

Nebo State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Nebo State School is a rural remote school located 100 kilometres southwest of Mackay, about half way between Mackay and Moranbah. Nebo State School has a beautiful country atmosphere and the staff, students, parents, and school community, continue to work together to make our school a wonderful place.

Nebo State School community prides itself on its motto, 'Courtesy, Truth and Knowledge'. Nebo State School provides inclusive, supportive and individualised education for its students.

Nebo State School aims to:

- Provide a safe and inclusive environment for all students;
- Develop confident and competent literate and numerate lifelong learners;
- Prepare students to be active and democratic Australian Citizens.

The annual report provides a summary of the school's achievement in 2014 and also identifies our priorities for 2015. Interested parties unable to access this report via computer may request a copy of it from the school office.

School progress towards its goals in 2014

Reading: Whole School Reading program is embedded and both human and physical resources have been directed towards enabling this area to be a key priority and reflect consistency across the school setting. Data indicates reading practices are improving.

Writing: All Teachers have undergone professional development in '7 Steps for Writing'. Writing procedures include explicit teaching of the seven steps for writing and this is reflecting in the writing that children are producing.

Spelling: The school has adopted 'Words Their Way' spelling to use as a diagnostic tool to identify spelling deficiencies, so that the teaching around spelling can target this area. All teachers continue to work on vocabulary and include a 'Word of the Day' focus word to work towards assisting students to increase vocabulary.

Numeracy: Mathematical data was analysed to identify student's areas requiring improvement. An intervention teacher was employed to focus on bridging the gaps in students' mathematical understanding, with a specific focus on years 3, 5, and 7 in 2014. 2014 NAPLAN Data results demonstrated excellent improvement, with over 80% of year three students reaching the upper two bands in Numeracy. Year seven and year five students demonstrated outstanding growth and

improvement, with the year fives quadrupling the expected Central Queensland aspirational improvement target.

Australian Curriculum: All teachers have continued to adopt and adapt C2C units to ensure that alignment with the Australian Curriculum standards continues. All teachers received professional development around up to date changes with the implementation of the Australian Curriculum, primarily around Geography, History and the Humanities subjects.

Explicit Instruction: All staff worked with an Explicit Instruction Pedagogical Coach to work towards mastery of Explicit Instruction teaching and learning practices. All staff underwent professional development and received coaching and feedback. The Principal and all Teachers received an Explicit Instruction Action plan and the Principal worked with the Explicit Instruction Pedagogical Coach to create a whole school Explicit Instruction Sustainability plan.

Feedback and Coaching: Weekly Reports continued to be administered to provide weekly feedback to parents on how students were progressing from week to week. Coaching and Feedback was centred on Explicit Instruction for staff, with further examination of the culture of coaching and feedback cycle to continue to be examined.

Behaviour: The whole school 'Responsible Behaviour Plan' was updated to incorporate positive behaviour reinforcement. Behaviour expectations and consistency was established within and across the school community with all stakeholders, resulting in positive behaviour data increasing.

Great Results Guarantee: The Great Results Guarantee was actioned and embedded to improve student outcomes.

Funding was used to:

- Employ an Intervention teacher and Teacher-Aide to target Learning Support
- Enable staff professional development to build staff capability in key areas
- Purchase literacy and numeracy resources
- Access and use online diagnostic data resources.

Further implementation of the Great Results Guarantee will continue to enable whole school and student improvement in 2015.

Future outlook

Reading: Continue to implement a whole school reading program. Explore evidence based reading practices that improve reading comprehension and incorporate into whole school reading program; imploring the necessary staff professional development. Collect data in five weekly data cycles and use data to address areas requiring further reading intervention and improvement.

Numeracy: Examine best practices in the teaching of numeracy and provide professional development for staff. Create a whole school approach to the teaching of numeracy. Continue to utilise a Numeracy Intervention teacher to work with students in years two through to year six to address mathematical deficiencies and make improvements.

Writing: Develop and embed a whole school approach to writing that incorporates the '7 Steps for Writing' and daily/demand writing. Continue to analyse writing data using the NAPLAN writing criteria to address areas requiring improvements. Extend the use of an Intervention Teaching to work with students to assist in making improvements with writing.

Australian Curriculum Implementation: Continue to provide staff professional development to build deep knowledge and understanding in implementing the Australian Curriculum. Ensure that collaboration with key specialist and regional staff builds staff capability to ensure all students who are struggling to meet the national minimum standards in literacy and numeracy, are either on an Individual Learning Guarantee or an Individual Curriculum Plan.

Create a unified culture with all stakeholders:

- Provide clear communication to all stakeholders around the school responsible behaviour plan. Ensure that the school behaviour focus is communicated in school newsletters and on parade and that positive recognition of excellent behaviour is celebrated. Ensure staff receives professional development around behaviour management.

- Continue to send home Weekly Reports
- Continue to embed a culture of coaching and feedback with staff. Principal to engage in Instructional Leadership professional development and create coaching and feedback templates to support coaching and feedback practices.
- Provide real world opportunities for student and community engagement with key people and organisations, to bridge the gap between remote and city living.
- Create a Health and Well-Being framework

High Quality Explicit Instruction Practices: Review the whole school Explicit Instruction Plan and continue to embed and provide staff professional development around Explicit Instruction Practices.

Attendance: Ensure that staff and the school community receive communication regarding the everyday counts promotion and the school attendance target. Communicate school attendance data with key stakeholders and follow up and implement an attendance strategic plan if attendance regularly falls below 92%.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	56	27	29	74%
2013	58	29	29	94%
2014	63	33	30	85%

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

Characteristics of the student body:

Nebo offers multi-age classes from Prep to Year Six. Most children live in the small township and some students live on rural properties. Most parents work in the various mines or associated industries, Isaac Regional Council, or local businesses, or on farming and agricultural properties. 10% of the student population is Indigenous. The population of the school is very transient due to mining employment and the very few services being available within Nebo. A solid proportion of our students have identified learning difficulties.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3		21	21
Year 4 – Year 7 Primary		14	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	13	9	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] 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

The curriculum offered at Nebo State School aligns with the Australian Curriculum and is based on the eight key learning areas that have been developed and implemented in Queensland and Australian schools. C2C units of work are adopted and adapted as a resource to enhance the delivery of the core curriculum. Curriculum offerings at Nebo State School include:

- LOTE - Japanese
- Music Specialist lesson
- Swimming lessons
- Multi-age classroom environment
- Information Technologies
- Camps and Excursions providing real life learning experiences
- A caring and supportive learning environment focused on catering for individuals
- Individual learning support programs
- RREAP projects and activities that focus on The Arts curriculum pertaining to the subjects of Dance, Drama, Visual Arts, Music and Media.

Extra curricula activities

- Nebo Road Safety Awareness Campaign
- Nebo CPR Awareness
- Winchester Foundation Camp and other School Camps and Sleep Overs
- Dance and gym instructors
- Interschool Sport (Soccer, Touch Football and T-Ball) and other sporting opportunities at a school, district level and beyond
- Soccer and AFL lessons
- Swimming lessons
- Book Week
- Whitsunday Voices Literature Festival
- Art Council performances
- Christmas Concert
- Involvement in community events (ANZAC Day and Remembrance Day)
- Stephanie Alexander Kitchen Program

How Information and Communication Technologies are used to assist learning

Nebo State School has four Promethium Interactive Whiteboards. There is a computer lab with 20 computers, 10 laptops and 10 iPads. This enables classes to attend and have students to learn with a computer ratio of one per student. Each classroom has a bank of computers and a printer. Students use these in class time for word processing (daily writing), research (Internet search engines, online encyclopaedias), and presentations (PowerPoint, Word, Publisher) in English, Maths, Science, History and the Humanities, Geography, HPE and The Arts. Students engage in interactive educational learning and games in Maths and English (online programs: Reading Eggs, Mathletics, Studyladder, Spelling City), to assist them to improve reading, spelling, and numeracy practices. The school also enables these online programs to be made available to students to use at home.

We have a visiting ICT professional who travels to our school on a needs basis. This provides an effective maintenance program and professional development on site for our staff. Important Australian Curriculum documents and C2C documents are uploaded to the school's G Drive and maintained regularly for access with or without internet access.

The school also uses Information and Communication Technologies to offer online Web Conferencing programs to compliment teaching and learning practices and to provide learning support to students who require extension.

Social Climate

Nebo provides a friendly environment that caters for all learning needs. Staff continually builds positive relationships with students and parents. Being a small school, and a multi-age setting, students socialise with all age groups. Students are aware of our School Responsible Behaviour Plan and reflect on their behaviour throughout the year. Positive behaviour reinforcement forms a large part of the whole school behaviour plan. Programs for special needs, social skills, learning support and speech are implemented into the daily curriculum to cater for individual and personalised learning needs.

Bullying Strategies

- Whole school consistency, communication and transparency of behaviour around the school rules 'Be Safe, Be Respectful, and Be Responsible'.
- Positive behaviour reinforcement – Gotchas, Gotcha Book and Behaviour Awards
- Student of the Week Certificates and a Principals Award around the school behaviour focus for the week.
- Careful management by the classroom teachers
- Good classroom practices where children work every day on tolerance, patience and respect, considering different points of view and working co-operatively with others from different genders, behavioural skills, socioeconomic and varied ethnic backgrounds.
- Good practice of providing information to pupils, through lessons in personal, health and social education.
- Social skilling lessons from Friends for Life and You Can Do It
- Consistent communication to all stakeholders through Parade and School Newsletters, which are available on the School Website.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	83%	100%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school* (S2001)	85%	94%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	81%	83%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is making good progress at this school* (S2004)	90%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	100%
teachers at this school motivate their child to learn* (S2007)	95%	94%	100%
teachers at this school treat students fairly* (S2008)	90%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	89%	100%
this school takes parents' opinions seriously* (S2011)	85%	89%	100%
student behaviour is well managed at this school* (S2012)	86%	89%	100%
this school looks for ways to improve* (S2013)	95%	89%	100%
this school is well maintained* (S2014)	95%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	75%	100%	100%
they like being at their school* (S2036)	81%	93%	100%
they feel safe at their school* (S2037)	63%	100%	100%
their teachers motivate them to learn* (S2038)	81%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	81%	93%	100%
teachers treat students fairly at their school* (S2041)	44%	87%	100%
they can talk to their teachers about their concerns* (S2042)	87%	93%	100%
their school takes students' opinions seriously* (S2043)	75%	93%	100%
student behaviour is well managed at their school* (S2044)	71%	100%	93%
their school looks for ways to improve* (S2045)	81%	100%	93%
their school is well maintained* (S2046)	63%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	87%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
students are treated fairly at their school (S2073)		88%	100%
student behaviour is well managed at their school (S2074)		88%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		88%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents, staff and students have positive partnerships at Nebo State School. Parents are invited to the school assembly every Monday, assist in the Tuckshop and the classroom, and attend P&C Meetings. Parents are also invited to take part in Under 8's days and other key events, e.g., Ride 2 School Day'. The Stephanie Alexander Kitchen/Garden Program at Nebo State School aims to connect diverse people with common interests through working bees, fundraising, in-kind support and volunteering. Nebo State School promotes wider participation in the school and local community. Prep orientation and a Pre-Prep program have also been launched and actioned in 2014 with 100% parent support.

We have an open door policy and parents are proactive in approaching staff to talk about concerns before they become problems. Reporting to parents' takes place twice a year with formal Report Cards sent home and, Teacher and Parent/Caregiver Interviews are also encouraged and occur formally twice a year. Parents may make an appointment to visit with a teacher with any concerns they have about their child at any other convenient time. Weekly reports are sent home to parents to inform them of their child's progress in behaviour, academic focus concepts and effort, and with Homework. Parents are invited to provide feedback to the school on a weekly basis, which is advertised in the school newsletter. Parents are also provided with the opportunity to give an opinion of progress of the school each year in the School Opinion Survey.

Reducing the school's environmental footprint

Nebo State School will reduce its environmental footprint with the installation of Solar Panels attached to the main power grid. Another set of solar panels were installed in 2013, but it was reported that there was a connection grid problem with the solar panels, which has now been rectified. Our school gardens have weed mats and pebbles installed to reduce water usage. The school bore has been serviced and made operational for watering of the gardens in the greenhouse.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	32,084	0
2012-2013	20,527	10
2013-2014	28,144	10

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.

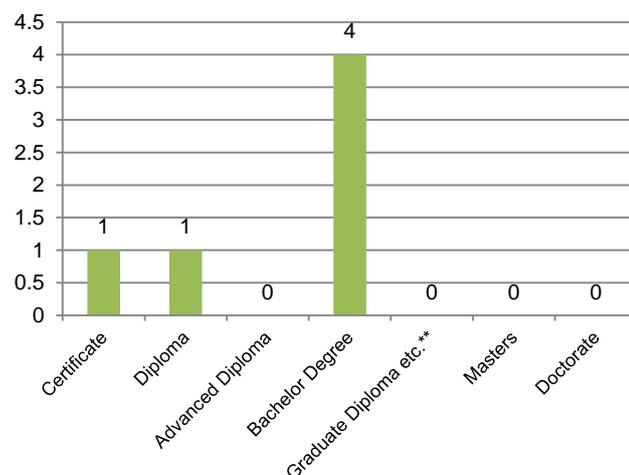
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	6



*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 2014 were \$10, 965.92

The major professional development initiatives are as follows:

The major professional development initiatives in 2014 were as follows:

- Explicit Instruction.
- Instructional Leadership
- Learning Support
- Assistive Technologies
- Australian Curriculum Implementation

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% 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

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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	93%

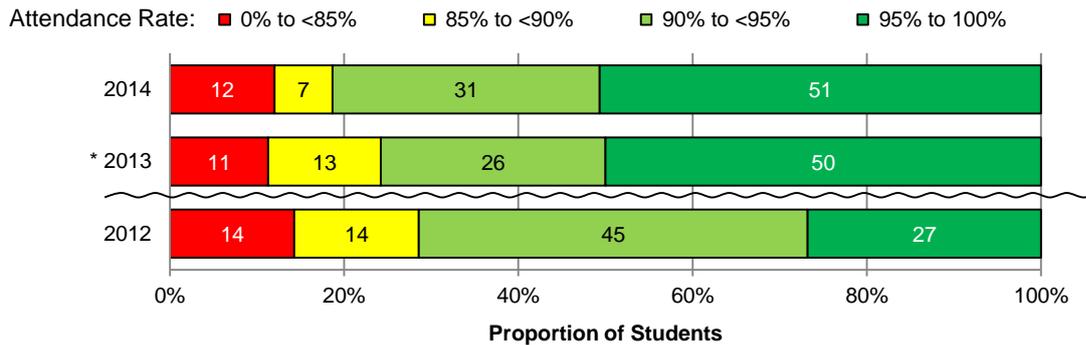
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	93%	92%	92%	90%	93%	90%	89%					
2013	92%	96%	83%	93%	96%	95%	93%					
2014	89%	95%	94%	93%	94%	97%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*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.

Rolls are marked every morning at 8.30 and at 1.15pm. Students arriving after this time are marked as late. The parents of students who are absent are expected to provide a note or phone call to explain the student's absence. The school office will contact parents who do not provide an explanation. Support workers and/or police will be informed if absenteeism is persistent or long term. Where no explanation is given an unexplained absence is recorded. If the explanation given is not deemed appropriate or sufficient by the Principal, an unauthorised absence is recorded. Parents collecting students early are expected to proceed through the office and sign the early leaving record book.

The 'every state school succeeding strategy' and the 'every day counts' strategy is regularly communicated to key stakeholders.

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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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

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. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

The school is working with individual students to continue to assist with closing the educational gap and promote inclusion and the importance of attendance at school. In 2013, the data has been withheld due to the small cohort.

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. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

The Department has initiated key principles to guide collaborative actions and effort from 2013 to 2016 across early childhood, school education, training, further study and into employment.

Effective engagement and connections

Genuine engagement and connections with Aboriginal and Torres Strait Islander peoples at all levels is fundamental. Aboriginal and Torres Strait Islander people must be involved in the development, design and driving of solutions to improve outcomes.

Working together better and smarter

Working together, better and smarter across government agencies, education providers (from early childhood education to schooling and tertiary education), communities, business and industry, and with learners, their parents and families is a critical part of improving outcomes for Aboriginal and Torres Strait Islander Queenslanders. All programs and services, whether mainstream or specific to Aboriginal and Torres Strait Islander people, need to be informed by evidence of what works for Aboriginal and Torres Strait Islander people.

Cultural capability and recognition

Connection to culture is important for Aboriginal and Torres Strait Islander Queenslanders. It is a key factor in their wellbeing. Efforts to improve outcomes must build on the strengths of Aboriginal and Torres Strait Islander cultures, languages and identities and ensure they are key ingredients woven through their learning and education experience.

Supporting successful transitions

Whether it is supporting early childhood development, setting strong educational foundations, or providing individuals with skills for the economy, preparing and supporting Aboriginal and Torres Strait Islander people to successfully make transitions is critical to improving outcomes.

Building workforce and leadership capacity

A workforce that is prepared and appropriately skilled to meet the needs of Aboriginal and Torres Strait Islander children, students, parents and community is essential to improving outcomes. The need for inspiring, committed, proactive and informed leadership is crucial to establishing and maintaining a culture that is inclusive of Aboriginal and Torres Strait Islander people and facilitates their engagement and successful participation.

Nebo State School continues to work with individual students to continue to assist with closing the educational gap and promote inclusion and the importance of attendance at school. The school continues to embed Aboriginal and Torres Strait Islander perspective into the curriculum and acknowledges key historical days, such as 'National Reconciliation Week and Closing the Gap Day', Harmony Day, and NAIDOC week. The school also engages annually with an Indigenous Artist in cultural arts activities. All staff have engaged with Cultural Awareness professional development.