



Nambour State College

School annual report

Queensland state school reporting

2022



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School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2022 Prep Year – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2020	2021	2022	2020	2021	2022
Prep Year	53	51	42	51	52	40
Year 1	49	50	52	43	54	57
Year 2	60	40	50	57	38	51
Year 3	60	63	45	61	67	45
Year 4	72	62	68	74	66	69
Year 5	75	80	74	77	82	75
Year 6	75	76	90	76	80	90
Year 7	247	211	212	241	210	210
Year 8	221	241	195	218	229	195
Year 9	250	216	220	252	205	216
Year 10	241	241	202	237	231	198
Year 11	177	218	198	159	195	168
Year 12	130	139	179	124	135	169
Total	1,710	1,688	1,627	1,670	1,644	1,583

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2020	2021	2022
Prep – Year 3	20	21	24
Year 4 – Year 6	24	25	26
Year 7 – Year 10	24	23	23
Year 11 – Year 12	15	15	15

Notes

1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree¹ that:	2021	2022
This is a good school.	93.5%	89.6%
My child likes being at this school. ²	88.7%	87.0%
My child feels safe at this school. ²	84.7%	86.5%
My child's learning needs are being met at this school. ²	84.9%	85.4%
My child is making good progress at this school. ²	88.6%	87.4%
Teachers at this school expect my child to do his or her best. ²	95.5%	95.3%
Teachers at this school provide my child with useful feedback about his or her school work. ²	89.5%	84.3%
Teachers at this school motivate my child to learn. ²	85.3%	87.5%
Teachers at this school treat students fairly. ²	85.7%	86.1%
I can talk to my child's teachers about my concerns. ²	90.5%	92.1%
This school works with me to support my child's learning. ²	90.1%	87.7%
This school takes parents' opinions seriously. ²	83.7%	76.8%
Student behaviour is well managed at this school. ²	79.2%	79.4%
This school looks for ways to improve. ²	88.0%	82.3%
This school is well maintained. ²	87.6%	85.9%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree¹ that:	2021	2022
I like being at my school. ²	72.1%	73.0%
I feel safe at my school. ²	74.1%	80.1%
My teachers motivate me to learn. ²	85.9%	86.7%
My teachers expect me to do my best. ²	96.2%	95.8%
My teachers provide me with useful feedback about my school work. ²	87.0%	84.8%
Teachers at my school treat students fairly. ²	72.2%	74.5%
I can talk to my teachers about my concerns. ²	63.9%	73.4%
My school takes students' opinions seriously. ²	58.9%	64.8%
Student behaviour is well managed at my school. ²	58.8%	66.1%
My school looks for ways to improve. ²	83.1%	74.4%
My school is well maintained. ²	66.7%	70.9%
My school gives me opportunities to do interesting things. ²	84.3%	85.4%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	85.3%	82.1%
I enjoy working at this school. ²	88.7%	82.5%
I feel this school is a safe place in which to work. ²	74.5%	75.0%
I receive useful feedback about my work at this school. ²	74.7%	64.0%
Students are encouraged to do their best at this school. ²	92.6%	85.4%
Students are treated fairly at this school. ²	85.7%	85.6%
Student behaviour is well managed at this school. ²	66.0%	64.8%
Staff are well supported at this school. ²	73.7%	60.3%
This school takes staff opinions seriously. ²	65.3%	57.5%
This school looks for ways to improve. ²	89.6%	74.2%
This school is well maintained. ²	47.9%	52.4%
This school gives me opportunities to do interesting things. ²	79.8%	71.2%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2020	2021	2022
Short suspension	250	348	266
Long suspension	12	12	19
Exclusion	3	5	5
Cancellation	5	1	3
Total	270	366	293

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on *View School Profile* to access the school's profile.



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on *Finances* and select the appropriate year to view school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background, indicating it is the selected option.

Teacher standards and qualifications

The *Teacher registration eligibility requirements policy* states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Headcount	151	156	149	85	86	82	6	5	5
FTE	139	144	137	60	61	58	5	5	5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2020	2021	2022
Overall attendance rate for students at this school	83%	84%	82%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2020	2021	2022
Prep Year	86%	89%	87%
Year 1	87%	91%	88%
Year 2	88%	90%	88%
Year 3	85%	89%	89%
Year 4	87%	88%	88%
Year 5	87%	87%	87%
Year 6	83%	88%	86%
Year 7	87%	83%	83%
Year 8	81%	84%	78%
Year 9	79%	82%	79%
Year 10	78%	80%	80%
Year 11	82%	83%	80%
Year 12	82%	85%	80%
Ungraded			DW

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the My School search interface. It features a dark red header with a search bar on the left containing the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the header.

3. Click on *View School Profile* of the appropriate school to access the school's profile.



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2020	2021	2022
Number of students who received a Senior Statement at the end of Year 12	122	133	163
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	2	5	8
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	99%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	100%	99%
Number of students awarded one or more VET qualifications (including SAT)	108	132	161
Number of students who were completing/continuing a SAT	31	26	21
Number of students awarded a VET Certificate I	67	112	129
Number of students awarded a VET Certificate II	75	125	155
Number of students awarded a VET Certificate II+	100	131	158
Number of students awarded a VET Certificate III+	55	67	83

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. Data for each year is the latest available.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2023 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2022), will be uploaded to this school's website in September 2023.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://namboursc.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.