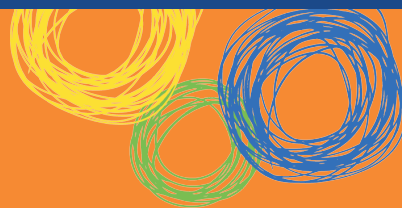


Nundah State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Nundah State School, one of the oldest schools in Queensland, was established in 1865 on the site it currently occupies. The school features a magnificent, heritage listed, main building constructed in the 1930s. The school occupies a central place in the local community and has provided quality education over the decades for the suburbs of Nundah, Northgate, Wavell Heights and Kalinga.

Nundah State School has among the finest facilities of any primary school in Brisbane consisting of a pool, tennis courts, playgrounds, an oval, sporting facilities and the best BER hall in Queensland! Many of these facilities were provided by our active and involved parent body and local community. Community spirit has been a feature of the school for 149 years. We are proud of our school and its important role in the community, producing children set to achieve their potential, confident in themselves and equipped with the personal qualities and skills to live in Australia's dynamic society as co-operative, creative and well-adjusted citizens.

School progress towards its goals in 2013

Our School Priorities for 2013 were:

- * Implementation of the Australian Curriculum via Qld Curriculum Into the Classroom (full implementation)
- * Complimenting curriculum implementation with use of eLearning and digital technologies (substantial progress)
- * Teaching of Reading and improved student outcomes in Reading (considerable progress)
- * Facilities upgrade to create Contemporary Learning Spaces (some progress)

Future outlook

Our **key areas for improvement as defined in the School Implementation Plan for 2013 include:**

- * Training and phase 1 Implementation of Reading to Learn as a pedagogical process for our whole school approach to teaching Literacy
- * Implementation of completed elements of Nundah SS Art and Science of Teaching (6-7) and begin implementation of Design question # 1 after further research as part of our Pedagogical framework.
- * Expand access to New Technologies, including upgrading bandwidth for BYOD Ipad pilot.
- * Expand Parent engagement through range of P&C sub-groups, and school data collection and visioning-values-beliefs process.
- * Develop effective curriculum schedules and timetables to implement Australian Curriculum.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school: * Student counts are based on the Census (August) enrolment collection.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	623	301	322	92%
2012	696	326	370	93%
2013	700	328	372	94%

Characteristics of the student body:

Nundah State School has undergone a significant resurgence in the last decade. Enrolments continue to rise and facilities and resources continue to be enhanced. Preparatory enrolments are expected to continue to grow. Enrolment growth has almost reached capacity in 2012, with an enrolment management plan needing to be in place in 2013. Enrolments in June 2013 were 700, and current capacity achieved in 2014 at 725.

Our families are a genuine representation of the multiculturalism of Australian Society. They are from all occupations including skilled tradesperson to professional/semi-professional. Complex and broad range of family backgrounds, religious beliefs, ethnic origin, and socio-economic status.

* With strong parental support for education, our students have a positive attitude to school and are motivated to ensure learning is a high priority. This positive attitude to school is reflected in academic effort awards (88% of students).

* 25% of our students are from language backgrounds other than English, with 40 nationalities other than Australian represented in our student population.

* A high proportion of students are demonstrating self-managing behaviours (97%)

* Approximately 5 students are from Indigenous backgrounds.

* Students with disabilities are integrated across the school within their peer age cohorts, and are supported by one additional teacher. There are approximately 14 students at the school who have been diagnosed with or are involved in a diagnosis process for a disability. These disabilities range across all categories — SLI (speech language impairment), HI (hearing impairment), and mainly ASD (autistic spectrum disorder).

* While there is some student mobility (mainly interstate and overseas).

* Many students are the 3rd or 4th generation of their families to attend the school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	26	23	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	6	29	14
Long Suspensions - 6 to 20 days	1	4	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our current curriculum focus is the Australian Curriculum in English, mathematics and science, history and in 2014 geography and the personal and social capabilities.

2013 saw the introduction of the Reading to Learn Program as a pedagogical process for teaching reading and writing on a limited basis, with full whole school learning and implementation in 2014. We also have an individualised independent reading program to support students reading fluency and mileage.

The school's Excellence Expo in Term 4, showcases student work in English, technology and the arts.

Our extensive personal development program is based on the Australian curriculum for personal and social capabilities. It has values and virtues focus, and builds social skills through a variety of strategies, including pro-social games.

Additionally we provide specialist lessons in physical activity-swimming (p-7) and dance/drama (P-4)

Finally, we also offer LOTE (Languages other than English) Japanese to students in Years 4 to 7.

We customise our curriculum schedules to enable teachers to teach English and Maths each day, Personal Development each week, and the rest of the time enables in depth study of one-two other complementary curriculum areas, eg Digital technologies, or Visual Arts and Science.

Extra-curricula Activities

The Nundah community greatly values the learning that occurs through extra curricula activities. During 2013, students were encouraged to participate in a number of engaging activities, both on our campus and within our wider learning community.

Students were offered extra-curricular activities to enhance their academic, social, creative and cultural capabilities.

In Critical and Creative Thinking these included:

- a competitive chess program to facilitate the development of thinking and problem solving skills
- Science clubs for students in Years 3 to 7
- the opportunity to sit for the University of New South Wales International Competitions and Assessments for Schools (ICAS) independent skills-based assessments. These assessments for students in Years 3 to 7 in Science, Writing, Spelling, English and Maths include a competition element.

In The Arts these included:

- a strong Instrumental Music Program that included band camps for Years Five to Seven -
 - woodwind (Yr 5 to 7)
 - brass (Yr 5 to 7)
 - percussion (Yr 5 to 7)
 - strings (Yr 3 to 7)
- a wide range of ensembles and choirs -
 - Concert Band
 - String Orchestra
 - Senior Choir (Years 5 + girls)
 - Junior Choir (Years 3 and 4 mixed)
 - Little People's Choir (Year 2)
 - Boys Choir (The Nundah Rock Singers) (Years 3 +)
 - Fife Band
 - Guitar group
 - Ukulele group
- the popular Excellence Expo, which allowed students the opportunity to showcase their talent to a large audience

In Physical Education these included:

- active participation in City District Gala Days – an interschool sporting competition for students in Years 5 to 7 in -
 - Netball
 - Soccer
 - Rugby league
 - Touch football
 - Oz tag
 - Cricket
 - Softball
 - T-ball
 - Australian Rules Football
- representation at the City District's three major sporting carnivals each year –

Our school at a glance

- District swimming carnival
- District cross country
- District athletics carnival
- opportunities for students in Years 5 to 7 to trial for representation at District, Regional and State teams in all sports offered by Queensland School sport
- a well-established swimming club known as the Nundah Sharks, which provides squad training and competitive club nights

How Information and Communication Technologies are used to assist learning

2013 saw Nundah State School make considerable progress towards establishing a contemporary learning environment. Teachers now design learning opportunities that incorporate digital technologies as a normal part of learning because mobile devices are readily accessible. Mobile devices available:

- 68 ACER tablets
- 26 Lenovo laptops
- 7 iPads per class in Prep and Year 1 classes
- 7 iPads available in the library

The wireless network was upgraded, doubling its capacity to 4000 kbps, in the final weeks to cater for the increased traffic anticipated by the iPad Pilot for 2014. It is proposed that all Year 5 families will be invited to purchase an iPad for their child/ren. After extensive research, the iPad Pilot was planned throughout 2013, meeting with Information and Technologies Branch, DETE, visiting other schools who were further along the *Bring Your Own Device* path and communicating with Nundah parent community.

Nundah teachers have made a commitment to develop contemporary pedagogy and attend fortnightly professional development sessions led by the eLearning coach and key teachers. All year levels routinely consult the [Contemporary Practice Resource](#) when planning to assist them to differentiate for their learners. The eLearning Mentors assist teachers and peers to use the digital devices and problem solve technical issues. There is a strong peer mentoring culture growing at Nundah.

Teachers and students have access to a diverse range of digital devices, including;

- iPads and iPods
- document cameras
- digital cameras
- digital microscopes
- easi-speak microphones
- Bee bots
- Interactive Whiteboards (24 in classrooms)
- Televisions with Apple TVs (8 in classrooms) for wireless connectivity
- 61 Desktop computers in classrooms and the Library.

Many classes accessed web conferences, chatting with veterans, authors and students throughout the State. Online projects like these open the classroom walls to embrace the future.

Social climate

In 2014, all staff, including new staff, have been offered and took up the opportunity of participating in 'Play is the Way' training, a pro-social skills program aligned with the Australian Curriculum General Capabilities – Personal and Social Capabilities and draft Australian Curriculum – Health. The program has been scheduled into all classes timetables and is taught on a weekly basis – 30 minutes of theory and 30 minutes of play based pro-social games. Reporting growth in Personal and Social Capabilities is included in our biannual reports.

Over the course of 2014, the majority of staff, both teaching and non-teaching, have participated in Choice Theory, Reality Therapy and Lead Management (CT/RT/LM). The course, a Basic Intensive Week, teaches participants a new way of processing the world – one that is offered to replace External Control Psychology. Currently fifteen staff members have chosen to further their study in this theory committing to the next level of training – a Basic Practicum. This second level is completed over a six month period. Anecdotal feedback from staff to date has been overwhelmingly positive from a personal and professional perspective, contributing to increased staff morale.

Nundah State School utilizes its Responsible Behaviour Plan for Students that was updated in 2012. The BPP explicitly outlines the responsibilities of all stakeholders, behaviours, and consequences. Information about bullying is addressed in our Whole School Responsible Behaviour Plan, Parent Information Booklet, newsletters, whole school parade and assembly.

- Gotchas are awarded to students demonstrating one or more of the Nundah State School Values.
- Yr 4-7 Sporting Program: At Nundah State School students in years 4-7 participate in lunch-time sport twice a week on Mondays and

Our school at a glance

Thursdays. This program provides students with a productive structured program that supports the learning of sporting and teamwork skills.

- Chaplaincy Program – Chaplain Anita Crown – appointed Semester 1 – 2014 Her program includes: Rock and Water, social skilling (small groups of children withdrawn from class and informally in the playground), supporting in classrooms and working with the school community.

- School Climate Measure of Satisfaction by parents/caregivers as per School Opinion Survey

My child likes being at this school: 91.7% Somewhat Agree, Agree, Strongly Agree

Teachers at my school treat students fairly: 95.5% Somewhat Agree, Agree, Strongly Agree

- School Climate Measure of Satisfaction by students as per School Opinion Survey

I like being at my school: 94.6% Somewhat Agree, Agree, Strongly Agree

Teachers at my school treat students fairly: 92% Somewhat Agree, Agree, Strongly Agree

Parent, student and staff satisfaction with the school

Parents/caregivers, students and teachers express a great deal of satisfaction with Nundah State School. This can only be improved as we strengthen achievement, learning, professional development, involvement in school life, relationships and communication strategies.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	96%
this is a good school (S2035)	96%	96%
their child likes being at this school* (S2001)	96%	92%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	85%	88%
their child is making good progress at this school* (S2004)	85%	96%
teachers at this school expect their child to do his or her best* (S2005)	88%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	83%
teachers at this school motivate their child to learn* (S2007)	85%	88%
teachers at this school treat students fairly* (S2008)	85%	95%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	85%	91%
this school takes parents' opinions seriously* (S2011)	79%	80%
student behaviour is well managed at this school* (S2012)	96%	96%
this school looks for ways to improve* (S2013)	89%	100%
this school is well maintained* (S2014)	78%	92%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	95%
they like being at their school* (S2036)	86%	95%
they feel safe at their school* (S2037)	78%	91%
their teachers motivate them to learn* (S2038)	93%	99%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	97%
teachers treat students fairly at their school* (S2041)	74%	85%
they can talk to their teachers about their concerns* (S2042)	74%	93%
their school takes students' opinions seriously* (S2043)	65%	85%
student behaviour is well managed at their school* (S2044)	60%	78%
their school looks for ways to improve* (S2045)	86%	92%
their school is well maintained* (S2046)	85%	93%
their school gives them opportunities to do interesting things* (S2047)	85%	96%

Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	86%
they feel that their school is a safe place in which to work (S2070)	92%
they receive useful feedback about their work at their school (S2071)	80%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	74%
staff are well supported at their school (S2075)	66%
their school takes staff opinions seriously (S2076)	61%
their school looks for ways to improve (S2077)	89%
their school is well maintained (S2078)	86%
their school gives them opportunities to do interesting things (S2079)	77%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Involving parents in their child's education

We have a very active and supportive Parents and Citizens' Association with well-attended meetings, and in particular sub-committee meetings and particular events.

These include:

- Uniform
- Tuckshop,
- Pool, ie Nundah Sharks
- Events Committee
- Fundraising and Sponsorship;
- Music,
- School Grounds;
- Sports;
- Cooler Learning Environments;
- Outside School Hours Care;
- Literacy Learning and Emotional Support;
- Safety to School;
- History;
- Chaplaincy;
- And Playspaces.

We also have parents/caregivers involved in our school in the following ways:

- Volunteering in classrooms, and supporting and coaching sport teams
- Attending information evenings for parents and parent-teacher interviews related to reporting processes
- Running various important school services, and helping out at various camps and excursions
- Involvement in planning and review processes — Quadriennial School Review, Annual Plan, Budget
- Attending Education Week and Excellence Expo activities
- Weekly newsletter and contributing to redevelopment of website
- Fundraising events, e.g. Factathon, Swimathon, Spring Fair, treats stalls.

Parents/caregivers are frequent and regular participants in our school activities, such as concerts, balls, sports days, community breakfasts and other events. Our local community is also very much a part of these and encouraged to be involved and to support our school.

Reducing the school's environmental footprint

Strategies to reduce the school's environmental footprint included:

Heat reflective paint has been painted on the roof of E and F Block to reduce the temperature in classrooms. We have tinted the windows on several classrooms to improve heating and cooling.

Tank water is fitted to toilet systems in the library and hall.

The school is monitoring the new pool heat bank system, as this has coincided with the substantial increase in electrical use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	158,023	2,844
2011-2012	148,050	3,198
2012-2013	185,594	4,416

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

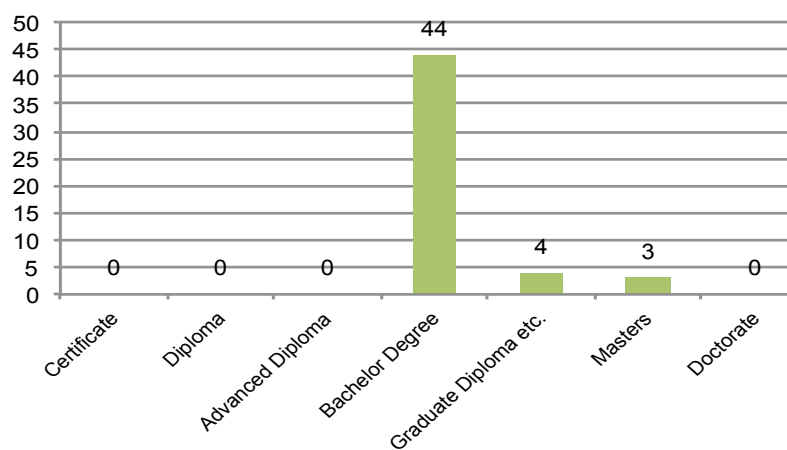
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	51	23	<5
Full-time equivalents	41	13	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.	4
Masters	3
Doctorate	0
Total	51



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on staff professional development in 2013 were \$64000.

The major professional development initiatives are as follows:

This year the focus has been on engaging teachers and teacher aides to see themselves as learners. This was in the areas of

- * Reading to Learn Pedagogical Process
- * Learning Support and Special Needs – Dyslexia / Autism
- * First aid - CPR and Anaphylaxis
- * Play is the way – Personal Social capabilities.
- * eLearning and iPad pd

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 school year.

Our staff profile

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>. (The

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

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 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 given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

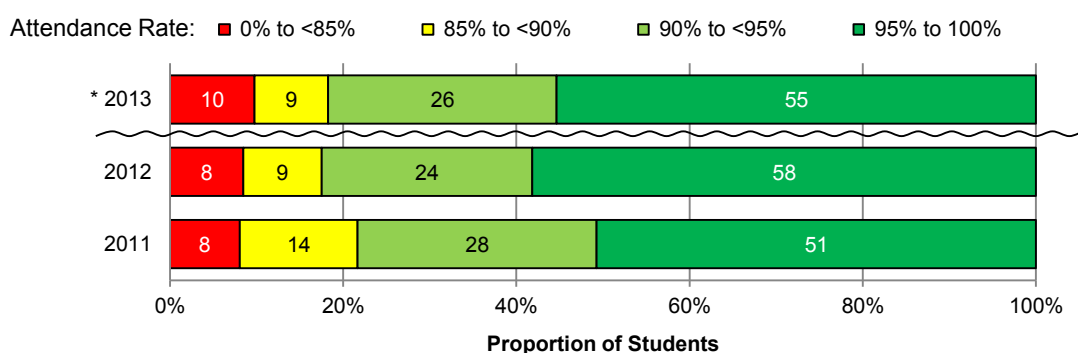
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	93%	93%	94%	95%	95%					
2012	93%	95%	94%	93%	94%	94%	93%					
2013	93%	94%	95%	94%	93%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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The procedure for marking rolls in our school is that all teachers will mark the roll on One School by 9:30 am and 2:00 pm on all school days.

Parents have a school absentee line number they can call to explain a student absence. Alternatively an email or standard note may also be used. The following is required to be brought to the attention of the Principal:

- if a child fails to return to class after a break or leaves during the day

Performance of our students

- if you suspect a child is playing truant
- after a child has been absent for three days and no notice has been received.

Should a child be suspected of being absent from school without reasonable excuse the following processes are followed: • Parents/caregivers are contacted to discuss the situation. • Required letters and processes are instituted.

- Support authorities are contacted (e.g. Child Safety) as required.

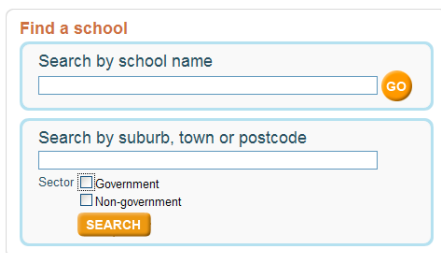
If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence and the appropriate authorities are contacted. If attendance is still not satisfactory one week later, a member of the school leadership team will send further correspondence under s178(2) of the Education (General Provisions) Act and take reasonable steps to meet with the parents.

We also educate parents/caregivers on the importance of attendance — that “every day counts” via the school newsletter

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 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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.

Achievement – Closing the Gap

We currently have four Indigenous students enrolled at our school allowing class teachers and the students with additional needs team to track and monitor the progress of each of these students. All students have individual plans in alignment with our process of tracking their progress individually.

Regards

Deb Cox

Principal