


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Nashville State School (0479)

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## Principal's foreword

### Introduction

The 2010 Annual School Report has been written to provide the school and wider community with a 'snap-shot' of various aspects of school life surrounding student achievement, Staff qualifications and the curriculum offerings available. The information presented is drawn from a variety of sources, including results obtained by students through the NAPLAN tests, School Opinion Surveys and planning documents produced by the school to ensure continuity and continued professional excellence.

Celebrated too, are many of the unique features of the school, which help to make Nashville State School a stimulating and exciting learning environment, which engages our young people intellectually, physically, socially and emotionally so that they are enabled and can access future opportunities and options to fulfil their life goals. With a strong focus on growing literate and numerate future citizens, Nashville is engaged in programs which enhance teacher confidence, flexibility and engage students to challenge themselves experimentally, creatively and academically.



The school received two significant grants: National School Pride (NSP) and Building Education Revolution (BER). With the NSP grant the school was able to upgrade and enclose the verandahs in two classroom blocks. The BER grant provided our school with a Multipurpose Hall with kitchen, toilets and meeting room, equipped with an Electronic Whiteboard. As well as a new Resource Centre and upgraded Computer Lab.

### School progress towards its goals in 2010

During 2010 we continued to achieve quality educational outcomes for our students. Significant progress has been made in actioning the targeted school goals. The Garden of Promise, and the enhanced curriculum options it offers, has been extended, through a partnership with the National Australia Bank as part of the Schools First scheme. We have continued to utilise the \$50 000 to further develop the nutrition programme and encourage healthy eating habits both in the school and within the community.

2010 saw the completion of all teaching staff undertake a series of First Steps in Mathematics in-service workshops, designed to assist teachers identify strands in maths in which students require support and enable them to strategically

design activities focused to improve mastery in these areas.

In the curriculum at Nashville State School, we endeavour to ensure that all of our students are numerate and literate so they are able to meet the general demands of life. We ensure that our teachers have the confidence, understanding and skills to provide effective programs to engage our students. In 2010, we have continued to engage in a Numeracy Project with funds totalling \$20,000 to provide us with a Numeracy Educational Advisor [1 day per week] with all Staff trained in First Steps Mathematics. Individual coaching and mentoring of class teachers predominantly in the In the areas of numeracy and literacy, ensures high professional standards while we continue to audit our current practice, timetabling, resources and professional development opportunities.

Nashville has developed unique facets, based on Environmental Sustainability & Partnerships. Throughout 2010, the school developed a School Environmental Management Plan (SEMP), in partnership with several community organisations.

Significant investment has been made in 2010 to enhance both the ICT infrastructure and procure new hardware, in the form of new computers and Interactive Whiteboards. Our purpose build computer lab enables intensive ICT exposure, which can be modelled and stimulated by the use of the Interactive Whiteboards, bringing the Internet, and other educational software, to the big screen. These boards allow a 'hands on' interactivity and develop an enthusiasm, especially amongst the younger grades, that is a pleasure to behold.

### Future outlook

#### Key directions for 2011

- Enhance Achievement in Numeracy and Literacy.
- Focus on improving student achievement across Numeracy and Reading.
- Embed Sustainability into the curriculum & grow Partnerships.
- Upgrade Information & Communication Technology infrastructure and embed best practice.

#### Key Priority Areas

- Development of unit plans and associated activities embedding healthy eating and sustainability concepts for each year level.
- Improve student achievement across bands.
- National Curriculum - Literacy, Numeracy and Science.
- Implementation of One School – Timetabling/Planning.
- To continue to improve ICT's across all KLA's.
- To continue to improve National Partnership Targets.
- Continue 'Busy Bees' Playgroup at Nashville State School Prep Precinct.

Our major focus of our school's development is of the implementation of the **Australian Curriculum** across all areas, in particular English and Mathematics. So we can continue to maximize the performance of our students, our focus is:

- Literacy & Numeracy.
- Increasing the percentage of students achieving in the Upper two performance bands in Literacy and Numeracy.
- Preparing our students for the future.
- Engaging our students in Sustainability.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep – Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
306	156	150	87%

### Characteristics of the student body:

Nashville is located on the Third Lagoon in North Brisbane's Bayside. Enrolments at the school in recent years average at approximately 300 students. This number is comprised evenly of both boys and girls. Most students live within 5km of the school, the majority of students completing Year 7 transition successfully to the two local State High Schools at Bracken Ridge and Sandgate.

The student population presents a diverse blend of socio-economic and cultural backgrounds. Students are organised in both single year levels and blended class groupings. Students, parents and community members are encouraged to contribute to the school's decision-making process through the Parents & Citizens Association and school committees.

Students are supported through parent volunteers in the classroom, Teacher Aides, liaison with both Sandgate & Bracken Ridge State High Schools, school's Guidance Officer, Speech Pathologist, Support Teacher Literacy and Numeracy (STLaN), as well as Advisory Visiting Teachers.

### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	27	67%	50%	17%	33%
All Classes	25	83%	75%	8%	17%

### School Disciplinary

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

- High quality curriculum program with a focus on Literacy, Numeracy and Science from Prep – 7.
- Year 7 Transition Program with Brackenridge State High School and Sandgate State High School.
- Busy Bees Playgroup
- 'The Garden of Promise' was developed originally as an edible garden designed to provide a 'green' space between two classroom blocks. The garden is growing around the development of curriculum planning for teaching and learning, links with environmental science, sustainability and the encouragement and support of our families, community members and partnerships with Queensland Health, Jabiru [OHSC], Growing Communities, Nutrition Australia and. We are part of the Sustainable Schools Network in Greater Brisbane.
- Smart Moves at Nashville is an active program which evolved from a program of fitness already existing in the school to an holistic 'Eat Well, Be Active' program of learning based on the Health and Physical Education Program, Active Travel to and from School, Smart 'Food 'Choices and a belief that all young people need to be involved and active to be enabled to not only participate but to excel in areas of individual.

### Extra curricula activities

In addition to our formal curriculum, our students participated in:

- Before School Fitness –Students are involved in various fitness activities for 15 minutes before school led by a volunteer teacher and physical education teacher.
- 'Choices' –a program offered to students in Years 4-7- Students are invited to choose an activity for a 5 week period. A variety of recreational activities are offered utilising the skills and interests of staff and volunteer parents. For example cooking, sewing, bike safety, garden club, computer club and mad science have been engaging for students.
- Garden Club- This club comprises of volunteer students who are interested in areas of communication, growing and selling of produce, research and other areas.
- Instrumental Music and Choir – Students from Years 5-7 are invited, then tested in order to be eligible to participate in the Instrumental Program. Both the Choir and Show Choir performed at school and local events. Funds raised provided the opportunity for vests to be designed and made for the Concert Band.
- Student Council – Students meet regularly to support the students, school, local and global communities. This includes fundraising for cancer awareness, Wild Life Warriors and in 2008 the purchase of a large plasma screen for the Library and Resource Centre. They purchased new caterpillar book shelves for the library.
- School Camps in Year 5, 6 and 7- Some of the benefits of camp include social development & physical skill enhancement as well as confidence and self-esteem growth for our students.
- Perceptual Motor Program- Students from Prep to Year 3 participate in this program facilitated by the physical education teacher. The program is designed to develop both fine and gross motor skills.



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

At Nashville State School, our high computer ratio means our students have ready access to computers to support their learning. Our teachers engaged in a range of professional development activities to ensure they have the skills and knowledge so that computers can best be used to support student learning. A purpose built computer lab, housing 28 workstations, allows direct student engagement. 10 out of 12 classrooms, our resource Centre, Meeting Room and Assembly Hall are furnished with Interactive whiteboards and curriculum software to bring learning to life. Students have access to pods of computers in classrooms to support their learning. All teachers are trained in the establishment and maintenance of 'Virtual Classrooms' allowing parents and student access to assessment, curriculum and resources outside of school hours.

Computers have been effective tools to:

- Utilise a wide range of software to support integrated units of work studied in class as well as to support individual student needs;
- Extend students' learning;
- Support students with learning difficulties or disabilities;
- Reinforce literacy and numeracy concepts;
- Use the internet as an effective research tool;
- Present completed pieces of student work using programs such as Microsoft Word, Publisher, PowerPoint, Photo Story and Movie Maker.

### Social climate

Nashville State School is a happy school community with high levels of classroom involvement by parents. Each class welcomes parents into their child's educational process with the mutual benefit gained by both parent and teacher.

Our focus is to concentrate in supporting the teaching / learning process, reviewing our procedures and building significant relationships. These elements we feel are critical to the development of a school where young people can learn and grow.

In 2010 the School Chaplaincy program incorporated supporting students and the wider school community, providing pastoral care, personal advice and comfort and support to all students and staff, irrespective of their religious beliefs.

The chaplaincy program provides the school community with a support person who will act as a coach in providing mentoring to students and liaise with parents and teachers to best support our children. With the additional support of the chaplain, we will be better equipped to address the social needs of the students and have an enhanced cooperative approach to developing active and informed citizens in today's society.

The chaplaincy program at Nashville State School aims to provide a 'mentoring model' whereby the chaplain will act as a role model for students and assisting in the development of supportive relationships for, with and among students.

Nashville State School's Responsible Behaviour Plan for Students is based on the Code of School Behaviour and it outlines the following beliefs:

- All members should feel safe and valued;
- Social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organisation;
- School practices involve a continuum of action from the proactive to the reactive;
- Non violent and non-discriminatory language and actions are defined, modelled and reinforced.

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

In 2010 the opinion surveys indicated that our school performed very well in the following areas below.

Parents at Nashville State School believe our school is a good school (91%) and that their children are getting a good education (83%). Nashville State School staff reinforced the positive results that parents and students reported through their survey results. High staff morale (92%) was reported and that the school promotes quality professional development which caters to their needs (88%).

Nashville's State School's school opinion survey results were mostly at or above the state satisfaction results.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	91%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%
Percentage of staff members satisfied with morale in the school	92%

### Involving parents in their child's education.

Parent/carers are invited to attend 'Meet the Teacher', a welcome evening in February each year. Each term, parents are encouraged to share in their child's educational journey and attend an individual teacher and parent conference to be informed of their child's progress. The school newsletter and website are communication tools used to provide information to parent/carers and the wider community. The P&C Committee met each month to discuss school information and fundraising ventures. They sponsored events such as the Fancy Dress, Walk-a-thon and Christmas Raffles.

Harvested vegetables from our garden and eggs from our chickens are used in our Tuckshop, which operates every Tuesday and Thursday. Almost everything in the tuckshop is made fresh each tuckshop day and made by our convenor and parent volunteers.

Many parents assist classroom teachers in a variety of capacities, with reading and maths programs, art activities, cooking and nutrition, and to manage support and assistance programs.

Our Garden of Promise provides a wonderful opportunity for volunteer parents to become directly involved with the curriculum and delivery, as they work with groups of students to perform maintenance and curriculum related activities. Many parents continue to volunteer and assist in the classrooms, supporting various activities, including reading and art related events.

Parents are encouraged to participate in school life through the Parent' and Citizens' Association, Tuckshop Committee, Fund Raising Committee, Uniform Shop, School Surveys, Classroom Volunteers, Parades, Arts and Sports Programs and a range of special events. These special events include Under 8's Week, Education Week, Easter Celebrations, Classroom Unit Activities, Concerts, Sports Days and Carnivals to mention a few. A Support-a- Reader Program is also provided for parents to develop skills and strategies to assist their child with reading.

## Reducing the school's environmental footprint

In 2010, awareness of the school's environmental footprint has seen efforts to reduce water and electricity usage across the school. The installation of tanks and the solar energy cells assist the school to achieve reductions.

Our aim is to reduce our schools' ecological footprint through the development and implementation of a School Environmental Management Plan (SEMP). The implementation and monitoring of a SEMP is a whole-of-school approach to wisely managing school resources and focuses on waste minimisation, water conservation, energy efficiency and biodiversity improvements. A school Sustainability Priority Team oversees our efforts to be more sustainable which incorporates 3 Vegetable Gardens, Permaculture Garden, Rainforest, Orchard, Worm Farm, Chickens & an Outdoor Kitchen. Every class is an active participant in our garden and works with our garden expert who comes in for 2 days a week. We encourage community participation in the sustainability project and partnerships with local organisations. This helps the teachers give lessons to their classes on how to plant, reuse, reduce, recycle and compost.

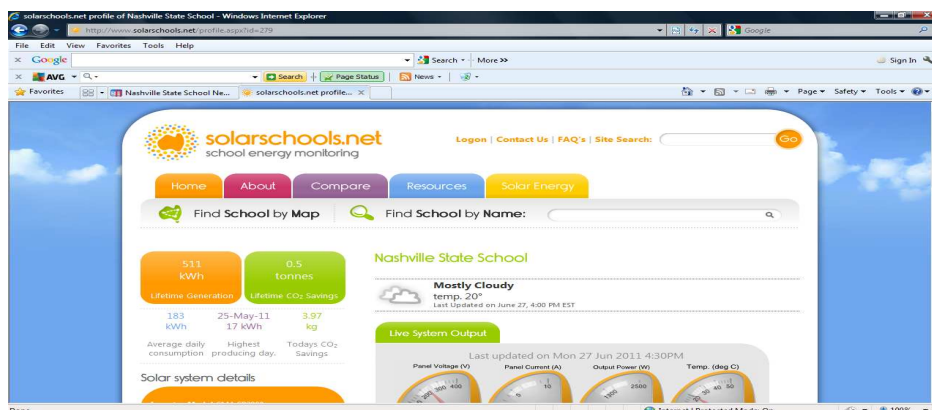
We also run an 'Active Travel' Program designed to curb the number of motor vehicles entering the school each day. Rain Water Tanks have been plumbed into the toilets. Solar Panels have been installed on the roof. These panels help generate electricity which is used by the school and make a profit from any excess that is sold back into the grid. The solar panels are helping us reduce the amount of electricity we use and reach our target of being more sustainable.

The Solar and Energy Efficiency in State Schools Program offers an opportunity for young people to learn about this technology and what they, and their school communities, can do to help combat climate change. Advantages are:

- Increasing the use of green energy to help meet energy needs;
- Leading environmental change by building an understanding of alternative renewable energy technologies;
- Identifying methods of energy reduction and in turn greenhouse gas savings; and
- Moving towards a sustainable future for both schools and their communities.

Nashville State School is now connected to this program. You can see our solar generation statistics :

[www.solarschools.net](http://www.solarschools.net)



Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$22,635	\$10,793	\$6,283	\$4,518	\$940	\$0	\$101	56,624	386	0
2009	\$21,438	\$9,679	\$0	\$0	\$7,545	\$0	\$4,214	57,852	774	0
% change 2009 - 2010	6%	12%	N/A	N/A	-88%	N/A	-98%	-2%	-50%	N/A

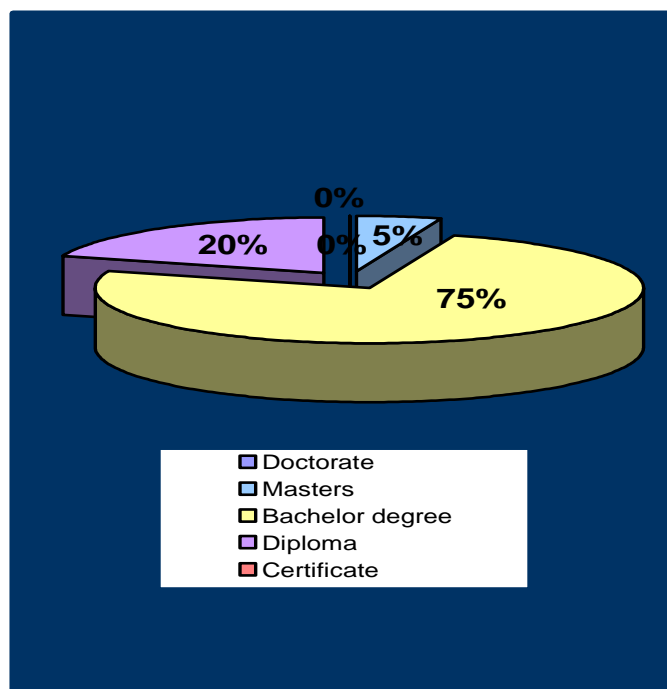
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	20	9	0
Full-time equivalents	17	7	0

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	15
Diploma	4
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$19 062.30.

The major professional development initiatives are as follows:

- CPR Training for all staff.
- First Steps in Mathematics.
- Attending Professional Development Network Cluster meetings and Conferences.
- Literacy Workshops.
- Reading Tutor Program: Multi-Literacy.
- Interactive White Boards.
- Sustainable Schools Workshop.
- Teachers working in professional learning teams to develop curriculum units with common assessment tasks.
- Professional discussions through Early Phase / Middle Phase and Priority Team meetings. Sharing of ideas and resources to enhance teaching and learning practices.
- Opportunities for all staff to attend a variety of off-site professional learning programs which aligned to our strategic priorities.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

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

From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.

## Key student outcomes

### Attendance

#### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

#### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	95%	91%	95%	94%	95%	94%					

#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked twice daily, in the morning and afternoon by class or Specialist Teachers. A variety standardised of codes are used to differentiate reasons for absence, and duration. At the conclusion of each week, a letter is addressed to parents/Caregivers requesting an acknowledgement of any Unexplained absences which have occurred. Alterations are then made in the roll and the school management systems, to ensure accurate recording. Parents are asked to advise the school on the day of the absence by note of phone, or in advance, should this be possible.

Students absent for extended periods (holidays), must make arrangements with the school to ensure the continuation of access to a suitable academic programme.

Students who are absent for extended periods, without the proper notification or a reasonable excuse, will be directed to comply with the above mentioned policies concerning student absences. Parents are asked to engage in discussions with the aim of removing obstacles and ensure regular attendance.

## Performance of our students

**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 MySchool website at <http://www.myschool.edu.au/>

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Indigenous students make up 3.9% of the Nashville State School population.

In 2010, Indigenous students attended school for 90.4% of the school year compared to 93.7% of Non Indigenous students. Attendance rates for both Indigenous and Non-indigenous students are within state benchmarks.

Nashville State School is “Closing the Gap’ through:

- Continued close association with Sandgate and Bracken Ridge SHS's to enhance Year 7-8 Transition Programs.
- Specific target groups - Indigenous Parents and ESL Parents.
- PACE Community Forums.
- Examine Indigenous perspectives in new curriculum documents.
- Whole staff in-service in Hidden Histories and Crossing Cultures.
- Early Intervention Programs in Literacy and Numeracy.