



Nanango State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

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 with 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

School progress towards its goals in 2018

In 2018, Nanango State School's priority area continued to be investing in 'Improved Reading and Numeracy Outcomes for All Students.' 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.

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 2018 progress, including our Investing for Success agreement, it is clear that we have made some significant progress toward many of our targeted student outcomes. Planned initiatives to affect student outcomes were implemented and most targets were met or exceeded. This work has triggered substantial review by the Leadership Team to inform planning for 2019.

Internal school based data does reflect significant growth over time for most students in all year levels. This is affirmed in regionally collected performance data, which shows that we have extensive numbers of children who are achieving at, or in excess of, the desired targets for their age and year levels. Our challenge is maintaining that student achievement and looking to move the results of these children on a progressive upwards trajectory.

Other initiatives relating to our priorities included the ongoing implementation of a phonics program for students that require additional support. We also utilised additional resources to increase the support provided by a Speech Language Pathologist to create and supervise pro-active language development programs in our early years. Differentiation and School/Community Partnerships were identified as focus areas from our data and this continued to be a focus for much of our work during 2018.

We continue to use student learning data as a driving force to create improvement for all students at Nanango State School in 2018 and beyond. We combine this with a clear focus on professional development and skills commensurate with the production of a highly skilled and agile workforce.

Future outlook

In 2019 we will further sharpen, deepen and narrow the improvement agenda with a continued focus on improved Reading and Numeracy outcomes for all students. Additionally we will focus on increasing the number of students in our school achieving and A, B or C in English, Maths and Science. This work is importantly driven by targeted assessment, growth and progression of students within the A,B,C mark area to influence the overall growth of outcomes in the A and B areas of academic achievement.

Detailed strategies and actions with timelines can be found in the 2018 – 2021 School Strategic Plan, 2019 Annual Implementation Plan and the 2019 Investing for Success Plan, all of which are available on the school website or at the school office upon request. In 2019, in our priority areas of Reading, Numeracy and Science we will:

- Continue to refine and build upon the successes of the Literacy Block structure quality assuring a reading block structure based upon Four Lesson sequence, Eight Lesson sequence and intervention models. Modelled and shared reading will be prioritised followed by differentiated, guided reading groups.
- Continue Instructional Coaching Cycles for all teachers to assist in creating assessment literate teachers and learners; improve pedagogy and student learning outcomes
- Continue to enhance and refine the unit clarity planning process and further investigate differentiated teaching strategies
- Continue to employ additional teacher aides to support student learning during highly structured reading blocks across all year levels
- Continue to 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
- Continue to implement Explicit Instruction methodologies for the teaching of all new content with a focus on the gradual release and acceptance of responsibility phases, warm ups and consolidation episodes
- Continue and enhance our signature Read At Home program.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	455	439	438
Girls	228	211	203
Boys	227	228	235
Indigenous	70	66	67
Enrolment continuity (Feb. – Nov.)	89%	90%	91%

Notes:

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

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

Characteristics of the student body

Overview

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 National Curriculum, including Japanese, Early Intervention strategies and support for students with additional needs. In 2018 Nanango State School ran 20 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 student wellbeing officer 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 deep focus on the social and emotional wellbeing of students and staff and works within a whole school Positive Behaviour for Learning (PBL) framework with research based 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 consistent over many years with consistent growth throughout the year, only to falloff 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 2018 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

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	20	20	21	The <u>class size</u> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	25	25	24	

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.

Fine art, Japanese and Health & Physical Education (H.P.E.) were delivered to all students by specialists in these areas of expertise in 2018.

An Instrumental Music program was offered to students in Years 4 to 6.

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 are delivered for students.

We hold an Annual Learning Fair to celebrate our achievements.

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

We provide Peer Skills, Student Council and Active Citizenship programs to promote these critical life skills in our students.

We pride ourselves on community participation in events such as Nanango Show, ANZAC Day, Under 8's Day, Aged home performances and many other events.

We offer a comprehensive Positive Behaviour for Learning (PBL) rewards suite and associated activities.

How information and communication technologies are used to assist learning

At Nanango State School, we value ICT's 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 and in some specially targeted lessons. The school has developed a bank of ICT devices to support learning. In

2018 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 have access to computers and the internet. Staff are continually updating pedagogy and skills to ensure best practice. The ICT philosophy of our school is that it is a tool to enable and enhance learning opportunities and experiences. 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 and supportive school. In 2018 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 Student Wellbeing Officer, Peer Skills and supported 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	98%	100%
• this is a good school (S2035)	96%	98%	99%
• their child likes being at this school* (S2001)	98%	100%	96%
• their child feels safe at this school* (S2002)	96%	98%	99%
• their child's learning needs are being met at this school* (S2003)	94%	98%	96%
• their child is making good progress at this school* (S2004)	98%	98%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	96%
• teachers at this school motivate their child to learn* (S2007)	98%	95%	94%
• teachers at this school treat students fairly* (S2008)	94%	95%	93%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	96%
• this school works with them to support their child's learning* (S2010)	96%	97%	96%
• this school takes parents' opinions seriously* (S2011)	93%	97%	93%
• student behaviour is well managed at this school* (S2012)	91%	97%	94%
• this school looks for ways to improve* (S2013)	96%	100%	99%
• this school is well maintained* (S2014)	96%	100%	99%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	95%
• they like being at their school* (S2036)	97%	96%	91%
• they feel safe at their school* (S2037)	97%	94%	98%
• their teachers motivate them to learn* (S2038)	98%	99%	97%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	96%
• teachers treat students fairly at their school* (S2041)	94%	94%	90%
• they can talk to their teachers about their concerns* (S2042)	93%	93%	92%
• their school takes students' opinions seriously* (S2043)	95%	95%	89%
• student behaviour is well managed at their school* (S2044)	94%	96%	91%
• their school looks for ways to improve* (S2045)	99%	96%	98%
• their school is well maintained* (S2046)	98%	96%	96%
• their school gives them opportunities to do interesting things* (S2047)	98%	93%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	96%
• student behaviour is well managed at their school (S2074)	96%	98%	96%
• staff are well supported at their school (S2075)	96%	94%	96%
• their school takes staff opinions seriously (S2076)	98%	94%	94%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	96%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	94%	94%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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.

Some of the planned events that facilitate engagement include:

Twice yearly Parent/Teacher Interviews to discuss student progress and to assist in keeping parents well informed.

Active P&C activities, fundraisers and programs.

Annual Learning Fair.

Open classroom afternoons.

It is the 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. 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 within the "Nanango State School Family".

Key members of staff are readily accessible to all parents to discuss adjustments required for individual students to achieve equity of opportunity, regardless of need. The school has an overarching philosophy of 'Every student succeeding'. All students are welcomed, diversity is respected and embraced and all students are supported to achieve success.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. We have included content from the Respectful Relationships suite of resources into our Health and Physical Education units, within explicit classroom Social and Emotional Learning lessons and also in small group scenarios with our Student Wellbeing Officer. School programs and practices focus on social skills, personal safety and awareness, identifying and responding to abuse and violence, preventing and responding to domestic and family violence and abuse, increasing gender equality and 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.

The school has an active Learning and Wellbeing Framework with a suite of activities reflecting its commitment to building a culture that seeks to prevent gender based violence, through the building of respectful relationships.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	36	32	45
Long suspensions – 11 to 20 days	1	0	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

The environment 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 conversations around creating an environmentally friendly culture.

Use of recycled paper as available.

Installation of paper management system to reduce photocopying and wasted paper.

Use of rainwater where able.

Guidelines around effective use of air conditioners to reduce power usage.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	967		128,434
Water (kL)	2,194		

Note:

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

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

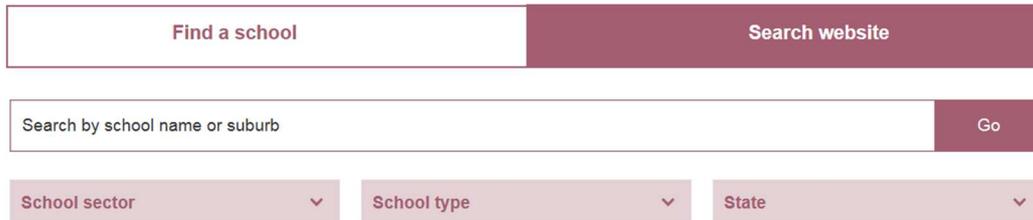
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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



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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	28	<5
Full-time equivalents	34	18	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	30
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 33,741.

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
Instructional Coaching
Right to Information
Unit Clarity
Four Lesson Sequence
Reading

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	91%
Attendance rate for Indigenous** students at this school	90%	93%	91%

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

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

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

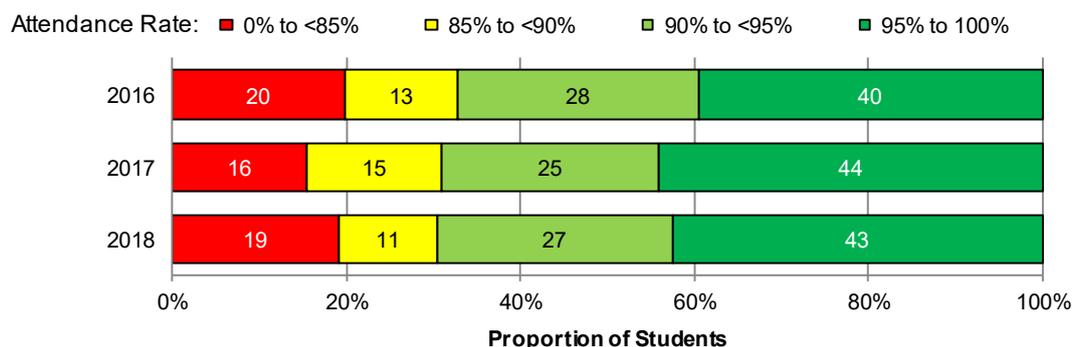
Year level	2016	2017	2018
Prep	90%	92%	89%
Year 1	90%	93%	91%
Year 2	90%	91%	93%
Year 3	94%	91%	91%
Year 4	91%	93%	91%
Year 5	90%	91%	92%
Year 6	91%	92%	91%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 number of strategies have been implemented to increase attendance rates of students as well as follow up procedures for unexplained absences. When the requirements for compulsory schooling are not met, 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 student.

NAPLAN

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

How to access our NAPLAN results

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

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

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