



Nashville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Nashville State School, is located on the Third Lagoon in North Brisbane's Bayside suburb of Brighton. 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.

Every day in every class, every child is learning and improving. Improving Literacy and Numeracy are our main priority areas and in addition a wide range of program enhance the curriculum to cater for the wide range of needs, interests and abilities of students. These include coding and robotics, a permaculture garden, growing and harvesting food and the preparation of the food to share 'from the garden to the table', structured lunchtime programs and options and our Horizons extension program for our highly able learners. Our music program consists of a specialist music lessons, instrumental music lessons as well as a junior and senior choir, concert band, ukulele club and Glee Club.

A wide range of digital technologies are available to add value to the curriculum such as iPads, a variety of robotics and laptops. A high computer ratio means that our students can travel beyond the classroom on their learning journey to engage and extend them. Our school is well resourced and supported by a very active Parents and Citizens Association who help us to achieve our goals.

Principal's Forward

Introduction

School Progress towards its goals in 2016

- Adopt a consistent approach to the teaching of reading and reading comprehension
- Implement a school wide approach to explicit teaching has continued to progress with ongoing professional development
- Master Teacher research project on writing completed
- Positive Behaviour and Learning program implementation
- Deep understanding of how to teach reading
- STEAM goals achieved include the introduction of Scratch Coding program from Prep to Year 6, 2 Robocup teams competed in a competition, digital technologies units of work implemented and the building of staff capacity to delivery this goals.
- Continuing to provide programs to meet the needs and interests of our students

Future Outlook

- Implement a school wide approach to the explicit teaching of writing and vocabulary through the Master Teacher project
- Continue to embed the whole school reading program
- Continue to excel for excellence in all areas
- Continue to provide a wide range of engaging activities and programs for our diverse learners
- Expand the range of digital technologies including robotics and Maker Space to enhance our STEAM program
- Participate in a school review process in 2017 to inform the next strategic plan for Nashville State School

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	285	137	148	11	92%
2015*	286	140	146	17	94%
2016	333	165	168	19	95%

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

The student population at Nashville State School presents a diverse blend of socio-economic and cultural backgrounds. Parents are actively involved in classrooms and a wide range of school activities and are encouraged to contribute to the school decision making through the Parent's and Citizen's Association.

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	20	24	22
Year 4 – Year 7	20	24	27

*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

- Teachers implement the Australian Curriculum to teach the learning areas of English, Maths, Science, History and Geography.
- Teachers implement the Early Years Curriculum Guidelines in Prep.
- The Digital Technologies area of the Australian Curriculum was trialled in 2016 for full implementation in 2017.
- Teachers plan collaboratively with units taught based on the Australian Curriculum – C2C is used as a resource.
- Teachers use a wide range of evidence to monitor student progress and regularly moderate with other schools to validate teacher judgements.
- The Nashville State School Whole School Pedagogical Framework is based on national and international research on the Explicit Teaching Model and is used to inform teaching practice.
- A differentiated approach to teaching is used to meet the needs of all learners.
- The Whole School Curriculum and Assessment Plan is implemented.
- A whole school reading program encourages daily home reading.
- Continuing to embed Aboriginal and Torres Strait Islander perspectives and Sustainability into the curriculum

Co-curricular Activities

- Junior Choir, Senior Choir, Concert Band
- Glee club
- Ukulele club
- Instrumental Music Program
- Stephanie Alexander Kitchen Garden Program
- Sustainability program
- Horizons extension program that includes - Robotics Program and Team, Year 4 Reading Webinar Program and Solid Pathways program
- Robotics training competition
- Sporting rotations and training
- Structured lunch time programs including Bee Bot club, Scratch Club, Men's Shed, Art.
- Tuesday Playgroup
- Environmental Education Excursions
- Leadership Program
- Year 5 and 6 annual team building camp program
- Choices Program
- Regional Maths Tournament
- A wide range of events that involve the community – ANZAC ceremony, Simultaneous Book Reading, Book Week, Reader's Cup, Under 8's Day, end of year concerts and NAIDOC day.
- Leadership program that includes a student council and eco-council.
- Japanese Cultural Program that included Ritsumeikan Uji students to our school community for 2 weeks

How Information and Communication Technologies are used to Assist Learning

At Nashville State School, our high computer/ iPad ratio means our students have ready access to support their learning with information and communication technologies. Our teachers engaged in a range of professional development activities to ensure that they have the skills and knowledge to use devices.

Social Climate

Overview

Our Responsible Behaviour Plan for Students is designed to facilitate high standard of teaching and learning in our school in a support school environment. Our expectations are – I am Safe, I am Respectful and I am a Learner. Each week these are explicitly taught in lessons to the students.

Our Chaplain is employed to work with the school community two days per week. Our Chaplaincy program enhances the development and implementation of initiative that improves the wellbeing, participation and achievement of students through the provision of pastoral care.

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)	90%	95%	96%
this is a good school (S2035)	84%	100%	96%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	97%	85%	96%
their child's learning needs are being met at this school* (S2003)	91%	95%	93%
their child is making good progress at this school* (S2004)	94%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	92%
teachers at this school motivate their child to learn* (S2007)	88%	100%	96%
teachers at this school treat students fairly* (S2008)	84%	85%	96%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	93%
this school works with them to support their child's learning* (S2010)	87%	100%	93%
this school takes parents' opinions seriously* (S2011)	75%	100%	88%
student behaviour is well managed at this school* (S2012)	72%	75%	81%
this school looks for ways to improve* (S2013)	84%	100%	89%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	94%	94%
they like being at their school* (S2036)	78%	87%	85%
they feel safe at their school* (S2037)	87%	91%	91%
their teachers motivate them to learn* (S2038)	94%	97%	91%
their teachers expect them to do their best* (S2039)	94%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	95%
teachers treat students fairly at their school* (S2041)	87%	86%	88%
they can talk to their teachers about their concerns* (S2042)	86%	88%	89%
their school takes students' opinions seriously* (S2043)	84%	83%	90%
student behaviour is well managed at their school* (S2044)	79%	75%	82%
their school looks for ways to improve* (S2045)	92%	90%	90%
their school is well maintained* (S2046)	93%	89%	89%
their school gives them opportunities to do interesting things* (S2047)	79%	89%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	83%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
they receive useful feedback about their work at their school (S2071)	70%	70%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	85%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	78%	75%	94%
staff are well supported at their school (S2075)	65%	65%	81%
their school takes staff opinions seriously (S2076)	67%	79%	81%
their school looks for ways to improve (S2077)	91%	95%	100%
their school is well maintained (S2078)	100%	90%	100%
their school gives them opportunities to do interesting things (S2079)	87%	85%	94%

* 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 Schools Community Engagement Plan outlines the importance of community engagement and how the school can encourage and foster community partnerships to enhance student learning outcomes.

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

- Active School Travel
- The Stephanie Alexander Kitchen Garden Program
- Parent information evenings and parent teacher interviews
- Mother's Day morning tea

- Fundraising for charities such as Crazy Hair Day (Leukemia Foundation).
- NAIDOC Day
- World Environment Week
- Working Bee's
- Weekly parades that include student work, information, awards and performances
- Under 8's Day
- Hosting Japanese students and providing a welcome and farewell function
- Partnerships with the senior choir include Eventide Nursing Home and Eden Gardens at Carseldine.
- Book covering workshops
- The DON's (Dad's of Nashville Fathering Project) group formed this year as a sub-group of the P&C and organized events for dads and their children, there were also combined events with other schools.

Respectful relationships programs

The school is engaging with the Staff and Student Wellbeing Framework. In addition it has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	13	11	10
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	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

Data is sourced from the school's utilities return and is reliant on the accuracy of these returns. In 2016 we were an additional class size bigger and the P&C air conditioned the tuckshop and uniform room which has contributed to the increase use of electricity in our school. Additional security lighting has been added to ensure the safety of hall hirers and this has increased electricity consumption.

To offset the school's environmental footprint there is a strong sustainability culture in the school. The school with the student's help are recycling paper, food scraps are collected and go into the compost, worm farm and feed the chooks, plastics and aluminum are recycled through the Brisbane City Council recycling bins and Nude Food Day Friday is cutting down on the plastic wrappers coming into the school.

Rainwater is harvested in the many rainwater tanks and the 2 KW of solar panels help to offset the electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	56,780	1,132
2014-2015	5,902	1,294
2015-2016	65,464	

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

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	24	14	0
Full-time Equivalents	20	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	15
Diploma	1
Certificate	0

*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 \$27 200.

The major professional development initiatives are as follows:

- Mentoring and Coaching
- Explicit teaching – John Fleming (Coach) and visit to other school sites and Anita Archer.
- Professional Learning Communities
- Autism – Sue Larkey
- Lyn Sharrat (Putting Faces on the Data)
- Mandatory Training
- Learning walks, data conversations and case management meetings
- Reading
- Writing
- Curriculum Leaders Workshops
- STEAM – Dream Factory
- Digital Technology Curriculum building capacity and unit implementation
- Conferences for school leaders and the Business Services Manager
- Supporting students with specialised health needs
- Critical Thinking
- Curriculum Leaders

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.	97%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	94%

*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%.

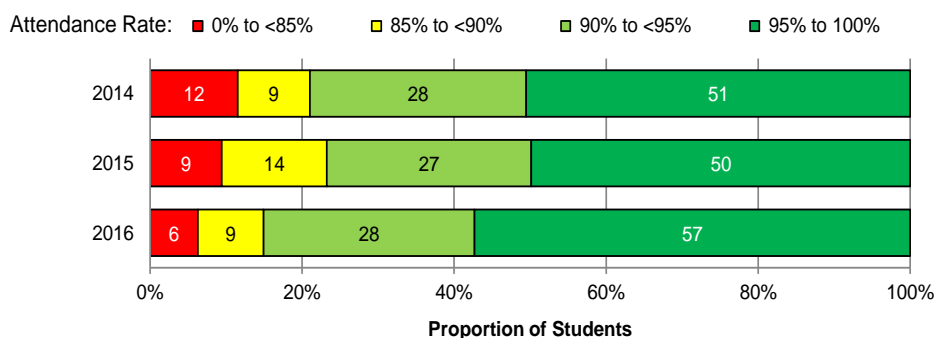
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	93%	93%	93%	92%	94%	92%					
2015	93%	95%	95%	92%	95%	91%	93%						
2016	95%	95%	94%	95%	95%	92%	94%						

*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.

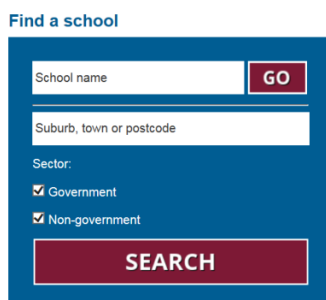
In 2016 a SMS attendance system was implemented to ensure that all students not in attendance were accounted for. This has resulted in parents either contacted by SMS message or phoned every morning after the role has been marked to ensure every child has been accounted for to ensure the safety of all children.

To encourage attendance students are admitted in the 95%+ club at the end of the year by receiving a badge at the last parade for the year. Attendance awards for 100% attenders are presented at the Awards ceremony in the last week of school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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

School name GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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.

Conclusion

Nashville State School is a growing school. As a result of this growth, in 2016 we became an enrolment management school. In 2016 we increased by one class size and this growth is anticipated to continue until we reach our enrolment capacity.