


Nashville State School

School Annual Report 2006

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Principal's foreword

Introduction

As principal I am proud to present to you the School Annual Report for 2006 highlighting the achievements of our girls and boys who have engaged and participated with the quality programs developed by our professional staff support team and volunteers.

At Nashville State school we offer our girls and boys learning opportunities which engage them intellectually, physically, socially and emotionally optimising their participation while aiming for excellence. We believe to be successful our girls and boys must have those skills and knowledge necessary for each child to access life opportunities, and most importantly nurture the spirit engaging them all in active participation so that all develop to their full potential. Working together with our families and the community we accept the responsibility in raising our young people as future citizens of the world.

Future outlook

Our priorities for the future centre on the holistic development of our girls and boys enabling them to acquire the skills and knowledge to access those opportunities which allow them to engage positively with opportunities to promote positive life chance outcomes. We will continue to provide the variety of learning experiences to develop literacy and numeracy skills within a framework of thinking skills integrated with ICT's in a safe, active, health oriented and supportive learning environment. We will investigate current research, review and revise programs and in partnership with our students, staff and families continue to provide quality, educational experiences moving to meet the goals of Education Queensland for a preferred future for all.

School Profile

At Nashville State School we offer a coeducational program across the preschool to Year 7 primary school. In 2006 our total student enrolments were 345.

Curriculum offerings

The curriculum is delivered through the timetabling of a 2 hour literacy block every morning and numeracy focus lessons while Integrated Units of study are designed around the 8 key learning areas focussing on Otcomes Based Education. Celebrations are conducted after each unit to 'show off' learning outcomes of students. A range of teaching and learning strategies are used to engage each individual learner incorporating thinking skills, multiple intelligences in whole class, small group and individual learners.

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Core learning is the basis for all knowledge, understandings and skills deemed essential for all students. Nashville State School's Curriculum Framework outlines the delivery of these core learnings. The Key Learning Areas of Mathematics and English are delivered separately, while an integrated approach is adopted for Science, SOSE, HPE, Technology and The Arts. There is of course a crossover of English and Mathematics across all our units of work. Our LOTE language is Japanese which is delivered by our LOTE teacher.

Extra curricula activities

In 2006 we were part of the Brisbane City Council 'Active School Travel' Program with recommendations to improve the 'Bike Enclosure' and exit and entry points. We have an environmental area 'Mac's Patch' developed by Year 7 teachers and students. Extra curricula activities include intra and interschool sport, swimming, athletics and cross-country running, instrumental music and choir. Excursions, camps, Arts Council and visiting sports coaches support the broad educational goals for all students.

How computers are used to assist learning

Information Technology The budget reflects the allocation determined from the ICT's for Learning Survey and school funds to support school initiatives. The Asset and Replacement Schedule is consulted to determine the hardware that needs to be replaced. The I.C.T.'s Team met each fortnight to discuss focus areas. These areas include: Multi-media, I.T. Trainee [supported by additional school funds], Software and Hardware, MEA Agreement, Connect Ed., Professional Development, Areas of Interest and EQ requirements. The computer lab is fully networked with sixteen computers connected to the Internet. Class groups are timetabled through the week.

Social climate

The Responsible Code of Behaviour was designed in consultation with students, staff and families incorporating the goals for National Safe Schooling, Education Queensland Directives and the beliefs and values of our community. The procedures and processes were published on the School Web Site and copies were sent home with the newsletter. Our school operates in a proactive and positive learning environment where all students, staff and families feel safe.

Involving parents in their child's education.

The Triennial School Review conducted in 2006 comprised of a focus team of a member of the teaching, non teaching staff, parent and deputy principal led by the principal. The focus team sought to design methods to involve all members of the school from students, staff and families. Information collected was collated and gave future direction to the planning and implementation of initiatives we as a community agreed upon linking with the goals of Education Queensland. A designated Class Room Parent for each class was nominated by the class teacher to act as a liaison between the class and school. Representatives met each term with the principal.

The P&C Committee had experienced many challenges during the past 2 years. Fund raising events such as the Fancy Dress, Walk-a-thon, Spell-a-thon, Christmas Raffles are conducted but with very little support from only a handful of parent/carers. The P&C employed 'Giggletree' to coordinate the OSHC. The Tuckshop was closed in Term 4 2005 due to questions around loss of funds. A Uniform and Bookshop also supports families of our school. Volunteers are encouraged and help in a variety of ways but this area

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needs further development. The tuckshop reopened in Term 2 2006 on a Friday. A tuckshop committee was formed to support the convenor and the proposed changes to menus.

Other Key Outcomes

Value added

The end of Integrated Unit 'Celebrations' are shared with families at the end of each term highlighting the learning of students.

The school community was involved with the Brisbane City Council Active School Travel Program. We were nominated by BCC for an Australian competition 'Cycling to School'. We won an award at a presentation in Melbourne in October.

Optimum participation is encouraged for all students by providing well planned and engaging activities.

All staff focused on accessing and engaging with high quality training and professional development

The preparation for PREP – facilities, resources, enrolments and allocation of the teacher and teacher aide

Parent, student and teacher satisfaction with the school

76% of parents and caregivers are satisfied that they are getting a good education from our school.

83% of students are satisfied that they are getting a good education from our school.

Qualifications of all teachers.

The Highest level of Qualification for Teachers

Bachelor in Education =21

Diploma in Education = 2

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was \$13, 500. This does not include Pupil Free Days or out-of-school time professional development and staff meetings. The major professional development initiatives are as follows: Curriculum, Assessment and Reporting, ICT's, Literacy and Numeracy and Professional Standards for Teachers.

The involvement of the teaching staff in professional development activities during 2006 was 88 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was

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92% in 2006.

Proportion of staff retained from the previous school year.

- From the end of the 2005 school year, 91 % of the staff was retained by the school for the entire 2006 school year.

Student attendance

The average attendance rate as a percentage in 2006 was 94.2 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	66%
Writing	70%
Number	68%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	527	614	671	
	Average score for Queensland	535	608	679	
	Percentage of students at the school above the national benchmark	2006	96 %	87 %	87 %
		2005	97 %	54%	87%
Writing	Average score for the school	512	654	694	
	Average score for Queensland	522	627	696	
	Percentage of students at the school above the national benchmark	2006	90 %	98 %	92 %
		2005	94 %	82 %	98 %
Numeracy	Average score for the school	506	616	655	
	Average score for Queensland	529	599	653	
	Percentage of students at the school above the national benchmark	2006	87 %	92 %	76 %
		2005	82 %	73 %	80 %