



Nagoorin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 Callide Shire. At present a teaching principal, part-time teacher, full-time and part-time teacher aides, an administrative assistant, and a casual cleaner staff the school. 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, and spelling. While the school achieves well in literacy, we aim to show a direct improvement and a focus on reading 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 weekly parades, the school newsletter, and articles in the Boyne Valley District News, Facebook page and QCWA International Showcase Days among others.

School progress towards its goals in 2018

In 2018 the areas of improvement included writing and spelling.

In 2018, Nagoorin State School aimed to show direct improvement in the areas of writing and spelling as a continuation of the 2017 year. We addressed this through a variety of tools and resources, including using a direct instructional approach with the program of Spelling Mastery; dedicated daily-uninterrupted writing time was a priority as well as a strong use of metalanguage amongst staff and students alike. Each term an assessment schedule was sent home to parents to promote the use of metalanguage amongst the entire school community. All staff were 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 were 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 were also used to achieve these improvement outcomes. A direct improvement in writing was recorded in A-E school data as well as NAPLAN writing results. Spelling is still an area on which we intend to focus.

Future outlook

2019 will continue with procedures used in 2018, as embedded practices, whilst introducing a new focus of improving reading results. By the end of 2019 a reading framework will have been developed and embedded across the school. Our improvement targets are as follows.

- 100% of students achieving a C or higher in English, Maths and Science
- 80% of students achieving an A or B in English, Maths and Science
- Students' relative gain equal to or greater than the Nation
- Close the gap of Indigenous students
- 100% of students on Individual Curriculum Plans achieving agreed year level curriculum

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	15	12	9
Girls	11	8	7
Boys	4	4	2
Indigenous	3	2	1
Enrolment continuity (Feb. – Nov.)	82%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 three 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. We have recently had an increase in enrolment numbers as more families move to the Boyne Valley.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	12	9
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

Co-curricular activities

- School 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
- CWA Community Events
- 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 'Be 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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%	100%
• 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%	100%
• 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%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	
• they like being at their school* (S2036)	100%	100%	
• they feel safe at their school* (S2037)	100%	100%	
• their teachers motivate them to learn* (S2038)	100%	100%	
• their teachers expect them to do their best* (S2039)	100%	100%	
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	
• teachers treat students fairly at their school* (S2041)	100%	100%	
• they can talk to their teachers about their concerns* (S2042)	100%	100%	
• their school takes students' opinions seriously* (S2043)	100%	100%	
• student behaviour is well managed at their school* (S2044)	100%	100%	
• their school looks for ways to improve* (S2045)	100%	100%	
• their school is well maintained* (S2046)	100%	100%	
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
• 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%	100%	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

Nagoorin State School's parents and caregivers are extremely active within the learning process. Every parent is always welcome at school and encouraged to participate in showcase events as well as day-to-day activities such as before school reading. Parents of students in our Project Club assist at our local country market stall held each month. Our active P&C are heavily involved in many community events and 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
- Catering for the Curtis Coast Trail Bike Ride
- Catering for the Varsity Bash visit to our school
- Community, and district fundraisers
- The parent body at Nagoorin State School are vested partners in the school process and are regularly consulted at weekly parades and meetings held throughout the year. 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 education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Explicit teaching modelling and discussing our core values of “Safe, Respectful and Responsible” allows the students to know and understand our values.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,481	11,955	10,199
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

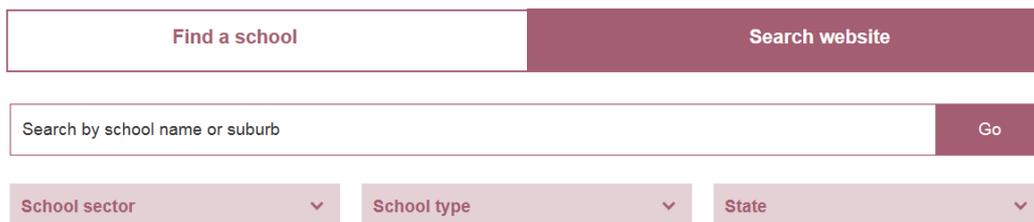
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$7000.

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
- Apple Training
- Growth Coaching International (QELI)
- School Improvement Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	98%	93%
Attendance rate for Indigenous** students at this school	99%	100%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	98%	DW	91%
Year 1	95%	99%	94%
Year 2		99%	96%
Year 3			91%
Year 4	84%	DW	
Year 5	96%		
Year 6	95%	97%	

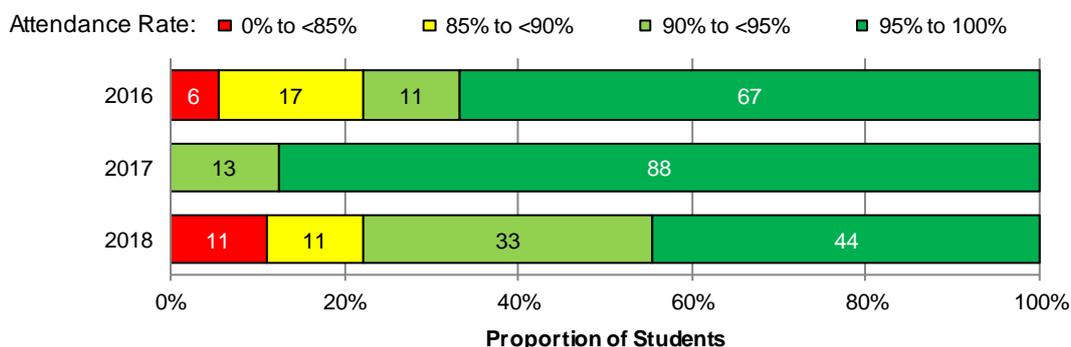
Year level	2016	2017	2018
Year 7	DW	100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 there is no prior notification 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. Overall school attendance rates are displayed in our newsletters. Individually students track their attendance on a ‘tracker’ sheet in their homework books, which parents are required to sign.

Students achieving an attendance rate of 95% and above are invited to participate in a reward each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

View School Profile

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.