



Nerang State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Nerang State Primary School has been proudly serving the Nerang community since 1875. Here, students feel success, have positive self image, and confidently master new skills around our motto of 'Our Best Always'. We have just over 330 students which means our students are well known and not lost in big numbers. Our Prep to Year 6 curriculum is based on the ACARA National Curriculum for English, Maths, Science, History and Geography as well as essential Learnings for the remaining Key Learning Areas, including Japanese, and is augmented with Gifted and Talented, Early Intervention and Special Needs Support. Our innovative classroom teaching programs are built around inquiry, using philosophy with English and Mathematics as major foundations. Our school is active in the community participating in Anzac Day, eisteddfods (choir, strings and bands) and local sporting competitions. Our Family Support Worker/Chaplain addresses the social and /or ethical needs of students. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association/School Council fostering cohesion within the school community and providing the advice and additional resources critical to our success.

As a Positive Behaviour for Learning (PBL) school, our values include: Safety, Respect, Learning, Responsibility and Friendliness.

Principal's Forward



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 2016. 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 2016

Nerang State School continues to uphold improvement as our focus as we aim to provide the best possible educational opportunities for our students. In 2016, Reading was the primary focus area to work towards improving NAPLAN results. Results for reading across Years 3 and 5 showed improvement in the percentage of students achieving National Minimum Standards. 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 2017.

A second focus was improving student attendance through the “Every Day Counts” policy. Improvement was made in improving both the attendance rate and percentage of students with attendance less than 90% in 2016, and this continues to be evidenced in 2017 with increased and continued effort.

Future Outlook

Nerang State School has identified specific key priorities for 2017 which are outlined in the 2017-2020 School Strategic 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 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	435	201	234	46	90%
2015*	389	186	203	70	89%
2016	354	171	183	46	86%

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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	23	23
Year 4 – Year 7	25	27	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

- 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

Co-curricular 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
- Choir and Rock Choir, Guitar Club
- Drumbeat, Team Up, Mind Up, Good Start, Deadly Choices

How Information and Communication Technologies are used to Assist 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

Overview

Nerang State School has a welcoming feel. Staff and community are committed to providing a safe and happy environment for students. In 2106 Nerang State School continued with the process of becoming a Positive Behaviour for Learning school.

The school employs a Chaplain to support students and families, along with the part-time 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

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)	92%	100%	95%
this is a good school (S2035)	85%	100%	95%
their child likes being at this school* (S2001)	92%	100%	95%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	91%
their child is making good progress at this school* (S2004)	92%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	91%
teachers at this school motivate their child to learn* (S2007)	96%	94%	95%
teachers at this school treat students fairly* (S2008)	92%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	95%
this school works with them to support their child's learning* (S2010)	92%	94%	91%
this school takes parents' opinions seriously* (S2011)	88%	100%	86%
student behaviour is well managed at this school* (S2012)	77%	94%	82%
this school looks for ways to improve* (S2013)	92%	100%	90%
this school is well maintained* (S2014)	88%	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	94%	96%
they like being at their school* (S2036)	96%	93%	91%
they feel safe at their school* (S2037)	88%	93%	85%
their teachers motivate them to learn* (S2038)	98%	98%	97%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	93%
teachers treat students fairly at their school* (S2041)	96%	92%	92%
they can talk to their teachers about their concerns* (S2042)	88%	82%	84%
their school takes students' opinions seriously* (S2043)	94%	95%	89%
student behaviour is well managed at their school* (S2044)	84%	78%	85%
their school looks for ways to improve* (S2045)	97%	94%	92%
their school is well maintained* (S2046)	94%	93%	90%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	97%	100%
they feel that their school is a safe place in which to work (S2070)	90%	97%	98%
they receive useful feedback about their work at their school (S2071)	86%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	92%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	95%
student behaviour is well managed at their school (S2074)	86%	97%	90%
staff are well supported at their school (S2075)	93%	97%	95%
their school takes staff opinions seriously (S2076)	93%	97%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	76%	91%	90%
their school gives them opportunities to do interesting things (S2079)	90%	94%	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.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Student well-being is valued at Nerang State School, and we have a number of trained staff (Guidance Officer, SEP Teacher, Behaviour Advisory Teacher and the Chaplain) to offer support and programs to build self-confidence and resilience.

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	106	99	105
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	1	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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	114,860	0
2014-2015	112,924	3,720
2015-2016	114,150	3,065

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

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 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	33	18	<5
Full-time Equivalents	25	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	1
Bachelor degree	20
Diploma	4
Certificate	3

*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 \$ 14955

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 Behaviour Management (Positive Behaviour for Learning) was 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 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%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	89%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	89%

*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%.

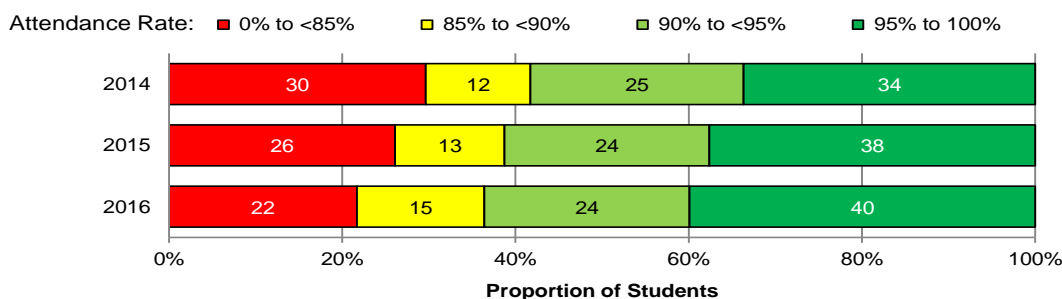
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	87%	92%	89%	90%	87%	88%	88%					
2015	92%	87%	90%	91%	91%	92%	91%						
2016	89%	92%	91%	91%	93%	89%	91%						

*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.

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 daily for any unexplained absences, as our school diligently 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.

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 results.