Nundah State School
Queensland State School Reporting
2015 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.

We Believe

- given sufficient challenge and support, all students can learn and achieve to higher levels
- we have fun when we are learning, and that by making learning enjoyable and providing choices where possible, we can enhance learning further
- it is our responsibility to develop the whole person - social, emotional, cognitive, spiritual and physical
- in affirming and encouraging the best in ourselves and others, and consistently treating everyone with dignity and respect
- our basic needs drive our choices, and that we can teach others that they are in control of their choices, behaviours and attitudes; and how to make strong choices
- *growth and happiness* is best found in a school culture of internal control psychology, where intrinsic motivation is harnessed and a growth mindset promoted

We Value:

- **Curiosity**
  - …. thoughtfully and purposefully ask and answer questions
  - …. design opportunities with time for deep learning and enduring understandings
- **Connecting**
  - …. make links between what-how you learn with your interests, experiences, strengths, needs and hopes
  - …. share our learning with our families and community
  - …. learn from one another
- **Creativity**
  - …. choose a variety of ways to teach, learn and show what we know
  - …. teach for self-awareness of thinking and in ways which stimulate our imagination
- **Quality**
  - …. know what outstanding work looks like and how to both scaffold for quality with achievable goals, and assess for quality
  - …. focus on improving teaching and learning for everyone, providing feedback, acknowledging effort and celebrating learning
- **Independence**
  - …. become more responsible for one's own learning, learning how to be self-managing and taking more control of learning over time
  - …. seek to construct knowledge and make meaning from own learning
  - …. build real responsibility and activate student voice in the classroom and across the school
- **Risk-'Making'**
  - …. celebrate "mis-takes" as a chance to learn something new and to develop resilience
  - …. re-frame problems as opportunities
  - …. create opportunities and encourage us to trying new things

Queensland Government

School progress towards its goals in 2015

Our School Priorities for 2015 were:

* Implementation of the Australian Curriculum English through Reading to Learn and Learning to Read (full)

* Complimenting curriculum implementation with use of eLearning and digital technologies (full implementation)

* Refine the teaching of Literacy and improved student outcomes in Reading and Writing (substantial progress)

* Facilities upgrade to create Contemporary Learning Spaces (some progress)

* Frame how we can use Powerful Learning to re-create our school vision, and improve teaching and learning and assessment across the school (begun)

Future outlook

Our key areas for improvement as defined in the School Implementation Plan for 2015 include:

* Coaching and Mentoring opportunities at all positional levels of our school to enhance reflection and practice.

* Refinement of curriculum and of *Reading to Learn* as a pedagogical process for our whole school approach to teaching Literacy
    (Reading and Writing)

* Refine and maximise use of New Technologies including BYOD iPad phase in yr 4-6.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	717	336	381	5	96%
2015	709	338	371	8	93%
2016	735	348	384	7	

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 2015, 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:

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, with an enrolment management plan needing to be in place in 2013 and currently continues. Enrolments in 2015 were 725, and current capacity achieved in 2016 continues to increase slightly at 735.

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%)

• There are currently 7 students who 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).

• There is some student mobility (mainly interstate and overseas).

• Many students are the 3rd or 4th generation of their families to attend the school in the upper years, however there is a increasing number of new families to Nundah State School in the early years with the redevelopment of Nundah.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	24	21	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	6	3
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum delivery

Nundah State School continued its focus in the area of literacy and adopted a whole school pedagogical approach in the teaching of reading and writing. The Reading to Learn pedagogical process uses high quality texts and enables all students in the class to access these texts to use as models for quality writing. Students are taught to read these texts in depth for meaning and purpose. Reading to Learn is implemented in the learning area of English. In conjunction with the Reading to Learn time each day, teachers also make use of a dedicated allocated time to explicitly teach comprehension strategies through modeled and shared reading developmentally appropriate to the group.

Literacy is a school priority that is valued at Nundah State School as the key to unlock learning. We follow a unique pedagogical process to teach literacy within the learning areas we teach called Reading to Learn.

About Reading to Learn:
Reading to Learn is a specific pedagogy for integrating the teaching of literacy within curriculum programs, which was devised by Dr David Rose, (www.readingtolearn.com.au). The process attends to all the various aspects of literacy, but rather than deal with the individual skills as separate programs to be scheduled, each is managed through a staged reading and writing process focused on keys texts used in the teaching of the curriculum.
A key tenet of this work is that the text selected for sustained whole-class work is one that is year level and curriculum appropriate – able to stretch the most literate students in the class. All students – including the least literate - are supported to develop the literacy needed to engage in the classwork through deliberate interactive strategies, which scaffold students from detailed and explicit teaching through to independent application of knowledge and skills.
There are 5 key stages to teaching literacy skills in Reading to Learn:
1. **Preparing before Reading** – this is the opportunity to teach concepts and vocabulary students will encounter when reading the chosen text. This is also the time to demonstrate how the chosen text is structured.
2. **Detailed Reading** – this is the opportunity to find smaller chunks of text to develop a deep understanding of the content within the book. Explicit elaborations are used to teach about techniques the author has used.
3. **Intensive Strategies** – this is the opportunity to teach more specific skills around grammar, punctuation and spelling using one or two sentences from the text they are reading.
4. **Joint Re-writes** – this is where students apply the knowledge they have developed by reading and deconstructing the sophisticated writing within the text. The class works with the teacher to use the structure in a smaller chunk from the text they have been reading.
5. **Joint Constructions** – this is the opportunity for students to write a whole text, using the same structure of the text they have been reading.

Learning to Read:

In addition to *Reading to Learn* in English, we also make time 4 days a week for *Learning to Read* (L2R). This is a time to explicitly teach the 18 reading strategies explicitly through modelled and shared reading. As student become proficient in the reading strategy they demonstrate the use of this through independent reading time. The 18 strategies are:

Connecting	Predicting	Comparing	Inferring	Creating Images	Determining Importance
Skimming	Scanning	Summarising / Paraphrasing	Synthesising	Self Questioning	Re-reading
Reading on	Adjusting reading rate	Sounding out	Chunking	Using Analogy	Consulting a reference

Powerful Learning:

Lifting student learning is a collaborative enterprise. It relies on students, teachers, and school leaders working together. The way we collaborate is governed by a school's culture and ethos – common practices, shared language and beliefs, mutually reinforced values and expectations, jointly recognised accountability and responsibility.

Lifting student learning does not happen serendipitously. It cannot happen if we keep doing what we are already doing and wait for change to occur.

Planning for and implementing specific approaches to teaching and learning that we know to be effective is important in laying the foundations for powerful learning. Ten Theories of Action – four for the whole school, and six for teachers – form the centerpiece of building powerful learning.

The ten Theories of Action are bound together by one overarching Theory of Action:

WHEN teachers, strongly supported by their schools, explicitly and consistently incorporate the Theories of Action in their teaching   **THEN** our students' curiosity enriches their learning skills and their spirit of inquiry.

In 2016 we are deepening and refining our literacy teaching by applying the Theories of Action of:

- **Higher Order Questioning** – ensuring that purposeful questioning on a range of Blooms levels are developed on a whole unit level and within lessons. A Wonder question which encapsulates the overall learning from students participating in the learning will take away. This links to our inquiry learning focus which will take more of an effect in the future.
- **Learning Intentions, Narrative and Pace** – after this process, each English unit will have a unit learning intent and success criteria. This will then flow into lesson learning goals to provide multiple opportunities to teach those ideas and for students to receive feedback on that.

Other Curriculum

Other distinctive curriculum offerings at Nundah State School:

- *Australian Curriculum*: Mathematics. Taught through a range of strategies with an investigation focus to apply skills taught in a real world context
- *Australian Curriculum*: Science, History and Geography. We use an inquiry approach to teaching these subject areas, allowing students to investigate through questioning a range of issues and concepts.
- *Australian Curriculum*: General Capabilities. The Personal and Social General Capabilities are interwoven throughout our curriculum and explicitly taught through our social skills program – Play is the Way. It has a values and virtues focus, and builds social skills through a variety of strategies, including pro-social games. The ICT capabilities are also prioritised throughout our curriculum, particularly in years 4-6 which are all iPad classes. Skills are taught, assessed and reported on for all year levels.
- Specialists Lessons: Languages – Nundah offers Japanese lessons to all classes in years 4-6 Physical Activity – Prep to year 6 classes participate in swimming in Term 1 and 4, and ball games skills in Term 2 and 3.

    Dance and Drama – Classes in years Prep – 5 all participate in specialist classes teaching the skills of Dance and Drama through The Arts

    Music – Our music specialist teacher implements the music program for all classes

    We customise our curriculum schedules to enable teachers to teach English and Mathematics 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

Our Nundah community greatly values the learning that occurs through extra curricular activities. Students are encouraged to participate in a number of engaging activities. Students are offered extra-curricular activities to enhance their academic, social, creative and cultural capabilities. Nundah State School students engage in a wide range of extra curricula activities including:

- Music String Ensemble: children meet one morning before school each week to practice as an ensemble. Children are assisted by one of our Instrumental Music Teachers (strings). Children have one instrumental small group lesson once per week. The ensemble is given opportunities throughout the year to play at assemblies and other special community and school events.

- Music Concert Band: children in years 5 & 6 meet one morning before school each week to practice as a concert band. Children are assisted by one of our Instrumental Music Teachers (brass/woodwind). Children have one instrumental small group lesson per week. The ensemble is given opportunities throughout the year to play at assemblies and other special community and school events. Every two years they attend the statewide Fanfare which they did this year achieving a silver award.

- Music Percussion: Children in years 5 & 6 are assisted by one of our Instrumental Music Teachers (percussion). Children have one instrumental small group lesson per week. The percussion students are given opportunities throughout the year to play at assemblies and other special community and school events.

- Music Camps and Band Blitz: During the year music students will be given the opportunity to attend off site music events such as Band Blitz and Strings Camp. Children are given pieces to practice to perform at the camp. Camps will often conclude with a concert for parents. Camps offered have a high attendance rate from NSS students. Local high schools will offer similar events for the music students.

- Choirs: Nundah State School has a large number of children that participate in our choirs. We have Junior Choir, Senior Choir and The Nundah Rock Singers. The choirs all meet before or during lunch hours to practice a range of songs. The choirs are given opportunities throughout the year to play at assemblies and other special community and school events.

- Writer's Circle: Writer's Circle is a small group of interested writers in Year 4 and 5. It began as an invited group of students, who had been writing as a hobby and were seeking some feedback on their work. Writers meet at once a week to discuss their thoughts about a piece of writing that has been pre-read. The author of the work discusses the suggestions made by the group. The writers group have also investigated participating in writing competitions and events.

- Games Factory: A group of children who enjoy playing board games meet weekly. The children can choose this quiet lunchtime option and play Monopoly, Pick Up Sticks, Hungry Hippos just to name a few. This activity is supported by two classroom teachers.

- Chess Club: The Chess Club meets every week at lunch time. Students challenge each other to chess matches during the break. The matches are competitive and students show good sportsmanship whether they win or lose. Students have the opportunity to participate in chess tournaments with other schools throughout the year.

- Marching Band: Marching Band and Fife meet twice a week before school and at lunch times. The Marching Band students are given opportunities each week to play at assemblies and parade. The band is also given opportunities to perform at other special community and school events such as ANZAC day. The Marching Band participates in a yearly tattoo event with other local schools.

- Ukulele Club: The Ukulele club meets every week at lunchtime. The Ukulele students are given opportunities throughout the year to perform at assemblies and special school events.

- Drama Club: The students from Years 2-5 participate in a weekly lunch rehearsal to help develop drama skills and explore their creative side. This club provides a wonderful learning opportunity for the children and a great opportunity to demonstrate the talent that they have to share.

- Dance Club: Students from year 6 meet weekly at lunchtime to choreograph and perform a range of contemporary dance performances. The students have opportunities throughout the year to perform at assemblies and other special community and school events.

- Art Club: Students from Prep-6 meet weekly at lunchtime with two teachers to explore various Art techniques and processes to produce works of aesthetic and intrinsic value. Students have opportunities to display individual pieces in public areas of the school and also contribute to collective works.

- Science Club: The Junior and Senior Science Club meets once a week to conduct scientific investigations and perform experiments. The Junior Science Club has an annual excursion.

- Supa Club (Scripture Union Primary Aged): The Supa club is an activity based RI style program for years 4-6 run by our Chaplain.

- Sustainability Club: Students from Year 1-6 meet weekly to conduct negotiated projects around issues impacting on our environment including recycling, erosion, packaging, water conservation etc. The students have opportunities throughout the year to present at assemblies and other special community and school events.

- Active School Travel: Nundah State School supports the Brisbane City Council's Active School Travel program. This program promotes sustainable and healthy ways to get to school. These include walking, cycling, scootering, carpooling and using public transport. Class and individual prizes are announced on parade and at specially themed events.

- ICAS: The ICAS testing is optional for year 3-6. The children have participated in Digital Technologies, Science, Writing, Spelling, English and Mathematics.

- Robotics: Robotics Club meet twice weekly. The children build a robot using specified software that enables that robot to move and follow instructions. The children are given an opportunity to participate in the First Lego League competition. This requires them to build a robot according to their own design and program it according to the obstacles on a competition specific mat. They must fulfill a teamwork component during the competition. On the day of the competition the team must problem solve a new aspect of the obstacle course and finally create a presentation to perform in front of a panel of judges.

How Information and Communication Technologies are used to improve learning

2016 saw the continuation of the implementation of the Bring Your Own Device program from Year Five to include all 4-6 classes so that Nundah can continue to establish a contemporary learning environment. Teachers can integrate technology into learning experiences more easily with several educational applications offered by the mobile devices as they are readily accessible. Mobile devices available:

- 44 Library iPads to be borrow out as class sets
- 6 iPads per class in Prep, Year 1 and 2 classes
- 5 iPads available on the library floor for student use
- 25 ACER Laptops available for student use
- 20 SWAN iPads
- 14 EAL/D iPads

The wireless network was upgraded to 10 mbps in 2015 to cater for the increased traffic by the expansion of the iPad Program. The continued implementation of the iPad Program is based on the successful integration and application of the iPads into Years Four to Six in 2015.

In 2015 Nundah State School registered for eSmart Schools to show a strong commitment to ensure our students are educated about CyberSafety. Teachers have continued to develop their knowledge and understanding of contemporary pedagogy through sessions led by the eLearning coach each week and fortnightly sessions before school. The eLearning Monitors have been a strong presence, especially in the iPad classes to develop a peer mentoring culture at Nundah.

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

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

Many classes have accessed web conferences, chatting with veterans, Kids Help Line online sessions, authors and other students throughout the State. We have supported student engagement and built teacher capacity with digital pedagogy so that we could introduce P-3 specific apps to embed eLearning across the curriculum to diversify our students' learning.

The aim of the this program is to for enhanced student and teacher engagement to use digital tools to support learners access to the curriculum and deepen knowledge of digital pedagogies by using the SAMR and TPACK frameworks so that student and teacher can make informed decision about what and how iPads are used. We will have a focus on Advancing Education initiatives involving the Australian Curriculum so that cyber-safety can be taught through the AC Health and the coding and robotics curriculum can be introduced through the new Digital Teachnologies curriculum.

Social Climate

All but four staff, both teaching and non-teaching participated in the first level of Choice Theory, Reality Therapy and Lead Management (CT/RT/LM). The course, Basic Intensive Training, teaches participants a new way of processing the world – one that is offered to replace external control psychology. Twelve staff completed the second level of training, a Basic Practicum. Fourteen staff completed the third layer of training, an Advanced Intensive Week with an external facilitator, Ivan Honey, a psychologist from Bendigo. Fifteen staff have expressed interest in furthering their training in 2016 to the fourth layer, an Advanced Practicum. Anecdotal feedback from staff is overwhelmingly positive from a personal and professional perspective, contributing to increased staff morale. Many staff have begun teaching Choice Theory in classrooms, using Lead Management principles in terms of expectations (your job/my job) and many staff use Reality Therapy to support students in their problem-solving.

All staff were offered and accepted 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 the draft Australian Curriculum: Health. This program is timetabled hourly into class timetables and is taught on a weekly basis (30 minutes of theory, 30 minutes of game-play) with a focus on one of the five values associated with the program. This is also acknowledged through newsletters and weekly parades by school leaders. Reporting of strengths and next steps in Personal and Social Capabilities is included in our bi-annual reports under 'Behaviour'.

Gotcha awards are given to students demonstrating one or more of the Nundah State School values linked with 'Play is the Way'.

Nundah State School utilizes its Responsible Behaviour Plan for Students. The RBP explicitly outlines responsibilities of all stakeholders, behaviour and consequences. Information, including issues such as bullying, is addressed in the Whole School Responsible Behaviour Plan, Parent Information Booklet, whole school parades and assemblies.

Students in Years 3-6 participated in a dedicated sporting rotation program two days per week (Monday and Thursday) organised by the PE teacher. This program came under review in Term 4 due to feedback provided by students, parents and teachers. 2016 will see a different process to address the sporting and teamwork skills required for Gala Day sports. 'Free Friday', an opportunity for all students to play in any play area in the school, commenced in Term 4 and anecdotal feedback to date is very positive.

Chaplaincy Program – our Chaplain Anita Crown, was appointed in Semester 1 2014. Her program includes 'Rock and Water', 'Play is the Way', 'Friends', social skilling, pastoral care and supporting in classrooms, in the playground and the community.

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

- Parent/Carer: Teachers at this school treat students fairly – 88.1% (2015) 89.4% (2014)
- Parent/Carer: Teachers at this school are interested in my child's wellbeing – 91.3% (2015) 87.2% (2014)
- Parent/Carer: My child likes being at this school – 91.4% (2015) 95.3% (2014)
- Parent/Carer: This is a good school – 87.1% (2015) 91.7% (2014)

School Climate Measure of Satisfaction by students as per School Opinion Survey:
- Student: I like being at school – 94.3% (2015) 94.8% (2014)
- Student: This is a good school – 93.2% (2015) 95.5% (2014)
- Student: My teachers care about me – 94.1% (2015) 98.3% (2014)
- Student: Student behaviour is well managed at this school – 82.7% (2015) 85.1% (2014)

School Climate Measure of Satisfaction by teachers as per School Opinion Survey
- Staff: Student behaviour is well managed at this school – 85.7% (2015) 94.9% (2014)
- Staff: I feel confident engaging all of my students in learning at this school – 100% (2015, 2014)
- Staff: I feel confident managing the behaviour of all of my students in this school – 100% (2015, 2014)
- Staff: Overall, I feel that teaching at this school is rewarding – 81.3% (2015) 100% (2014)
- Staff: I feel that staff morale is positive at this school – 60.8% (2015) 69.2% (2014)
- Staff: This is a good school – 88.2% (2015) 100% (2014)

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	94%	87%
this is a good school (S2035)	96%	92%	87%
their child likes being at this school (S2001)	92%	95%	91%
their child feels safe at this school (S2002)	100%	91%	93%

Performance measure

Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	88%	90%	82%
their child is making good progress at this school (S2004)	96%	90%	85%
teachers at this school expect their child to do his or her best (S2005)	96%	93%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	88%	87%
teachers at this school motivate their child to learn (S2007)	88%	88%	86%
teachers at this school treat students fairly (S2008)	95%	89%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	93%
this school works with them to support their child's learning (S2010)	91%	87%	86%
this school takes parents' opinions seriously (S2011)	80%	76%	71%
student behaviour is well managed at this school (S2012)	96%	86%	79%
this school looks for ways to improve (S2013)	100%	90%	91%
this school is well maintained (S2014)	92%	91%	84%

Performance measure

Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	98%	95%
they like being at their school (S2036)	95%	95%	94%
they feel safe at their school (S2037)	91%	97%	97%
their teachers motivate them to learn (S2038)	99%	97%	93%
their teachers expect them to do their best (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	92%
teachers treat students fairly at their school (S2041)	85%	91%	89%
they can talk to their teachers about their concerns (S2042)	93%	92%	90%
their school takes students' opinions seriously (S2043)	85%	88%	79%
student behaviour is well managed at their school (S2044)	78%	85%	83%
their school looks for ways to improve (S2045)	92%	96%	94%
their school is well maintained (S2046)	93%	92%	92%
their school gives them opportunities to do interesting things (S2047)	96%	93%	89%

Performance measure

Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	95%	88%
they feel that their school is a safe place in which to work (S2070)	92%	100%	94%
they receive useful feedback about their work at their school (S2071)	80%	95%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	91%	84%
students are encouraged to do their best at their school	100%	97%	96%

Performance measure

Percentage of school staff who agree[#] that: (S2072)	2013	2014	2015
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	74%	95%	86%
staff are well supported at their school (S2075)	66%	90%	76%
their school takes staff opinions seriously (S2076)	61%	90%	78%
their school looks for ways to improve (S2077)	89%	97%	96%
their school is well maintained (S2078)	86%	97%	92%
their school gives them opportunities to do interesting things (S2079)	77%	90%	84%

# '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

Nundah State School has a very active and supportive Parents and Citizens' Association. The P&C meet every second Wednesday of each month from 7:00pm. The P&C support Nundah State School through particular sub-committees and a variety of school events throughout the year. These include:
- Uniform Shop,
- Tuckshop,
- On-site Pool (Nundah Sharks),
- Events Committee (Mothers/Fathers Day Stall, Disco, Treat Stalls)
- School Grounds;
- Sports,
- Chaplaincy,
- The Arts

Parent/Caregiver participation in student learning and the school community is acknowledged and valued. Nundah State School invites parents/caregivers to be part of events such as:
- Parade,
- Assembly,
- Cross Country,
- Chaplaincy Week,
- Education Week,
- Sports Carnivals,
- Special Leadership Presentations,
- The Arts Events (Showcase, Fancy Dress Ball)

We also have Parents/Caregivers involved in our school in the following ways:
- Volunteering in classrooms,
- Supporting and coaching sports teams.
- Contributing to our school visioning processes.

In 2016 we plan to introduce a Parent and Community Liaison Officer to support and strengthen our community ties. This person will introduce and manage Class Parent Representatives, support grant application writing and liaise with the P&C around events.

Reducing the school's environmental footprint

An awareness campaign to encourage staff to turn off fans, lights and appliances when not in use ran throughout the year.
The junior toilets taps had been fitted that they automatically shut off.
The school and its P&C subgroup have planted a lot of vegetation throughout the school gardens to enhance the school environment.
The swimming pool and library have solar panels in use to reduce electricity.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL

2012-2013	185,594	4,415
2013-2014	192,935	4,367
2014-2015	222,570	2,082

*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.

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	25	<5
Full-time equivalents	43	16	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	8
Masters	4
Doctorate	0
Total	**49**
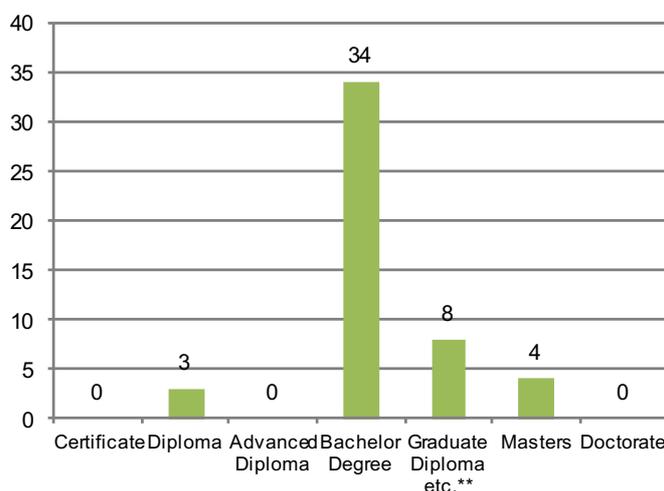
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 are below is $358 000

The major professional development initiatives are as follows:
- o *Reading to Learn*
- o Play is the Way
- o CPR for teacher aides and some teachers
- o Coaching and Mentoring Training
- o Choice Theory Training
- o Maths Science
- o Curosity and Powerful Learning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 school year.

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/.

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

| School name | GO |

| Suburb, town or postcode |

Sector:

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Error! No property name supplied.

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	80%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

**Student attendance rate for each year level (shown as a percentage)**

	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
2013	92%	93%	94%	95%	94%	93%	93%	93%					
2014	95%	95%	95%	96%	95%	95%	95%	95%					
2015	95%	95%	94%	95%	94%	95%	95%						

*From 2013, the-methodology used for calculating attendance rates effectively counts 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.

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Attendance Rate: ■ 0% to <85% □ 85% to <90% □ 90% to <95% ■ 95% to 100%
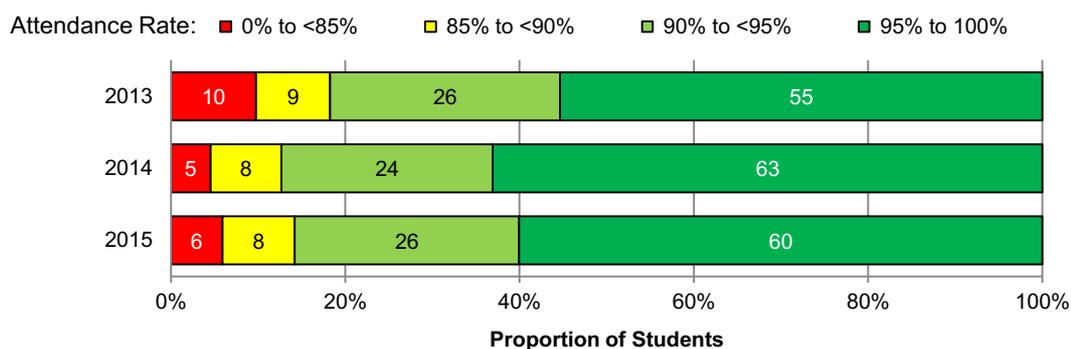
Description of how non-attendance is managed by the school

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.

Non-attendance is managed in state schools in line with the DETE 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.

Roll marking is completed by teachers (delegated officers) in OneSchool by 9:30am and 2:00pm on all school days and use of the departmental flowchart in order to ensure consistent roll marking procedures.

Parents have a school absentee line number and our Skoolbag app they can use 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
- if 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 as required.

If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call, email and/or 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 and on our Skoolbag app. Our Wellbeing Team and SWAN Team work closely to monitor cases of absence (<85% attendance, frequent pattern of absence) and have developed processes to address concerns (Learner Attendance Profile).

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

School name   **GO**

Suburb, town or postcode

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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.

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