



Nebo State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 39 Nebo 4742
Phone:	(07) 4950 5211
Fax:	(07) 4950 5107
Email:	principal@neboss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal

School Overview

Nebo State School is a small school located an hour SW of Mackay on the Peak Downs Highway. The school caters for children from Prep to Year 6 in a multi-age setting. The school staff consists of a teaching principal and classroom teachers as well as a team of support staff. The families of workers in the coal mining and the cattle industries make up a large proportion of our students. The school is well-provisioned with library and technology resources. Isaac Shire Council facilities of swimming pool, library, hall and oval are regularly used and conveniently located. Strong community support assists with the continuing development of the school facilities. Partnerships and support from local mining companies also continue to benefit the school. The curriculum offers students opportunities in key learning areas with a focus on literacy and numeracy. A literacy block every morning is based on reading and operates throughout the school. Students attend an annual literary festival and enjoy different performances throughout the year. Nebo school children are involved in citizenship activities including Anzac Day and Community Christmas Fair.

Principal's Foreword

Introduction

Throughout 2016, our school worked towards two short and narrow priority areas; those areas being, the analysis and discussion of data and systematic curriculum delivery. These two areas were chosen based on an evaluation of school data and to align with the data provided by the School Improvement Hierarchy. Our progress towards are goals can be seen below with green indicating it was completed, yellow-significant progress and red indicating it was not completed.

School Progress towards its goals in 2016

Priority 1: Analysis and Discussion of Data

Strategy: Creating a culture of data analysis
Actions:
<ul style="list-style-type: none">• Rewrite data plan to reduce formative/diagnostic data demands• Provide Professional Development targeting data literacies, strategic data documents, metalanguage and OneSchool. <i>(Investigate Brigalow Cluster Professional Development Opportunity)</i>• Analyse School Profile, A-E data and diagnostic data, specifically in relation to Reading to develop Reading Action Plan for Term 4 and 2017• Conduct data meetings at the conclusion of each English and Mathematics C2C unit• Ensure all staff have access to the CQ3S tool and provide Professional Development on its use• Create electronic school data collection tool and provide professional development on its use
Strategy: Creating a culture of goal setting for students, staff and parents based on data analysis
Actions:
<ul style="list-style-type: none">• Collaboratively analyse and triangulate A-E data for English to identify emerging trends for individual classes and students• Use diagnostic data to set individual reading goals. (PM for P-2, Cars & Stars (or differentiated goal) for 3-6. Communicate goals to parents.• Celebrate success regularly through Parade, Newsletter items, Facebook and emails

Priority Area 2: Systematic Curriculum Delivery

Strategy: Building staff capacity and capability in the implementation of the Australian Curriculum, C2C Resources, moderation and feedback
Actions
<ul style="list-style-type: none"> Review and rewrite whole school curriculum plan for 2017-2019 Employ Regional Support personnel to provide Professional Development on the Australian Curriculum, C2C Unit Planning and OneSchool Unpack and create 'Know and Do' tables for English and Math C2C units based on GTM Investigate and Research 'Aim for an A' initiative for English and Math. Moderate A-E Summative data for English and Math, within and beyond the school

Future Outlook

In 2017 we are aiming to continue to work on areas identified in 2016 and refine these processes further.

Priority 1: Quality Data

TARGETS	
<ul style="list-style-type: none"> 100% of students have individual Writing and Reading Goals displayed in every classroom 100% of staff are proficient with their knowledge and use of the literacy continuum in order to monitor and track writing 	
STRATEGY	
Researching highly effective data tracking and goal setting systems to collaboratively create a consistent school-wide approach to goal setting in Reading and Writing in all classrooms	
Actions	Timelines
Research, investigate and/or observe highly effective goal setting and feedback procedures utilised in the Moranbah Alliance, Brigalow Cluster of Small Schools or the Pioneer Valley Cluster	Term 1
Investigate 'Aim For An A' initiative in conjunction with the Brigalow Cluster of Small Schools	Ongoing
Collaboratively construct school wide goal setting and feedback procedures based on the Literacy Continuum, and in particular the writing cluster	Term 2

Priority 2: Quality Curriculum

TARGETS	
<ul style="list-style-type: none"> Completed 2017-2020 Whole School Curriculum Plan that is embedded in practice by 100% of staff 100% of teaching staff are using a consistent planning framework that aligns with the whole school curriculum plan 	
STRATEGY	
Implementing the jointly constructed Whole School Curriculum Plan to ensure it is embedded in practice, and reviewed annually to ensure alignment with, and coverage of, the Australian Curriculum	
Actions	Timelines
Provide professional development for new and beginning staff to develop a deeper understanding of the AC, Achievement Standards, Content Descriptors and available C2C resources	Term 1
Collaboratively interrogate C2C Assessment to create consistent 'Know and Do' anchor charts that are utilised regularly to inform classroom practice, either through classroom displays or student work samples	Ongoing
Create and/or review year level curriculum overviews that map C2C resources across the Achievement standards and Content Descriptors, complete with unit and assessment overview	Term 1,2

STRATEGY Creating a consistent, whole school approach to planning processes based on the Australian Curriculum and research-validated Pedagogical Framework	
Actions	Timelines
Collaboratively create Nebo State School unit plans with the assistance of regional support staff	Term 1,2
Embed Nebo State School unit plan in practice for English, Mathematics and Science	Semester 2
Create and embed planning and data meetings each term to ensure curriculum planning integrity	Term 2 > Semester 2

Priority 3: Quality Pedagogy

TARGETS	
<ul style="list-style-type: none"> • 100% of beginning teachers have access to a mentor through the Mentoring Beginning Teachers initiative • 100% of staff complete collegial observations and feedback at regular intervals 	
STRATEGY Establishing an agreed mentoring and coaching program to provide guidance and feedback on quality teaching practices for beginning teachers	
Actions	Timelines
Create professional opportunities for ongoing coaching/mentoring and feedback with the Moranbah Alliance, Brigalow Cluster of Small Schools or the Pioneer Valley Cluster of Small Schools	Ongoing
STRATEGY Building staff capacity and capability to provide peer observations and feedback in order to create a culture that enhances professional learning for all staff	
Actions	Timelines
Provide professional development to build the capability of staff to give and receive feedback using established and agreed coaching and observation protocols	Term 3
Provide Professional Development to all beginning staff targeting the Essential Skills for Classroom Management and Classroom Profiling	Ongoing
Establish consistent observation and feedback cycles to target the teaching of reading and writing	Ongoing

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	63	33	30	7	85%
2015*	61	34	27	8	83%
2016	66	39	27	7	81%

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

Nebo offers multi-age classes from Prep to Year Six. Most children live in the small township of Nebo itself with some student living on rural properties. Most parents work in the various mines or associated supporting industries, Isaacs Regional Council, local businesses, or on farming and agricultural properties. The population of the school is very transient due to the mining employment and the very few services being available within Nebo.

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	21	20	18
Year 4 – Year 7	10	22	14

*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

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
- Swimming lessons
- Multi-age classroom environment
- Information Technologies – Digital and Design 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..

Co-curricular 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)
- Ride2School Safely

How Information and Communication Technologies are used to Assist Learning

Nebo State School has four Promethium Interactive Whiteboards that are used daily to assist student learning. There is a computer lab with 20 computers, 10 computers in Early Years classrooms as well as laptops and iPads that are able to be utilised by staff and students to support learning. Students use these devices in class time for word processing, research (Internet search engines, online encyclopaedias) and presentations. Students also use information technologies to assist them with their homework through our Homework club where they can access online programs including Reading Eggs and Mathletics to assist them to improve their reading, spelling, and numeracy. 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. Students also have access to Brisbane Based extension programs through the use of internet conferencing and the online Booster projects offered through the School of Distance Education.

Social Climate

Overview

Nebo provides a friendly environment that caters for the diverse learning needs of our students. Staff continually build positive relationships with students and parents and being a small, multi-aged class, students socialise with all age groups. Students are aware of our school's Responsible Behaviour Plan and the school rules of 'Be Safe', 'Be Responsible', and 'Be Respectful' and reflect on their behaviour throughout the year. Positive behaviour and inclusivity 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

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)	100%	100%	95%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	88%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	85%
their child is making good progress at this school* (S2004)	100%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	88%	85%
teachers at this school treat students fairly* (S2008)	100%	75%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	100%	89%
student behaviour is well managed at this school* (S2012)	100%	75%	79%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	100%	75%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school* (S2036)	100%	95%	100%
they feel safe at their school* (S2037)	100%	95%	100%
their teachers motivate them to learn* (S2038)	100%	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)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	95%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	95%
student behaviour is well managed at their school* (S2044)	93%	95%	100%
their school looks for ways to improve* (S2045)	93%	95%	100%
their school is well maintained* (S2046)	100%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	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)	100%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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%	89%
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

Parents, staff and students have positive partnerships at Nebo State School. Parents are invited to the school assembly every Monday, assist in the Tuckshop, in classrooms, assist with Reading Groups each Monday-Wednesday and attend P&C Meetings. Parents are also invited to take part in Under 8's days, sporting carnivals, working bees, social fundraisers including Discos, and other key events, e.g., Ride 2 School Day, ANZAC Day. 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 2016. We have an open door policy and parents are proactive in approaching staff to talk about concerns before they become a wider issue. 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 fortnightly basis, which is advertised in the school newsletter.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school introduced the 'You Can Do It' program to assist to focus on personal safety and awareness and this complements our 'High 5' Strategy which is regularly taught and revised with students. This program and strategy, in addition to the Health and Physical Education curriculum strand, aims to build students' capacity to resolve conflict without violence and to recognize, react and report when others are being unsafe.

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	D/W
Long Suspensions – 6 to 20 days	0	0	D/W
Exclusions	0	0	D/W
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

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 and ovals when necessary.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	28,144	10
2014-2015	36,468	
2015-2016	35,563	

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalents	5	3	0

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	5
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 \$9155.

The major professional development initiatives are as follows:

- Mentoring Beginning Teachers
- Classroom Observations and Feedback
- Data Literacies and Curriculum
- Principal Capability and Development – Instructional Leadership

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.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	87%

*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%.

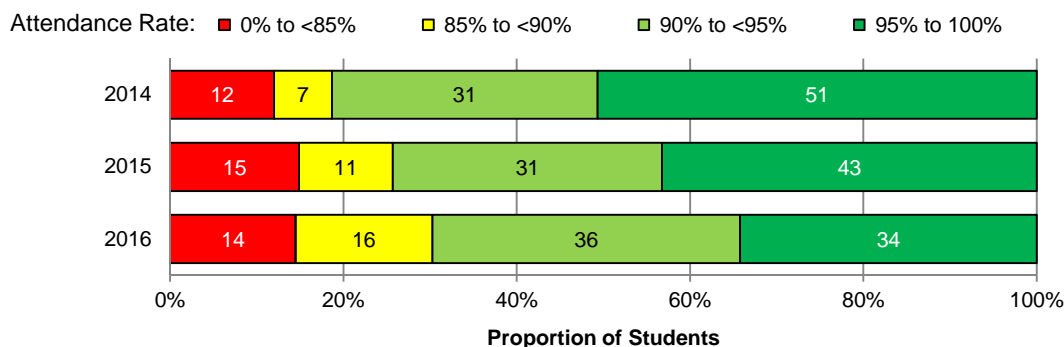
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	89%	95%	94%	93%	94%	97%	96%					
2015	90%	94%	94%	92%	92%	90%	93%						
2016	93%	92%	83%	95%	93%	93%	90%						

*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.

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 (without a notice or explanation) are contacted on the day of the absence (if possible) and a record is noted in OneSchool. Support workers and/or police are notified if absenteeism is persistent or long term and where no explanation is given or unexplained. 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. Parents who student's attendance is below 85% are contacted by the Principal to discuss attendance rates.

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

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 resu

