Nerang State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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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 325 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.

School progress towards its goals in 2018

Nerang State School continues to uphold "improvement" as our focus as we aim to provide the best possible educational opportunities for our students.

In 2018, 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 2019 (as reading underpins all other areas).

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 2018, and this continues to be evidenced in 2019 with increased and continued effort.

Future outlook

Nerang State School has identified specific key priorities for 2019 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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	354	328	325
Girls	171	147	142
Boys	183	181	183
Indigenous	46	35	34
Enrolment continuity (Feb. – Nov.)	86%	90%	88%

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

Nerang State School has a diverse blend of students. There are many cultures in our school which we celebrate through activities such as Harmony Day and NAIDOC Day.

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 times 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 base of long term and second/third generation families are valued in the school community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	22
Year 4 – Year 6	25	28	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size 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.

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 2018 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

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)	95%	91%	100%
• this is a good school (S2035)	95%	91%	100%
• their child likes being at this school* (S2001)	95%	95%	96%
• their child feels safe at this school* (S2002)	100%	95%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	91%	91%	100%
• their child is making good progress at this school* (S2004)	91%	86%	92%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	95%	92%
• teachers at this school treat students fairly* (S2008)	91%	91%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	91%	92%
• this school works with them to support their child's learning* (S2010)	91%	95%	95%
• this school takes parents' opinions seriously* (S2011)	86%	86%	87%
• student behaviour is well managed at this school* (S2012)	82%	90%	83%
• this school looks for ways to improve* (S2013)	90%	90%	100%
• this school is well maintained* (S2014)	91%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	96%
• they like being at their school* (S2036)	91%	96%	87%
• they feel safe at their school* (S2037)	85%	97%	90%
• their teachers motivate them to learn* (S2038)	97%	99%	97%
• their teachers expect them to do their best* (S2039)	98%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	95%
• teachers treat students fairly at their school* (S2041)	92%	96%	87%
• they can talk to their teachers about their concerns* (S2042)	84%	94%	91%
• their school takes students' opinions seriously* (S2043)	89%	96%	88%
• student behaviour is well managed at their school* (S2044)	85%	92%	87%
• their school looks for ways to improve* (S2045)	92%	99%	96%
• their school is well maintained* (S2046)	90%	94%	93%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	97%

* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	88%	95%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	96%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	97%	97%
• student behaviour is well managed at their school (S2074)	90%	87%	82%
• staff are well supported at their school (S2075)	95%	92%	91%
• their school takes staff opinions seriously (S2076)	93%	89%	94%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	90%	92%	85%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	88%

* 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, student learning is shared with parents so the high quality work of the class is on display. 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 education 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

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	105	84	93
Long suspensions – 11 to 20 days	0	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	114,150	107,944	106,852
Water (kL)	3,065	1,263	1,840

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.

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

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

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	28	21	<5
Full-time equivalents	23	12	<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	3
Graduate Diploma etc.*	1
Bachelor degree	17
Diploma	4
Certificate	3

*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 $25 000.

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 2018 was 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, 96% 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%	91%	91%
Attendance rate for Indigenous** students at this school	89%	87%	89%

* 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	Year level	2016	2017	2018
Prep	89%	92%	93%	Year 7			
Year 1	92%	90%	90%	Year 8			
Year 2	91%	91%	90%	Year 9			
Year 3	91%	90%	92%	Year 10			
Year 4	93%	91%	92%	Year 11			
Year 5	89%	90%	90%	Year 12			
Year 6	91%	90%	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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	22	15	24	40
2017	23	16	21	40
2018	20	10	27	43

Proportion of Students (0% – 100%)
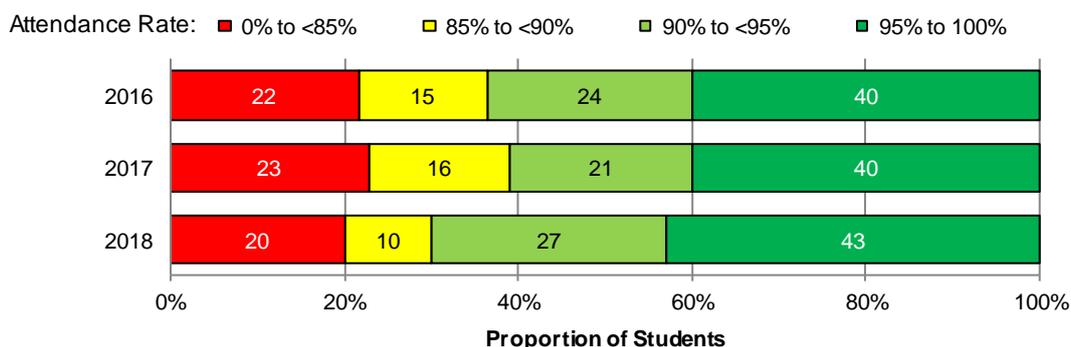
Description of how this school manages non-attendance

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.

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 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