



Nashville 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

Nashville State School, 'Where children come first' is Brighton's best kept secret. Located on the Third Lagoon in North Brisbane's Bayside, we are a co-educational primary school offering programs from Prep to Year 6.

Our caring and dedicated staff work with our families and community to offer our students learning opportunities which engage them intellectually, physically, socially and emotionally, optimising their participation while aiming for excellence.

Our students engage in Social Emotional learning to help build a vocabulary to explain their emotions, improve confidence levels, and identify responsible behaviours, critical and creative thinking and problem solving skills.

Teaching units are designed to utilise opportunities around the creation of a permaculture garden, growing and harvesting food and the preparation of the food to share 'from the garden to the table'. All Key Learning Areas are addressed with literacy and numeracy as a key focus, supported by higher order thinking skills. We are committed to making our learning and thinking visible to and with our students.

Our school is well resourced and supported by a very active Parents and Citizens Association who help us to achieve our goals.

School progress towards its goals in 2018

Improvement Priority 1: Reading in the Australian Curriculum

A Nashville Reading Program including Text Dependent Questioning (TDQ) and Close Reading was implemented in 2018. In 2019, we are continuing to expand teacher understanding and competency in utilising TDQ and Close Reading as literacy strategies across all KLAs.

The Nashville Reading accuracy and phonemic awareness program for Prep- Year 2 was developed and implementation trialled. In 2019, we have reviewed the implementations and are making changes to the program to reflect student needs.

Teacher learning cycles have been implemented to provide opportunities to build teacher capacity through data conversations, sprints, case management, curriculum planning, walk throughs, coaching and observation and feedback. The impact of the strategies was lessened by the staff disconnect with the work of John Fleming which had been the cornerstone of the pedagogical work undertaken.

Improvement Priority 2: Writing in the Australian Curriculum

The improvement in vocabulary through the implementation of STRIVE words and daily writing warmups had mixed achievements. Whilst vocabulary development through STRIVE commenced in Semester 1 staff did not continue to implement in Semester 2. In 2019 we have revisited this strategy with an expectation that Robust

vocabulary teaching occurs in every classroom from Term 3 2019. Daily writing warm-up continue in classrooms on a weekly basis.

Improvement Priority 3: PBL and Wellbeing

Tier 2 training has been provided to staff and regular PBL meeting have occurred.

The Nashville SS Staff Wellness framework has been implemented school-wide with on-going refinements occurring each semester.

Staff and students have contributed to the development of a school-wide program for acknowledgement and celebration of staff and student wellness data.

Future outlook

In 2019, our school improvement priorities continue to align with our 2018-2022 Strategic Plan.

Our school will continue its journey to develop Reading within the Australian Curriculum by increasing the number of students in each year level achieving regional benchmarks in Reading. From Term 1 2019 2 teacher aides will be assigned to each class 4 times per week to support Guided Reading rotations. Staff will also continue to be supported to embed Text Dependent Questioning and Close Reading within the class literacy block.

Jolly Phonics and Jolly Grammar will be implemented school-wide and teacher-learning cycles will continue with an enhanced emphasis on feedback for learning. Data conversations will be linked to planning and Observation and Feedback will inform Reading and PBL implementation.

Writing in the Australian Curriculum will target an increase in the number of students achieving A, B and C's in writing assessments. This will be achieved through engagement in a Critical Friends Network, training of staff in 7 Steps for Writing Success, alignment of Robust Vocabulary to C2C English units and daily writing, improved moderation practices, development of a data wall utilising the Literacy Continuum to track student progress and the implementation of Bump it Up Walls.

80% of classes will use Text Dependent Questioning strategies, which have been mapped in unit plans.

Our PBL and Wellbeing improvement priority will continue to focus on 100% of staff implementing explicit lessons and linking Zones of Regulation to our wellness goals. Criteria for acknowledgement and celebrations of staff and student achievement will be documented.

Our school at a glance

School profile

Coeducational or single sex	1Q
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	333	357	352
Girls	165	175	172
Boys	168	182	180
Indigenous	19	16	24
Enrolment continuity (Feb. – Nov.)	95%	94%	96%

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

The student population at Nashville State School presents a diverse blend of socio-economic and cultural backgrounds. Increasing numbers of high achieving Aboriginal and Torres Strait Islander children are enriching our cultural diversity.

Parents are actively involved in classrooms and a wide range of school activities. They are encouraged to contribute to the school decision-making processes through the Parent and Citizen's Association and their various sub-committees.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	27	25	24
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

- Teachers implement the Australian Curriculum to teach all learning areas.
- In Prep, all Early Years teachers implement the Early Year Curriculum Guidelines.
- Teachers plan co-operatively across their year levels with the support of the Head of Curriculum. C2C units, a resources based on the Australian Curriculum are taught in all year levels.
- A wide range of evidence is used to monitor student progress and to map attainment in reading against regional benchmarks.
- Regular moderation with other local schools occurs at regular intervals to validate teacher judgements.
- The Nashville State School Pedagogical Framework was reviewed in 2018 and based on international and national research staff decided to explore Hattie's Visible Learning framework in 2019.
- A differentiated approach to teaching and assessment is beginning to be enacted to meet the needs of all learners
- A whole-school Assessment Plan is implemented.
- The whole school reading plan was reviewed in 2018 with changes to procedures planned for 2019.

Co-curricular activities

- Choirs- Junior and Senior
- Instrumental Music Program
- Stephanie Alexander Kitchen Garden Program
- Student Council
- Robotics Program
- Solid Pathways Program
- Sporting rotations and training
- Inter-school Sport
- Structured lunchtime programs
- Busy Bees Playgroup
- Educational Excursions and Incursions, which are curriculum, related.
- Student leadership Program
- Year 5 and Year 6 Outdoor Educational program
- Maths Tournament
- Robotics Tournament
- Chaplaincy Program
- University of NSW ICAS testing from Year 2-6 available
- Under 8's Day
- Book Week
- Sustainability Program that includes a strong recycling regime with a focus on eliminating waste
- Before and after school care and Vacation Care provided by Jabiru

How information and communication technologies are used to assist learning

In 2018, we audited our technology devices to determine a true replacement schedule. We disposed of equipment that was no longer performing to our needs. We replaced our server and participated in programs to update our wireless provision.

Due to an increase in class sizes, we dismantled our Computer Lab and developed a plan to replace PC's with ipads and laptops supported by a mobile charging station. Classroom whiteboards were assessed and a replacement program was commenced.

All staff and students have home access to Sunshine online and eBooks.

Our Innovation teacher was identified to become our Technology Ambassador. She has led the way in developing student and staff competency in the use of digital technologies. A Digital Technologies plan outlines the introduction of various devices at each year level to best support the implementation of the Digital Technologies Curriculum.

In 2018, our four Robotics teams outperformed 2 local high schools by winning our school's Robocup competition.

Social climate

Overview

Nashville State School's Responsible Behaviour Plan for Students is designed to facilitate a high standard of teaching and learning in our school in a supportive school environment. Our school-wide expectations- I am Safe, I am Respectful and I am a Learner are explicitly taught as part of our weekly Positive Behaviour for Learning lessons. Our school participates in activities focussed on saying 'No' to bullying for Harmony Day.

Our chaplain is employed to work at the school 2 days per week supporting students, families and staff. Our Chaplaincy Program enhances the development and implementation of initiatives that improve the wellbeing, participation and achievement of students through the provision of pastoral care.

School-wide, Zones of Regulation has been implemented to provide staff and students with a common language to describe emotions and feelings and to assist students to identify behaviours and build a toolkit to support positive behaviour decision making.

Parents and the broader community are able to actively participate in our school life through volunteering opportunities

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%	97%	92%
• this is a good school (S2035)	96%	100%	97%
• their child likes being at this school* (S2001)	100%	100%	97%
• their child feels safe at this school* (S2002)	96%	97%	97%
• their child's learning needs are being met at this school* (S2003)	93%	97%	92%
• their child is making good progress at this school* (S2004)	93%	97%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	97%	94%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	94%
• teachers at this school treat students fairly* (S2008)	96%	93%	88%
• they can talk to their child's teachers about their concerns* (S2009)	93%	97%	94%
• this school works with them to support their child's learning* (S2010)	93%	93%	97%
• this school takes parents' opinions seriously* (S2011)	88%	86%	91%
• student behaviour is well managed at this school* (S2012)	81%	86%	91%
• this school looks for ways to improve* (S2013)	89%	89%	88%
• this school is well maintained* (S2014)	100%	93%	94%

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)	94%	97%	94%
• they like being at their school* (S2036)	85%	89%	84%
• they feel safe at their school* (S2037)	91%	92%	87%
• their teachers motivate them to learn* (S2038)	91%	94%	94%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	94%
• teachers treat students fairly at their school* (S2041)	88%	84%	85%
• they can talk to their teachers about their concerns* (S2042)	89%	89%	84%
• their school takes students' opinions seriously* (S2043)	90%	76%	83%
• student behaviour is well managed at their school* (S2044)	82%	81%	74%
• their school looks for ways to improve* (S2045)	90%	97%	92%
• their school is well maintained* (S2046)	89%	93%	86%
• their school gives them opportunities to do interesting things* (S2047)	88%	92%	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.

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)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	81%	95%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	86%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	94%	86%	90%
• staff are well supported at their school (S2075)	81%	91%	95%
• their school takes staff opinions seriously (S2076)	81%	90%	86%
• their school looks for ways to improve (S2077)	100%	100%	95%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	91%	90%

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

Nashville State School's Parent Engagement Framework 2018-2022 was endorsed by the P&C in 2018. The framework outlines how the school will foster, encourage community partnerships, and enhance communications with families and the broader community.

Parents and carers are encouraged to be active participants in their child's schooling. Many parents are able to take the opportunity to support their child's learning and to enhance the physical environment of our school; other parents are able to support their child's participation in school-based events.

Parents of students with diverse needs support the process of documenting and implementing adjustments to allow their child to access and participate fully at school. Parents are engaged in discussions to determine processes that the school can implement to support quality participation of students with diverse needs. Our Special Education Team include parents of our diverse learning in processes include developing Health and Risk Management plans as well as considering student individual curriculum needs.

In 2018 a large number of events and programs have benefitted from parent and wider community support such as:-

- Frequent home/ school communication through the newsletter, class newsletters each term, website, parade announcements, special notices and Facebook pages.
- The Stephanie Alexander Kitchen Garden Program •
- Parent information evenings and face to face parent teacher interviews
- Mother's Day morning tea
- Skip-a-thon
- ANZAC ceremony and community march
- Book week celebrations and Book Fair
- Fundraising for charities run by Student Council
- NAIDOC Day
- Fancy Dress Ball – annual school and P&C event
- Weekly market stall on parade selling produce from the school gardens
- Working Bee's
- Transition events such as Under 8's Day and open mornings
- Bramble Bay Music Festival, Beginner Blitz and Honours Camp
- The DON's (Dad's of Nashville) group formed in 2016 has continued to thrive in 2017 aligned with The Fathering Project
- P and C meetings held on the third Monday night of the month
- P and C events such as the Einbunpin stall, movie nights and disco's
- Chaplaincy events such as Chappy Brekky
- Eco Council events such as World Environment Week, recycling program and weekly parade market stall

Respectful relationships education programs

The school has developed and is implementing a program or programs that focus on appropriate, respectful and healthy relationships. It is also engaging with and implementing the Staff and Student Wellbeing Frameworks. As part of the whole school approach in the health curriculum the students learn about recognizing, reacting and reporting in the Daniel Morcombe Lessons. The Positive Behaviour for Learning

(PBL) Lessons are in place to teach the expectations at school – I am Safe, I am Respectful and I am a Learner. Our pastoral care program includes the Chaplaincy service, which is in place two days per week to support students resolving conflict, personal safety and other concerns. Kids Help Line webinars are in place to target particular issues that are relevant at the time. The Nashville State School Student Wellness program contains strategies such as Mindfulness to support student’s ability to pause and reflect strategies and benefits of being mindful.

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	10	18	34
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	1
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

Nashville State School has a strong commitment to sustainability. The 2011 SEMP plan continues to influence our search for ways to reduce our environmental footprint. The use of collected rainwater services all of our toilet blocks and we address leakages or breakages to our water infrastructure with urgency.

The P&C’s tuckshop supports our initiatives to reduce plastics at school by providing recyclable packaging for food items. Our staff have continued to support this focus by removing single use cups and containers from our staffroom. The reduction in rubbish in the staffroom has been noticeable.

Students have led initiatives to reduce lunchtime waste and they have maintained the reduction of waste bins in the eating areas. Food scraps, cardboard and paper are recycled through the schools compost and worm farms on a daily basis. Students were awarded Eco Awards on assembly each week are identified for making sustainable choices in the school.

Two Eco-Captains are elected as part of the school’s student leadership team. They are supported by class Eco leaders who manage the recycling of classroom Fruit Break scraps on a daily basis. These positions are highly desirable to all students. The Eco team also hold a ‘Garden Stall’ each week before assembly.

The school’s Stephanie Alexander Kitchen Garden Program strongly reinforces sustainability and recycling practices within the programs lessons, which were undertaken on a weekly basis by Year 4 students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	65,464	3,172	9,512
Water (kL)		318	131

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.

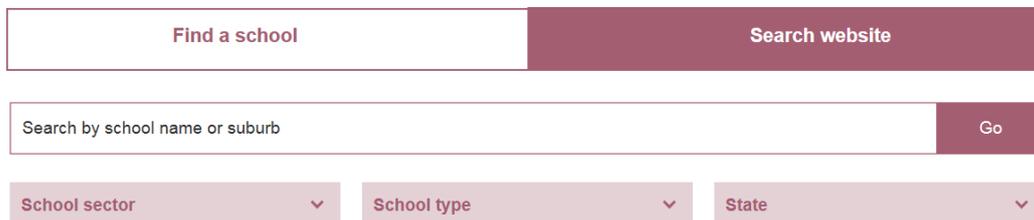
School funding

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.



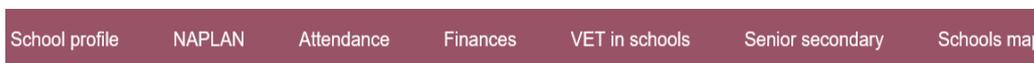
The screenshot shows a search interface with a header bar containing 'Find a school' and 'Search website'. Below is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



A rectangular button with the text 'View School Profile'.

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



The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

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	26	18	0
Full-time equivalents	23	11	0

*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.*	6
Bachelor degree	14
Diploma	3
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 \$44 816.78

The major professional development initiatives are as follows:

- Explicit Teaching with John Fleming
- First Aid and CPR
- Data meetings, case meetings, learning walks, curriculum planning and sprints
- Cluster moderation
- State Principal's conference
- Band 7 school initiatives- Text Dependent Questioning and Close reading project
- PBL training

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	94%	95%	93%

* 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	95%	94%	94%
Year 1	95%	96%	95%
Year 2	94%	95%	94%
Year 3	95%	95%	94%
Year 4	95%	94%	94%
Year 5	92%	93%	93%
Year 6	94%	93%	94%

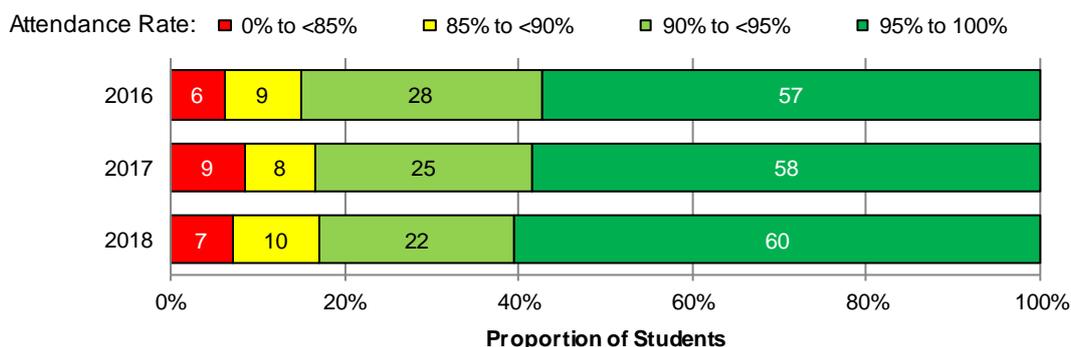
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

- Rolls were marked twice daily electronically recording both attendance and absences
- Absences are followed up on a daily basis by a designated staff member
- Procedures of parental contact when a student is ill or absence to ensure that there is no unexplained absences
- Text messaging system in place to alert parents of unexplained absences daily to ensure the safety of all students
- Parents contacted by administration to follow absences longer than 3 days

Strategies are in place to encourage attendance. These include:

- Letters home each semester for attendance of 96% or above
- Weekly class attendance award presented on assembly which is highly sought after and celebrated by the classes
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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.

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](#)

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.