



Nanango 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



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School Overview

Welcome to Nanango State School. The staff, parents and students associated with this school welcome you to the school community. Nanango State School was first established on 1 January 1866 and the doors opened on 12 February 1866. The school has a long, rich and proud history of excellence in education. Students are supported and served by an extensive team of talented, dedicated, enthusiastic, caring staff and community. Nanango State School offers a multi-age, co-educational curriculum program across the year levels of Prep to Year Six linked directly to the Australian Curriculum and augmented with Gifted and Talented, Early Intervention strategies and support for students with a diverse range of needs. Teaching programs are balanced and innovative without ever losing sight of the foundations of English and Mathematics. Together, these learning experiences aim to provide the best educational outcomes for every student at Nanango State School. The school has a real focus on the Social and Emotional Wellbeing of students and staff and works within a whole school positive behaviour for learning framework with embedded, effective, positive behaviour programs in place to support students. Information technology is an integrated learning tool that sits behind our curriculum to facilitate engagement of our students with the global community. Nanango State School is committed to forming productive partnerships between parents, community, teachers and students. We highly value the role parents play in the education of their children and we see frequent communication and a team work approach as one of the keys to successful relationships. These partnerships reinforce our supportive school environment where all members of the Nanango community work and learn together.

Our Vision:

Together, Igniting and Powering Bright Futures

Our Belief:

Every Child Matters Every Day

All Students Can Be High Achievers

Every Student Deserves an Exceptional Teacher

Our Core Values:

Be Safe, Be Responsible, Be an Active Learner

Our Moral Purpose

To create advantage wherever disadvantage exists so that all students achieve success and are empowered with the ability to choose their future pathways

Principal's Foreword



Introduction

This report details the growth, development and performance of Nanango State School in 2016. It provides parents and members of the school community with insights into our program development, teaching and learning, community partnerships and standards achieved by our students. Our vision of, "Together, Igniting and Powering Bright Futures," is a constant reminder that achieving our potential comes down to each member of our school community doing the best we can on a daily basis and constantly improving our skills as lifelong learners.

Our School Wide Pedagogy ensures there are consistent practices occurring across the school to bring about greater improvement in student outcomes. As evidenced in this year's School Annual Report you will notice the clear focus and improvement on student learning. Our reading program within the school continues to be a key driver in the improvement of our school and state results.

Nanango State School is an important stakeholder within the community and we are extremely proud of its partnerships between parents/caregivers, teachers and students as well as within the local community. These partnerships reinforce our supportive school environment where all members of the community work and learn together in the spirit of life-long learning in a safe, happy, courteous and friendly environment. It is the purpose of this report to outline both the progress and educational activity which occurred during the 2016 school year.

These great achievements in 2016 help form and establish our priorities for the following year which build upon and enhance the provision of the best possible education for our students.

School Progress towards its goals in 2016

In 2016, Nanango State School's priority area was 'Reading through the Nine Domains.' Throughout the school year we continued to implement the Australian Curriculum successfully, allowing all students to access the curriculum. In Reading, all teachers used Explicit Teaching Strategies including the Gradual Release of Responsibility during reading blocks. This work has seen a high level of engagement of student learning in reading across the school. Other initiatives relating to our priorities included the implementation of a phonics programs before school for students that require additional support. Differentiation and School/Community Partnerships were identified through our most recent School Improvement Review and this continued to be a focus for much of our work during 2016. From this priority we have seen significant movement in the way that we cater for the individual needs of students across the school and this is demonstrated in the planning of teacher's pedagogy and curriculum and the work being completed in classrooms as well as additional opportunities provided to engage with our parents and local community.

After reviewing our 2016 progress, including our Investing for Success agreement, it is clear that we have made some progress toward many of our targeted student outcomes. Planned initiatives to impact student were implemented and some targets were met or exceeded. Other targets were not met and this has triggered substantial review by the school improvement team and leadership team to inform planning for 2017 in order to make progress in these areas.

Progress in our focus area of reading was disappointing in the 2016 NAPLAN and Regional Benchmark results however other school based data does reflect significant growth over time for many students. This continues to be a driving force to create improvement for all students at Nanango State School in 2017 and beyond.

Future Outlook

In 2017 we will further sharpen, deepen and narrow the improvement agenda to focus on improved Reading and Numeracy results for all students.

Detailed strategies and actions with timelines can be found in the 2017 – 2020 School Strategic Plan, 2017 Annual Implementation Plan and the 2017 Investing for Success Plan, all of which are available on the school website or at the school office upon request.

In 2017, in our priority areas of Reading and Numeracy, we will:

- Build upon the successes of the **literacy block** structure to move into a one hour literacy block that includes modelled and shared reading followed by differentiated, guided reading groups
- Employ **additional teacher aides** to support student learning during highly structured literacy blocks across all year levels
- Employ a **speech language** pathologist for an additional one day per week to provide oral language development support to targeted students in the early years
- Introduce **Priority Action Team: Reading** to progress the 2017 reading priority using an inquiry model approach against the school improvement hierarchy.
- Research, develop and commence implementation of Nanango SS **reading and comprehension strategies consistently** into all classrooms to create vertical alignment and a common vocabulary
- Continue to implement **Explicit Instruction** methodologies for the teaching of all new content with a focus on the gradual release of responsibility phases, warm ups and consolidation episodes
- Continue and enhance the **Read At Home program**. Introduce Rex the Reading Lion as a motivator and incentive for younger students to increase participation and joy factor
- Continue and enhance **Bionic Phonics**, a before school literacy program. 2017 sees a focus on students in Year 1 initially with students selected to participate based on analysed data

- Progress individual **student reading 'POWER' goals** at the differentiated group level. Goals will be known, shared, closely monitored and celebrated. Reading goals must be SMART and rigorous
- Ensure all **resource allocations** within the school such as I4S, staffing and physical resource procurement will reflect the 2017 improved reading outcome focus
- Participate effectively in 2017 pilot of **NAPLAN online**. Ensure this initiative is seen as an exciting opportunity for our students and staff to be involved early in the testing regime of the future!
- Ensure high expectations are evident within every classroom and teachers are teaching to the **A standard with exemplars**
- Create **purposeful extension in reading**, not additional or busy work will be planned for and enacted to assist in increasing the percentage of students in the upper two bands
- Introduce **Priority Action Team: Numeracy** to progress the 2017 numeracy priority using an inquiry model approach against the school improvement hierarchy.
- Ensure **maths investigations** occur in each classroom at least once per term as part of the locally relevant curriculum
- Review effectiveness of pre/post testing regime. Investigate other options including **diagnostic maths tasks and number fact testing** in response to teacher feedback.
- Ensure data such as **exit tickets** are used to identify student learning gaps, inform planned teaching episodes and assess success of the teaching sequence
- Facilitate a **Master Teacher Project** including growth mindset will focus on short cycle data analysis through the co-teaching cycle as detailed in "Face on the Data"



Nanango State School 2017 Pathway

Our Vision: Together, Igniting and Powering Bright Futures
Our Beliefs: Every child matters every day
All students can be high achievers
All students deserve exceptional teachers;
Our Moral Purpose: To create advantage wherever disadvantage exists so that all students achieve success and are empowered with the ability to choose their future pathway
Our Core Values: Be Safe, Be Responsible, Be an Active Learner

NSS kids show STAMINA, QUICKNESS & GRIT. They TAKE CONTROL of their learning

Welcome to a wonderful and exciting year at Nanango State School. Our school staff always have your child's best interests at heart. Working together gives your child the best chance of success. The little things count. Attendance, uniforms, breakfast, lunches and homework are all part of the big picture! Now is the time to make a real difference in the life of your child!

2017 Priority: Improved Reading and Numeracy Outcomes for all students

Teach Like a Champion: Our teachers work hard to perfect their Art of Teaching. We have identified nine 'Teach Like a Champion' strategies that have real impact for our students and are therefore non-negotiables in our school. By doing 'The Nanango Nine' well, we create consistency of practice across classrooms.

Exceptional Teachers: Nanango State School continues to prioritise professional growth for teachers. We know that how well we teach equals how well our students learn. All teachers receive regular professional development, relevant and quality feedback on their practice, and individualised coaching to help them enact their professional goals.

Curriculum: We teach to the Australian Curriculum, with English, Maths, Science and Technology being our highest priorities. Students at our school receive focussed, individualised instruction in reading in a small group setting four days per week in addition to their regular English time. In addition, The Arts, HPE (Health & Physical Education), HaSS (Humanities and Social Sciences) are taught weekly.



RAH: One of our signature programs! Read At Home returns for 2017 and is the core of our homework program. We celebrate and reward attainment of RAH levels on every parade. To reach their target, students need to read for a minimum of 4 nights each week!

Bionic Phonics: Our before school Phonics program continues in 2017. A real privilege for invited students to get that little extra kick-start to the day!

Playsmart: Our version of a weekly, free to attend, registered play group staffed by our early childhood experts! Every Friday in our School Hall for children younger than school age, their Mums and/or Dads. Come along and see what all the fuss is about!



Investing for Success: Additional, targeted funds in 2017 are being used for:

- Teacher Coaching to improve teaching for students
- Additional teacher aide hours to support literacy blocks
- Additional administration time to assist in the effective use of data
- Additional speech therapy services

Positive Behaviour for Learning: Our slogan for PBL is 'Go Green!' Green is the colour for an excellent level of behaviour, with emerald being exceptional. Our very own superhero, the Emerald Flash, makes occasional appearances to inspire and reward positive behaviour. Celebration ceremonies and Sparkie Days are held each term to ensure positive behaviour is not only recognised but celebrated. Emerald badges have become a real badge of honour that our students wear with pride!

Every Day Counts: The attendance message could not be clearer. Every student must attend school every single day that they possibly can. Our 2017 attendance target is 94%



Wellbeing: Nanango State School takes social and emotional wellbeing extremely seriously. We are proud to offer a balanced suite of programs and activities to support the social and emotional wellbeing of both students and staff. These include:

- Positive Behaviour for Learning (PBL) / VIVO's / Reward Suite / Sparkie Day
- Celebration ceremonies / Hall of Fame Awards
- Guidance Officer services / Youth Worker
- School camping program (Yr 3-6)
- Fun Club / Go Girls / Kids Hope programs
- Joy Factor in classrooms
- Respectful Relationships curriculum
- Generous extracurricular offerings including our Learning Fair
- Regular, positive communication with parents including Student Led Conferences
- RUOK day / Staff social club
- Student Leadership/Student Council/Peer skills / Active Citizenship

NAPLAN Online: In 2017 Nanango State School pilot NAPLAN online in May. A wonderful opportunity for our students and staff to be involved early in the testing regime of the future!

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	500	232	268	60	91%
2015*	463	223	240	57	91%
2016	455	228	227	70	89%

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

Nanango SS is a rural school situated in the South Burnett Region. The school has a long, rich and proud history of excellence in education. Students are supported and served by an extensive team of talented, dedicated, enthusiastic, caring staff and the community. Nanango SS offers a multi-age, co-educational curriculum program across years Prep to Six, using the eight subject areas, linked directly to the National Curriculum, including Indonesian, and augmented with Gifted and Talented, Early Intervention strategies and support for students with additional needs. In 2016 Nanango State School ran 21 classes. We also run a cluster Special Education Program and cater for a wide range of needs and disabilities. The school does not run a chaplaincy or religious instruction program however does employ a youth support worker as a part of the chaplaincy funding program.

Teaching programs are balanced and innovative without ever losing sight of the foundations of English and Mathematics. The school has a real focus on the Social and Emotional Wellbeing of students and staff and works within a whole school positive behaviour for learning framework with embedded effective, positive behaviour programs in place to support students. The school is very active within the community. At Nanango State School we highly value the role parents play in the education of their children and we see frequent communication and a team work approach as one of the keys to success.

The social demographic of the area is changing as more and more families relocate from major centres in search of more affordable housing. Our enrolment trends have remained fairly consistent over many years with consistent growth throughout the year, only to fall off as highly transient families and students move on over the summer vacation. Student attendance is acceptable for those families that have resided in the area for many years, this is not as evident amongst our more transient families. In 2016 our school had an indigenous population of approximately 15 % as well as a small number of families with English as a second language. Many of our students present with a range of family structures and backgrounds with very complex circumstances exposing significant economic and social disadvantages. Recent social justice scans for Queensland place our school in the one of the most disadvantaged statistical divisions in Queensland.

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	22	21	20
Year 4 – Year 7	23	28	25
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

The school offers a multi age, co-educational continuous curriculum program, across years P-6, encompassing the eight subject areas. We teach the Australian Curriculum in all subjects.

History and Social Sciences (HASS), Health and Physical Education (H.P.E.) and The Arts were delivered to all students by specialists in these areas of expertise.

Indonesian was taught to all students in Years 5 and 6 incorporated through HASS lessons whilst a LOTE teacher was sought throughout the year.

An Instrumental Music program was offered to students in Years 4 to 7

Our school has incorporated Technology into all key learning areas. Computers are used in all classrooms as tools to enhance learning in all areas and form pivotal roles in many activities.

Co-curricular Activities

Camping and Outdoor Education Program and School Excursions

Science/Art Learning Fair

A variety of inter and intra school activities which include: Swimming, Athletics, Cross Country, Rugby League, Fanfare, Eisteddfod, Choir, South Burnett Speech Competition, Reader's Cup, South Burnett and Wide Bay Sport Trials

Peer Skills, Student Council and Active Citizenship programs

Community Participation in events such as Nanango Show, ANZAC Day, Film Festivals, Under 8's Day et

Comprehensive Positive Behaviour for Learning Rewards Suite and associated activities

How Information and Communication Technologies are used to Assist Learning

At Nanango State School, we value ICTs and see them as an integral tool for teaching and learning. Students are provided with regular opportunities to access and develop ICT skills within classrooms. The school has developed a bank of ICT devices to support learning. In 2016 we moved into a provision model where student laptops were located in year level blocks and coordinated by teachers. This has ensured an increased usage rate of devices by students in all classes across the school. 100% of students and staff now have access to computers and the internet. In 2016 the school also underwent a wireless and broadband upgrade resulting in our best ever speed and connectivity to facilitate learning. All classrooms have access to electronic whiteboards and software. Staff are continually updating pedagogy and skills to ensure best practice. The ICT philosophy of our school is that it is a tool to be used to enable learning, just as a dictionary and pencil are also simply tools. Everybody must have ready access to information and communication technologies at all times to assist learning. Every teacher has a personal laptop provided by Education Queensland and they use computers for all planning and assessment as well as the development of classroom resources.

Social Climate

Overview

Nanango State School continues to work on developing, achieving and embedding a caring and supportive school culture. With the continued use of PBL (Positive Behaviour for Learning) as a framework for behaviour management at the school, we continue to work towards ensuring Nanango State School is a safe, supportive school. In 2016 we continued the implementation of our Bullying No Way Policy to ensure safe and supportive learning environments for the students, staff and parents. We used VIVOs as part of the PBL framework to encourage and reward positive behaviours. Processes are based on celebrating positive choices, intervening early and using the least invasive interventions when required. Students that require a better understanding of the social aspect of school are provided that opportunity to develop those skills. We also have a number of programs focusing on the social and emotional well-being of students including a wellbeing program facilitated by our Youth Support Worker, Peer Skills and support by our Guidance Officer. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour, preventing poor behaviour choices and responding to unacceptable behaviour including bullying. Shared expectations for student behaviour are plain to everyone, assisting Nanango State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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)	97%	98%	96%
this is a good school (S2035)	93%	98%	96%
their child likes being at this school* (S2001)	95%	98%	98%
their child feels safe at this school* (S2002)	96%	95%	96%
their child's learning needs are being met at this school* (S2003)	95%	97%	94%
their child is making good progress at this school* (S2004)	93%	94%	98%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	96%
teachers at this school motivate their child to learn* (S2007)	96%	97%	98%
teachers at this school treat students fairly* (S2008)	92%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	94%
this school works with them to support their child's learning* (S2010)	97%	97%	96%
this school takes parents' opinions seriously* (S2011)	91%	92%	93%
student behaviour is well managed at this school* (S2012)	86%	84%	91%
this school looks for ways to improve* (S2013)	99%	95%	96%
this school is well maintained* (S2014)	96%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	96%	98%	97%
they feel safe at their school* (S2037)	97%	95%	97%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	98%
teachers treat students fairly at their school* (S2041)	92%	95%	94%
they can talk to their teachers about their concerns* (S2042)	88%	91%	93%
their school takes students' opinions seriously* (S2043)	98%	93%	95%
student behaviour is well managed at their school* (S2044)	90%	81%	94%
their school looks for ways to improve* (S2045)	99%	97%	99%
their school is well maintained* (S2046)	95%	93%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	95%	100%
they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
they receive useful feedback about their work at their school (S2071)	88%	100%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	90%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	92%	95%	96%
staff are well supported at their school (S2075)	93%	92%	96%
their school takes staff opinions seriously (S2076)	83%	86%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	90%	92%	96%

* 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

At Nanango State School we believe that relationships are important. Relationships between parents, students and the school are vital. In order for relationships to be effective and productive they need to be constantly maintained. There are times when relationships work better than others; it is at these times when we encourage you to approach us and discuss any issues of concern that you may have. When we work together on solving problems it provides an optimal opportunity to strengthen communication and understanding as well as providing an outcome that is suitable and understood by all stakeholders involved. To encourage good communication and understanding from the beginning, class teachers hold an information session discussing the everyday operations of their classroom, the school's expectations regarding academic performance and behaviour as well as outlining the modes of communication that they will be using throughout the year. We encourage all parents to attend these sessions to ensure a clear understanding of the teachers' expectations.

Each semester Student Led Conferences (SLC) are held to discuss student progress to assist in keeping parents well informed of their child's progress. During these conferences students will display, explain and discuss their class work and behaviour with their parents and teacher and then set goals, with parental input, for the next semester. This common sharing of information and setting of goals between the school, students and parents, strengthens relationships.

It is these relationships at Nanango State School which have encouraged and resulted in greater involvement of parents and also community within our school. This is evident in the amount of volunteers that support our school and provide quality learning opportunities for our students. At Nanango State School we highly value the role parents need to play in the education of their children. Children are so very important. Our staff are honoured that parents entrust us with their children's care and development as they navigate their schooling journey. We look forward to working in partnership with parents to encourage and support children grow as individuals.

Reporting

Term One and Three– Student Led Conference

Term Two and Four – Comprehensive end of semester written reports including NAPLAN test results where relevant

The P&C Association is a very active and supportive body that meets monthly at the school. Specific times and dates are set throughout the year and advertised in advance in the school newsletter and online. The Association plays an important role in the school via the tuckshop and fundraising activities to support excursions and school projects. All decisions are open to scrutiny and all stakeholders are openly consulted. The P&C are a vital link between the school and community and as such all families are encouraged to become active members.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We have included content from the Respectful Relationships suite of resources into our Health and Physical Education units, within explicit classroom lessons as well as in small group scenarios with our Youth Support Worker. These programs focus on social skills, personal safety and awareness as well as developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are 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	29	26	36
Long Suspensions – 6 to 20 days	0	1	1
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

The environment in general and specific to Nanango State School is valued and the school is making attempts to reduce its environmental footprint by such strategies as:

Education of students in class and creating regular conversation around creating an environmentally friendly culture

Use of recycled paper as available

Used of rainwater where able

Encouraged only necessary use of air conditioners during school sessions and within temperature guidelines at the optimal running temperatures to reduce power usage

Effective and efficient use of lights and other powered resources throughout the school

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	181,746	0
2014-2015	199,851	
2015-2016	967	2,194

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.

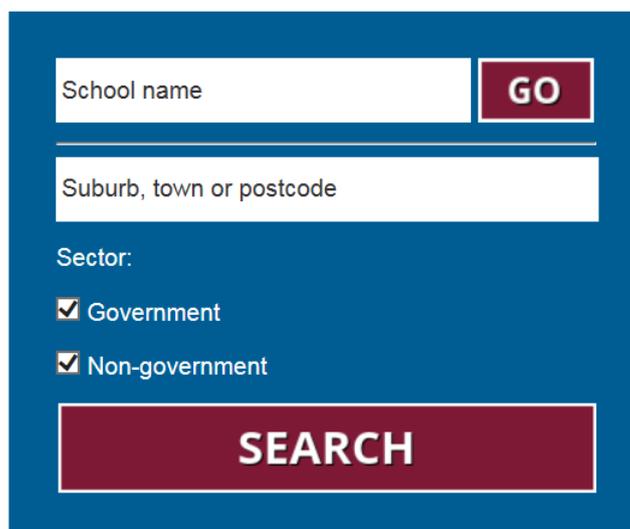
School Funding

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked radio buttons: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

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	38	28	0
Full-time Equivalents	35	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	36
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 \$18 538

The major professional development initiatives are as follows:

Explicit Instruction	First Aid, CPR, Asthma and Anaphylaxis
Teach Like a Champion	Inclusive Practice
PBL	Internal Controls
Curriculum Activity Risk Assessments	Asbestos Awareness Training
Code of Conduct	Student Protection
Annual Admin and Cleaner training	
Right to Information	

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.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	93%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	90%

*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%.

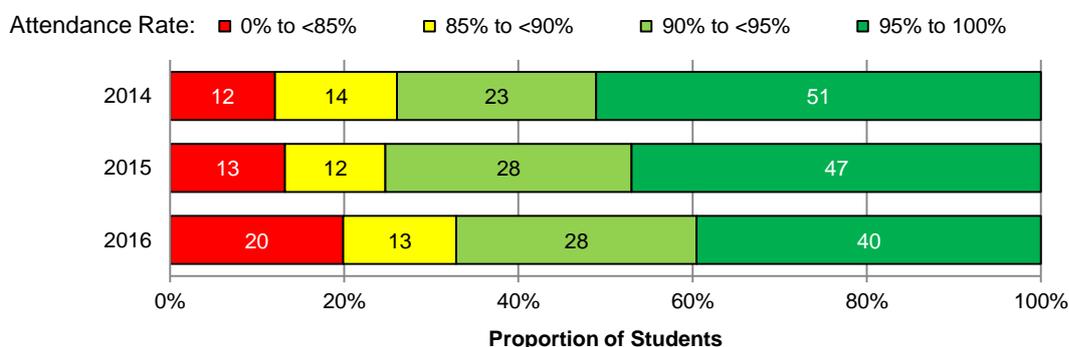
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	94%	92%	93%	94%	94%	92%	92%					
2015	93%	93%	95%	93%	92%	94%	93%						
2016	90%	90%	90%	94%	91%	90%	91%						

*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.

At Nanango State School we believe that every day counts and we encourage students to ensure that they are in attendance every day as this is vital for their learning. Rolls are electronically marked twice per day using prescribed codes. Attendance targets are set as described in the school strategic plan. A raft of strategies have been implemented to increase attendance rates of students as well as follow up procedures for unexplained absences. When requirements for compulsory schooling are not met by a student, the school follows clearly defined procedures to support students and families to meet this obligation. If the compulsory schooling obligation is still not met, without reasonable excuse, departmental procedures are followed which may result in prosecution. The full policy can be accessed from the school, however the following are key strategies:

- Key message (every day counts) saturation – newsletter, parade, P&C meetings etc.
- ID Attend used for same day absence notification to inform parents of absenteeism
- Attendance officers monitor and follow up unexplained absences in timely fashion
- There are strict, same day absence notification processes including students in out of home care
- Principal personally follows up procedures for attendance rates below 85%
- Advertisement of process to all families
- Tracking and analysis of data using One School and ID Attend
- Effective communication and support to parents and students

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.