

Nashville State School

School Annual Report 2007

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Principal's foreword

Introduction

As principal I am proud to present to you the School Annual Report for 2007 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 the many opportunities and options available to them and most importantly nurturing their spirit for ongoing life long learning. We develop, design and implement programs which engage them all in active participation so that they develop to their full potential. Working together with our families and the community we accept the responsibility for raising our young people to be active and engaged 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 which meet the goals of Education Queensland for a preferred future for all.

School Profile

At Nashville State School we offer a coeducational program across Prep to Year 7 primary school. In 2007 our total student enrolments were 336.

Curriculum offerings

The curriculum is designed, planned for and 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. In 2007 we began auditing our Work Units to match the QCAR requirements. Celebrations are conducted after each unit to 'show off' learning outcomes of student work. 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. At the end of 2007 we invested in two electronic Smart Boards to enhance the links between teaching, learning and ICT. One is in the Year 4 /5 area and one is in the Year 6/7 area. 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 this core learning with an Early Years and Middle Phase Action Plan. The Key Learning Areas of

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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 2007 we continued our program 'Active School Travel' with competition between classes to win the 'trophy' on assembly each week and to 'beat' the Active Travel Barometer. We celebrated with an end of year breakfast in the park financially supported by our local Brisbane City Councillor. We offered a Middle Phase Initiative 'Choices' in Term 3 to engage our Year 4-7 students. Options included Bike Safety, Mosaic design, cooking/sewing, Show Choir, Mad Science and ICT. The inaugural Speaking Competition proved very popular across the school with student judges from our local high school comprising the panel. Winners from Year 1, 3 and 6 took out the top prizes. An addition of water tanks [Stage 1] supported our grounds and environmental area 'Mac's Patch'. Year 7 students worked with local environmental groups to position bird and possum boxes in the area. Students planted native trees in this area. Extra curricula activities include intra and interschool sport, swimming, athletics and cross-country running, instrumental music and choir. Our Instrumental Music students participated in Music Camps. Excursions, camps, Arts Council and visiting sports coaches support the broad educational goals for all students. Events such as Under 8's Day and Book Week are school ceremonies we celebrate with great enthusiasm. We proudly hosted a Japanese Study Tour which included 12 children and 2 teachers. Our Student Council raised much needed funds for our school and community charities. They presented the school community with a Parent/Community Noticeboard.

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. 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 twenty-five computers connected to the Internet. Class groups are timetabled through the week. Community Access to ICT was delivered by teachers in a program to best meet the community needs eg Word Processing, email and internet access.

Social climate

The Responsible Code of Behaviour was designed in consultation with students, staff and families incorporating the goals for National Safe Schooling, Values for Australian Schooling and Education Queensland directives together with 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. In 2007 we began implementation of the recommendations. 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. With a new and enthusiastic P&C Committee in 2007 fund raising events such as the Fancy Dress, Walk-a-thon, Spell-a-thon, Christmas Raffles

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were successfully conducted. The P& C realised that they could no longer continue to run the OHSC and sought to outsource this area to a reputable child care authority. Jabiru began their operations from July. The Tuckshop Committee was set up and met regularly. The tuckshop was opened for 2 days per week with a convenor and a few volunteers. A Uniform and Bookshop also supported families of our school. The P&C were successful in a grant application for Stage 1 'Water Tanks' and the funding for the 'The Talking Place' green space. Volunteers are encouraged to help in a variety of ways but this area needs further development.

Other Key Outcomes

Value added

'Choices' – a program for Years 4-7 students promoted activity based on the skills of teachers, staff, parents and the interests of students. This helped to further promote our *Active, Engaged Learners* philosophy.

The School Speaking Competition utilised the talents and strengths of our students, linked to a Toast Master –Community member and led by an interested teacher. The panel judging the final event comprised of ex students who attend the local state high school.

The School Captains planned and led Assembly each week. Sport Captains and other leaders presented information and awards. Assembly is held during the last session on a Friday. This is an excellent time to celebrate the weekly achievements.

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

Optimum participation is encouraged for all students by providing well planned and engaging activities both in the class room and beyond. Early morning fitness and fun is led by teachers over two mornings per week.

An active Student Council meets regularly to plan events and fundraising for both the school, local and global communities.

All staff focused on accessing and engaging with high quality training and professional development in a range of areas.

Parent, student and teacher satisfaction with the school

83% of parents and caregivers are satisfied that they are getting a good education from our school.

89% 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 involvement of the teaching staff in professional development activities was 91 % during 2007.

Average staff attendance

For permanent/temporary staff and school leaders the staff attendance rate was 96% in 2007.

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Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 83% of the staff was retained by the school for the entire 2007 school year.

Student attendance

The average attendance rate as a percentage was 94 % in 2007

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	76%
Writing	92%
Number	84%

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	537	588	660	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	98 %	68 %	79 %
		2006	96 %	87%	87%
Writing	Average score for the school	536	620	739	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	100 %	100 %	89 %
		2006	90 %	98 %	92 %
Numeracy	Average score for the school	513	565	634	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	91 %	81 %	71 %
		2006	87 %	92 %	76 %