ways to improve* (S2045)	50%	100%	100%
their school is well maintained* (S2046)	75%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	75%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# 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)	80%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	80%	100%	100%
students are treated fairly at their school (S2073)	80%	100%	100%
student behaviour is well managed at their school (S2074)	60%	100%	100%
staff are well supported at their school (S2075)	80%	100%	100%
their school takes staff opinions seriously (S2076)	80%	83%	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)	80%	83%	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 parents play an integral part in our school, this is evidenced by their keen attendance at:

- Monthly P&C meetings
- Green days (gardening and clean up days)
- Support in transporting students to cluster events
- Showcase events
- Playgroup
- Volunteering at community events
- Weekly parades
- Parent Teacher interviews
- Awards Night
- Christmas Concert
- School events
- Fundraising events

Their attendance is only part of their involvement, there is also involvement in preparation of the events, volunteering at each event as well as clean up after these events.

Regular contact home is made through "weekly snippets" newsletters as well as through our Facebook page. Our open door policy ensures that parents are regularly updated about their child/children's education progress as well as any concerns that they or teaching staff may have.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is done by explicit teaching modelling and discussing our core values of "Safe, Respectful and Responsible".

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	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.

Environmental Footprint

Reducing the school's environmental footprint

Installing energy efficient light bulbs and appliances. Concentrated effort to reduce the use of air conditioners in favour of alternatives. Correctly shutting off appliances and laptops when not in use. Planting and maintaining gardens, using fruit scraps to create compost and having regular clean-up time for our school and its environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,912	0
2014-2015	10,175	
2015-2016	11,481	

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.

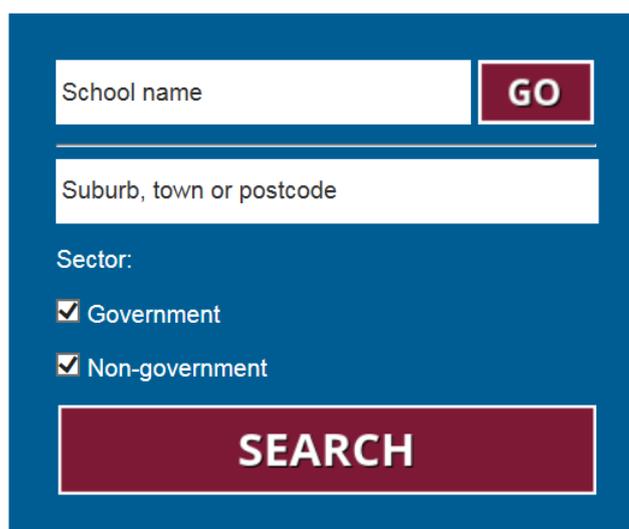
School Funding

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



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	2	4	<5
Full-time Equivalent	2	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*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 \$3770

The major professional development initiatives are as follows:

- Explicit Instruction
- Early Years Literacy
- Teacher Aide development
- Supporting Early Years Numeracy
- Online Science Professional development
- Leadership
- Asbestos Training
- Collegial Observations/feedback/coaching

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%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 47% 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).	96%	98%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100%	99%

*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%.

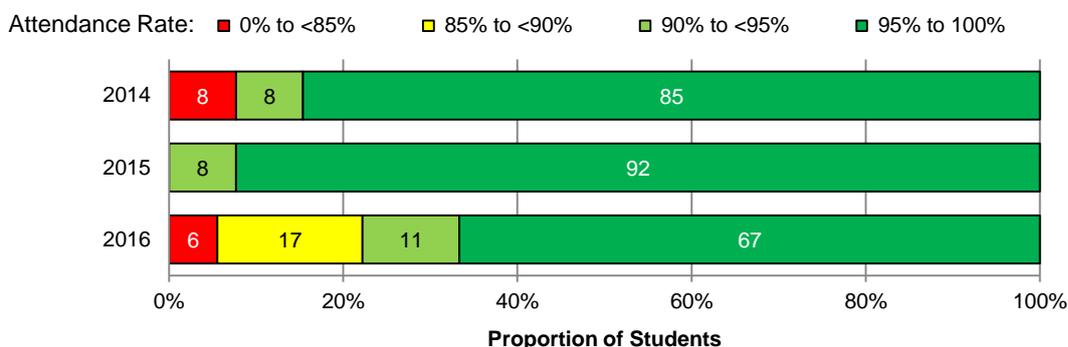
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014			98%	99%	100%	DW	100%	DW					
2015	99%			97%	99%	98%	DW						
2016	98%	95%			84%	96%	95%	DW					

*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.

Student attendance records are maintained each day with the manual marking of class rolls at 9:00am and again at 1:00pm. These rolls are then collated daily and entered into OneSchool by the principal. Parents/caregivers are required to notify the school of any absence, preferably before the absence, if this is not possible, it is required the next day. If no prior notification is made a phone call home is made to determine why a student is absent.

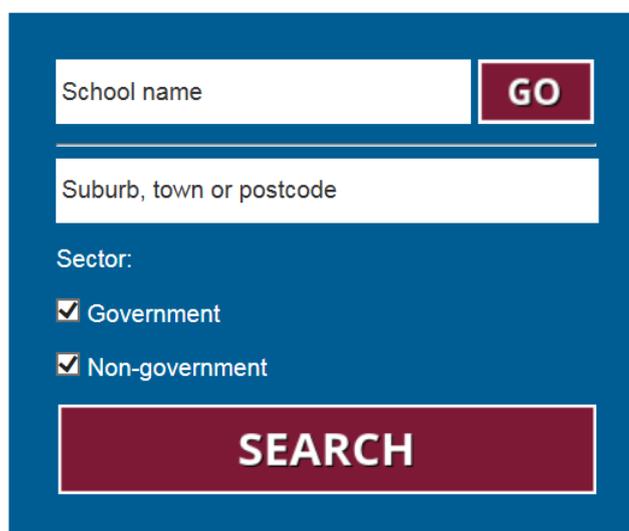
Attendance is regularly high due to the constant reiteration of "Every day counts" to students, parents and the broader community. Attendance rates are displayed in our newsletters and other mediums.

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



School name

Suburb, town or postcode

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 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.

