

# Nerang State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Welcome to the School Annual Report for Nerang State School. The intent of this report is to provide parents and the community with information which is common for all State and Non State Schools in Queensland. It provides an overview of the highlights and successes of Nerang State School during 2015. At Nerang State School we pride ourselves on the strong local ties we have within the Nerang community. We are a proud state school that looks and feels vital and energetic as it moves forward to improve teaching, learning and services for the school community. Our school vision is 'to develop successful life-long learners, who strive, with resilience, respect and responsibility to do their *Best Always*'.

### School progress towards its goals in 2015

Nerang State School continues to uphold improvement as our focus as we aim to provide the best possible educational opportunities for our students. In 2015 literacy was the primary focus area to work towards improving NAPLAN results. Results for reading across Years 3, 5, 7 showed improvement in the percentage of students achieving National Minimum Standard. An increasing number of students are achieving school standards for standardised reading tests. Improvement in English results including reading remains a focus area for improvement in 2016.

A second focus was improving student attendance through the "Every Day Counts" policy. Minimal improvement was made in improving both the attendance rate and percentage of students with attendance less than 90% in 2015 but improvement has been seen in 2016 with increased and continued effort.

### Future outlook

Nerang State School has identified three key priorities which are outlined in the 2015 School Implementation Plan.

### Improvement Agenda

- Improvement is sought in student achievement in English with the initial focus on reading.
- Improvement is sought in student achievement in Mathematics.

### Priority Areas of Development

- A school focus on ensuring a supportive school environment continues.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	451	211	240	51	87%
2014	435	201	234	46	90%
2015	389	186	203	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 2015, 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:

Nerang State School has a diverse blend of students. There are 32 cultures in our school which we celebrate through activities such as Harmony Day, NAIDOC and Pacific Island club. On the My School ICSEA scale which ranges from 900 (low socio-economic) to 1100 (high socio-economic), Nerang State School has a ranking of 935. For further information on the ICSEA scale, please visit the My School website. In recent time there has been an increase in the number of students requiring English as a Second Language support. Whilst Nerang State School has a part of the student population that is transient a solid based of long term and second and third generation families are valued in the school community.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	19	22
Year 4 – Year 7 Primary	24	25	27
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	43	106	99
Long Suspensions - 6 to 20 days	4	0	1
Exclusions	0	0	1
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.

## Curriculum delivery

### Our approach to curriculum delivery

- Gifted and Talented Programs- extension and acceleration programs are offered both online, through off campus activities and at school
- Comprehensive learning, cultural and sporting programs for students
- Japanese as the school language program
- Active indigenous and cultural support programs
- Stephanie Alexander Kitchen Garden program
- Strong instrumental music and performing arts programs

### Extra curricula activities

- Comprehensive music program with all year 3 learning violin and all year 5 learning percussion
- Inter school sport gala days, school camps and excursions
- Sporting Schools Program to offer coaching and games
- Students are supported to enter a wide range of activities such as Speaking Out Competitions, Science Competition, University of NSW testing, Nerang SHS Enrichment Programs
- Cheerleading, dance, sewing, gardening, environment and craft lunchtime clubs
- Choir and Rock Choir, Guitar Club
- Drumbeat, Team Up, Mind Up, Good Start, Deadly Choices

### How Information and Communication Technologies are used to improve learning

The school has developed two computer laboratories as well as each classroom having desktop computers. Information computer technology is built into the units. Every classroom in the school has an interactive whiteboard. The school also has a bank of 15 iPads accessible to classes to support learning. A new bank of 30 laptops is available to middle and upper primary classes for use in the classroom. Students and teachers use ICT's to access online learning programs, talk with staff and students on other school sites, research, present and create learning activities. Nerang State School has access to wide range of online learning programs through BouncED and Reading Eggs.

### Social Climate

Nerang State School has a welcoming feel. Staff and community are committed to providing a safe and happy environment for students. In 2105 Nerang State School has begun the process of being a Positive Behaviour for Learning school.

The school employs a Chaplain to support students and families along with the Guidance Counsellor. We have an active Responsible Behaviour Plan where positive strategies are used to motivate excellent behaviour choices. We do not tolerate bullying and actively work to deal with the few cases that arise. A daily Breakfast Club operates each morning.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	92%	100%
this is a good school (S2035)	100%	85%	100%
their child likes being at this school (S2001)	100%	92%	100%
their child feels safe at this school (S2002)	100%	96%	100%
their child's learning needs are being met at this school (S2003)	92%	92%	100%
their child is making good progress at this school (S2004)	100%	92%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	96%	94%
teachers at this school motivate their child to learn (S2007)	100%	96%	94%
teachers at this school treat students fairly (S2008)	83%	92%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	94%
this school works with them to support their child's learning (S2010)	100%	92%	94%
this school takes parents' opinions seriously (S2011)	100%	88%	100%
student behaviour is well managed at this school (S2012)	83%	77%	94%
this school looks for ways to improve (S2013)	100%	92%	100%
this school is well maintained (S2014)	83%	88%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	98%	94%
they like being at their school (S2036)	96%	96%	93%
they feel safe at their school (S2037)	96%	88%	93%
their teachers motivate them to learn (S2038)	94%	98%	98%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	96%
teachers treat students fairly at their school (S2041)	86%	96%	92%
they can talk to their teachers about their concerns (S2042)	85%	88%	82%
their school takes students' opinions seriously (S2043)	88%	94%	95%
student behaviour is well managed at their school (S2044)	85%	84%	78%
their school looks for ways to improve (S2045)	98%	97%	94%
their school is well maintained (S2046)	91%	94%	93%
their school gives them opportunities to do interesting things (S2047)	93%	99%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	90%	97%
they feel that their school is a safe place in which to work (S2070)	94%	90%	97%
they receive useful feedback about their work at their school (S2071)	92%	86%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	95%
students are encouraged to do their best at their school (S2072)	97%	97%	100%
students are treated fairly at their school (S2073)	92%	97%	100%
student behaviour is well managed at their school (S2074)	86%	86%	97%
staff are well supported at their school (S2075)	86%	93%	97%
their school takes staff opinions seriously (S2076)	89%	93%	97%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	89%	76%	91%
their school gives them opportunities to do interesting things (S2079)	94%	90%	94%

# '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

Nerang State School has an active Parent and Citizens, Association. Parents are involved in volunteer work and are a vital partner in educating the students. Each term the student learning is shared with parents so the high quality work of the class is on display. A playgroup meets weekly to support younger siblings, parents and future families. A wide range of volunteers both from families and the community form a vital part of the English programs and the Kitchen Garden program.

### Reducing the school's environmental footprint

Nerang State School is very conscious of taking care of the environment. Rain water is collected and used for the care of gardens. Water use for cleaning is restricted as per council guidelines. Increasing problems with leakages are addressed as soon as possible. Nerang State School creates and uses its own solar power from a collection of solar panels. Class education around use of air conditioning and lights form a part of the Science curriculum and classes are responsible for turning these off when out of the room.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	108,151	554
2013-2014	114,860	0
2014-2015	112,924	3,720

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

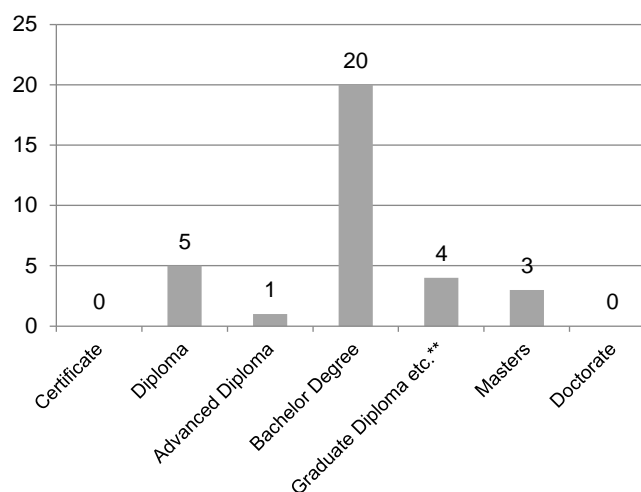
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	17	<5
Full-time equivalents	25	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	1
Bachelor Degree	20
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
<b>Total</b>	<b>33</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$20155.07

The major professional development initiatives are as follows:

- The continuation of strong professional development around the teaching of reading which allowed all staff access to a coach to improve teaching, learning and outcomes in literacy.
- A secondary focus on the Marzano's Art and Science of Teaching and Behaviour Management were addressed in professional development planning.
- Compulsory training such as Code of Conduct and Student Protection were delivered by administration staff.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	86%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

	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
2013	91%	86%	89%	90%	93%	88%	86%	91%					
2014	87%	87%	92%	89%	90%	87%	88%	88%					

**Student attendance rate for each year level (shown as a percentage)**

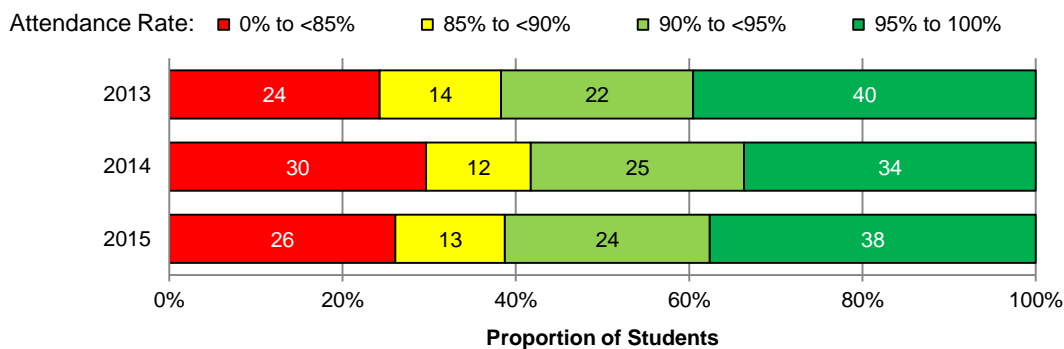
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	87%	90%	91%	91%	92%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Class rolls are marked at the beginning of the day and at the commencement of the afternoon session. Children who arrive after school has commenced report to administration to receive a late slip. If a student is to be absent from school, parents are able to notify the school via a written note, the office phone number, absenteeism phone number or absent email link on our website. The school will contact parent/carers if there have been a number of unexplained or high absences reported. Our school very much supports the 'Every Day, Every Lesson Counts' initiative by the Department of Education and Training. Administration staff follow up with parents weekly if unexplained absences are not addressed or attendance falls below 85%. Students are rewarded for attendance above 95% for the term.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.



## Find a school

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Sector:

Government

Non-government

Where it says '**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.