

Rolleston State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report is a public document required for school and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievements of the school against declared systemic and school priorities as outlined in the 2015 Annual Operational Plan. This report provides parents and members of the Rolleston State School community with specific information about our school's activities and performance over the past year. It highlights our strengths and identifies areas for development and improvement during 2015. A hard copy of this report will be made available from the school's Administration Office. The report should be read with the school's following guiding principles in mind.

PURPOSE and VISION

As part of Education Queensland, Rolleston State School strives to provide high quality education that makes a positive difference to the lives of all of its students. We endeavour to equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Rolleston State School is working with our community to achieve the best learning outcomes for every student. We are creating not only their future, but the future of our school, our community, our country and our world.

At Rolleston State School we:

- are a community with purpose and each of us is responsible and accountable;
- are learners co-operating and growing together;
- enjoy achieving and each of us contributes;
- take pride in our environment where each of us takes action;
- are building a better future and a better world for our children.

Our purpose is driven by our School Motto: **Care, Courtesy and Commitment.**

School progress towards its goals in 2015

Priority	Strategies	Progress
Reading	To improve student performance in reading. Explicitly teaching reading comprehension and work knowledge.	Achieved We analyse NAPLAN/PROBE to inform the teaching of reading. CARS and STARS is run across all year levels. GRG money was used to implement twice weekly practice of NAPLAN tests and to improve reading comprehension and word knowledge.

Writing	To improve student's knowledge and skills to write genre specific tasks displaying improved spelling, punctuation and grammar.	Ongoing Including writing, assessment, marking, analysis, feedback and student conferencing components. We use Spelling Mastery Program across the whole school and target teacher implementation of this program.
Numeracy	To improve fluency in mathematical operation, recall and mathematical language knowledge.	Achieved Implement daily Drill Maths program across school to increase children's rapid recall of basic number facts.
Curriculum	Review the Whole School Curriculum Framework. Review the Assessment and Reporting Framework.	Ongoing Review the Whole School Curriculum Framework to include the new subjects and align with ACARA.
School and Community	To build and maintain community belief that Rolleston State School is a great school.	Achieved Continue to promote attendance and the value of education placed in our community.
Teaching Practice	Embed Explicit Instruction and the school Pedagogical Framework.	Ongoing Provide feedback to students.
Data	Continuous monitoring of student achievement.	Achieved Follow whole school Curriculum Reporting and Assessment Plan and continuously record results in student profile document.
Provide Safe and Supportive Learning Environment	Is to build strong and supportive networks. Fostering a safe and supportive learning environment.	Achieved To review responsible Behaviour Plan for students. Explicit Instruction of student learning behaviours.
Principal Leadership and School Capability	Developing Staff Leadership and Capability.	Achieved Work with all staff to complete their Developing Performance Plan.

Future outlook

Our school prides itself on being a centre for learning where we continually seek to improve what happens in our school through ongoing planning and reflective thinking practices. Our major emphasis continues to be on the alignment of all of the school's operations to support student learning outcomes through supportive and engaging learning and teaching practises.

Rolleston State School's Explicit Improvement Agenda for 2016 includes the following:

- Develop, implement and embed formalised whole school culture around mentoring, coaching and feedback.
- Develop staff capacity around effective pedagogical practises.
- Ensure a systematic curriculum delivery.
- Continue to develop the data literacy of all stakeholders and the use of data collection tools.
- Continue to apply resources in a targeted manner exploring ways to use ICT's to further enhance learning and well-being.
- Maintain a positive learning environment with high expectations.
- Continue to refine classroom practises to support and differentiate individual student progress.
- Continue to develop quality community partnerships, investing ways for collaboration and engagement in school development.
- Maintain clear and explicit focus on the whole school improvement agenda strategies, timelines and targets.
- Annually review data to determine improvement agenda for Literacy and Numeracy.

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)
2013	61	24	37	2	100%
2014	63	25	38	2	98%
2015	67	30	37	1	100%

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:

The majority of students at Rolleston State School come from rural backgrounds. There are some itinerant families that move from properties dependant on work opportunities but the majority of families are land owners or work on the land. A small proportion of families live in town and access employment through Rolleston Coal mine. The student body is predominantly male. We have a small Indigenous population.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	21	19
Year 4 – Year 7 Primary	13	11	27
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

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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

At Rolleston State School we deliver all curricula with a strong emphasis on Explicit Instruction. We have implemented the Australian Curriculum and use the C2C units in Maths, English, Science, History, Geography, Civics and Citizenship and Economics and Business. We have continued the teaching of spelling using Spelling Mastery for all students again this year. The Prep Classroom implements the Jolly Phonics program, and Year 1 – 6 implement Jolly Grammar into the program. We provide weekly music lessons to engage students in singing, playing, verse speaking and drama activities. Children participate in weekly Health and Physical Education lessons with a qualified HPE teacher.

Extra curricula activities

- Whole school camp
- District Sport
- Premier's Reading Challenge
- Community Vegetable Garden
- Smart Moves – Daily Fitness
- Support-A-Reader – Support Students
- Extension Program
- Sustainability/Recycling/Environmental Education
- Computer Club
- UNIFY
- Higher Order Thinking Skills

How Information and Communication Technologies are used to improve learning

At Rolleston State School we have a computer Lab that can be used to assist and enhance the curriculum. We have class sets of iPads that are used to support learning groups and to provide differentiation in the classroom setting. Each of our classrooms is set up with interactive whiteboards and projectors and these are used daily to increase learning and engagement throughout warm ups and explicit instruction lessons.

Social Climate

Parents, students and staff at Rolleston State School uphold and honour our values of Care (Be safe, Be responsible), Courtesy (Be respectful) and Commitment (Be a good learner) at all times. The majority of all stakeholders believe that this is a safe, caring and respectful school where bullying is not tolerated and behaviour expectations are upheld and maintained. Bullying is not accepted at Rolleston SS and students fill out Bullying Reports to alert staff to bullying issues. We teach resilience and anti-bullying behaviour through the use of school wide positive behaviour and the implementation of the 'You Can Do It!' program through our HPE program, across all year levels. 100% of all staff, parents and students surveyed agreed that teachers at this school expect their child to do his or her best.

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)	97%	79%	93%
this is a good school (S2035)	97%	93%	93%
their child likes being at this school (S2001)	93%	100%	93%
their child feels safe at this school (S2002)	97%	93%	93%
their child's learning needs are being met at this school (S2003)	90%	86%	93%
their child is making good progress at this school (S2004)	90%	79%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	69%	93%
teachers at this school motivate their child to learn (S2007)	97%	64%	93%
teachers at this school treat students fairly (S2008)	90%	86%	87%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	93%
this school works with them to support their child's learning (S2010)	90%	77%	93%
this school takes parents' opinions seriously (S2011)	89%	85%	93%
student behaviour is well managed at this school (S2012)	97%	86%	93%
this school looks for ways to improve (S2013)	97%	86%	93%
this school is well maintained (S2014)	100%	86%	93%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school (S2036)	95%	91%	95%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	100%	89%
teachers treat students fairly at their school (S2041)	90%	95%	89%
they can talk to their teachers about their concerns (S2042)	100%	95%	83%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	90%	90%	89%
student behaviour is well managed at their school (S2044)	95%	91%	94%
their school looks for ways to improve (S2045)	100%	95%	100%
their school is well maintained (S2046)	100%	95%	100%
their school gives them opportunities to do interesting things (S2047)	100%	82%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	89%	100%	100%
their school takes staff opinions seriously (S2076)	89%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	89%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	89%	100%

'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

At Rolleston State School parents are welcome and encouraged to be involved in all aspects of their child's education. We have a communication book that is used for open communication between home and school. We provide regular opportunities for parents to converse with teachers and regularly invite parents to participate in information sessions. Parents are invited to participate in Parent - Teacher interviews at the end of Term 1 and 3, however we also invite parents to discuss their child's education with the teacher at any time throughout the year. School based information is also disseminated through the weekly newsletter. Parents are invited to attend information sessions each term. Many of our parents were once Rolleston students themselves and have a strong connection to the school's many traditions. The Rolleston P&C Association is very active with a core of enthusiastic members.

Reducing the school's environmental footprint

Solar panels have been installed on the roof enabling us to reduce our electricity bill. We have implemented sustainability and recycling strategies to ensure that we are not using more power than we need and to reduce waste by composting and using recycling bins. The staff, students and community continue to make a conscious effort to reduce our environmental footprint. Air conditioners are only used when required. Lights and fans are turned off when exiting the room. Staff and students ensure that taps are turned off properly and gardens are only watered when necessary.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	19,634	876
2013-2014	26,247	1,353
2014-2015	29,973	5

*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.

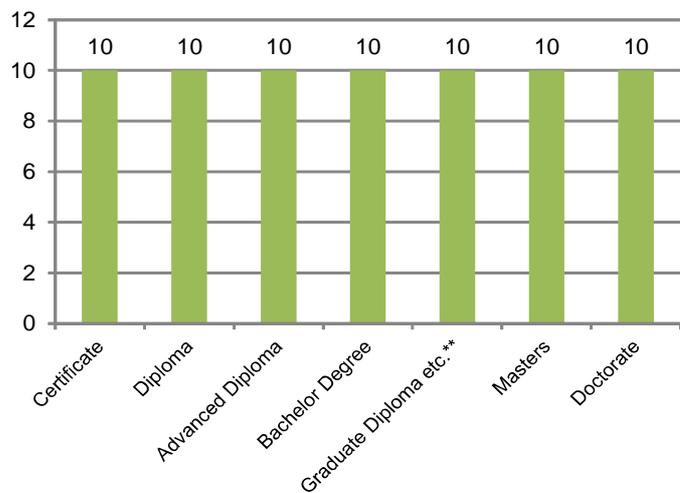
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	7	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 were \$9,085.41

The major professional development initiatives are as follows:

- Reading – Internal Monitoring
- OnLine Teaching and Learning Course – Speech
- 7 steps writing Professional Development
- Communities of Practice – Providing Feedback

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

Sector:

Government

Non-government

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%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	DW

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)

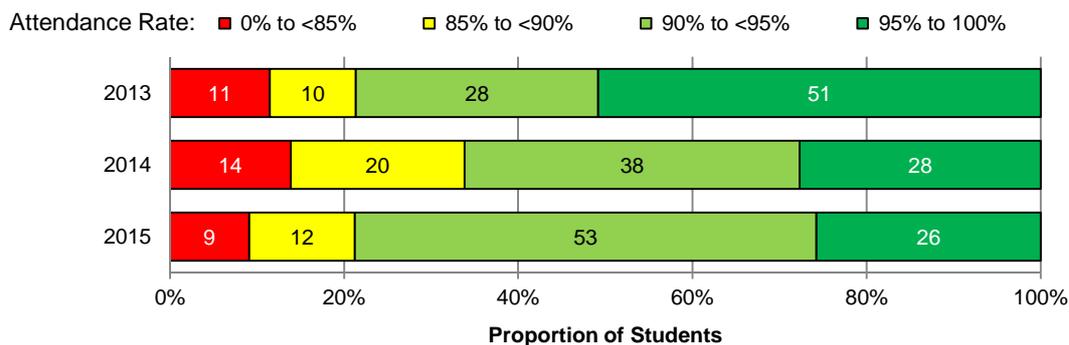
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	91%	96%	94%	94%	93%	95%	89%					
2014	87%	87%	91%	94%	94%	95%	92%	89%					
2015	92%	92%	94%	94%	93%	87%	93%						

*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.



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.

Rolls are marked twice daily, (morning and afternoon) at Rolleston State School. All absences are followed up and the Principal will contact parents of students who have significant attendance issues or who have no explanation for absences. Class teachers' record on their rolls the time and reason of any student who arrives late or leaves early. All late arrivals and early departures require parents to sign students in/out at the school administration. Articles and data are regularly shared in the schools weekly newsletter stating the importance and value of daily attendance at school. Regular discussions and sharing of attendance data with parents at P&C meetings ensures that all parents are aware of the value and importance of 'Every day Matters' at Rolleston State School. We have implemented a weekly Attendance Award for students who attend school daily, and students who reach our target of 94% attendance receive an incentive award at the end of each term.

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

Suburb, town or postcode

Sector:

Government

Non-government

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 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.