



**Care Courtesy
Commitment**

Rolleston State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Opened in 1871, Rolleston State School provides educational services to a widespread rural community within the Central Highlands Regional Shire. The township of Rolleston is located in the Central Queensland Highlands and lies 140 kilometres south-east of Emerald and seventy kilometres from Springsure. Our vision at Rolleston State School is to: Promote a supportive environment where all are safe and happy. We encourage students to take pride in all tasks and to be independent, enthusiastic learners. We stress the importance of showing respect to self, others and surroundings. We have a community that is active and engaged, and proud of our school. We strive for excellence in learning and aim that all students achieve their personal best. All class cohorts at our school are multi-age. Our Early Years class is composed of Prep and Year 1, while our other classes are comprised of Year 2 and 3 and Year 4, 5, 6. Our curriculum has a strong Literacy and Numeracy focus, which is designed to engage young minds and provide a continuity of quality learning experiences across all key learning areas, through the seven years of schooling from Prep to Year 6. Our purpose is driven by our School Motto: 'Care, Courtesy and Commitment'.

Principal's Foreword

Introduction

The 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 2017 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 2017. 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 its students. We endeavour to equip our young people for the future and 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 one 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 2017

School improvement priorities identified in the 2017 Annual Implementation Plan were:

Develop a deep understanding of the P-12 Curriculum, Reporting and Assessment Framework – ongoing in 2018

- Use a deep understanding of the Australian Curriculum to adopt and adapt the Curriculum into the Classroom materials to suit the school multi-age context.
- Implement condensed Curriculum into the Classroom materials.

Systematically teaching writing in the curriculum – ongoing in 2018

- Create a 3-year curriculum map of the writing genres for each classroom.
- Use the Literacy Continuum (Aspects of Writing) to inform individual student progress and goals. Use writing checklist for each child and 2 stars and a wish.
- Use Literacy Continuum resources to inform teaching practice of writing. Link this to the 10 elements of writing.
- Use the 10 elements of writing (as explained in the NAPLAN writing guide) to develop a whole school approach to writing and providing feedback to students.

Develop staff capacity around effective pedagogical practises – continue in 2018

- Continue to implement and refine Pedagogical Framework.
- Embed Pedagogical Framework into teaching of content through co-planning, modelling, differentiated coaching and feedback.
- Support consistency of teacher judgment and accurate reporting against achievement standards through cluster moderation.

The annual performance review process addresses the school's pedagogical framework – continue in 2018

- Use the Australian Professional Standards for Teachers to guide capability development and discussions.
- Align RSS professional development plan to AITSL.

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 learning outcomes through supportive and engaging learning and teaching practises. Rolleston State School's Explicit Improvement Agenda for 2018 includes the following:

Improvement priority 1 - Systematic Curriculum Delivery

Strategy: Develop a deep understanding of the P-12 Curriculum, Reporting and Assessment Framework.			
Actions	Targets	Timelines	Responsible Officer/s
Use a deep understanding of the Australian Curriculum to adopt, adapt and implement the Curriculum into the Classroom materials to suit the school multi-age context.	>90% A-C result in English, Maths, Science School-wide consistency of teaching of curriculum	Term 1, 2018	Principal Teachers
Quality assured whole school Curriculum, Assessment and Reporting Plan/Framework aligned to the Australian Curriculum and P-12 CARF.	>90% A-C result in English, Maths, Science 100% of year level and classroom planning aligned to whole school plan	Every term, 2018	Principal Teachers
Strategy: Systematically teaching writing in the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Use the Literacy Continuum (Aspects of Writing) to inform individual student progress and goals. Use writing checklist for each child and 2 stars and a wish as feedback.	All students achieving at year level cluster or above	Ongoing	Principal Teachers
Use Literacy Continuum resources to inform teaching practice of writing. Link this to the 10 elements of writing.	100% of teachers using Literacy Continuum to teach writing Improvement in NAPLAN Writing relative gain	Ongoing	Principal Teachers

Improvement priority 2 - Effective Pedagogical Practices

Strategy: Develop staff capacity around effective pedagogical practises to improve student outcomes.			
Actions	Targets	Timelines	Responsible Officer/s
Establishing and implementing an agreed coaching program that outlines the expectations around co-planning, co-teaching, modelling and feedback to provide guidance regarding quality teaching.	A-C and NAPLAN data increase 100% teachers engaged in the process every term	Ongoing	Principal Teachers
Support consistency of teacher judgment and accurate reporting against achievement standards through cluster moderation.	100% of teachers participate in cluster moderation process Improvement in A-C data	Each term	Principal Teachers

Improvement priority 3 – Successful Learners

Strategy: Every Day Counts			
Actions	Targets	Timelines	Responsible Officer/s
Implement a school attendance guideline outlining the expectations around case management of attendance.	Overall attendance – 94% <85% - less than 10%	Term 1, 2018	Principal Teachers
Regularly monitor and review attendance data using the performance dashboard.	Overall attendance – 94% <85% - less than 10%	Ongoing	Principal Teachers

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	67	30	37	1	100%
2016	62	22	40	1	97%
2017	62	21	41		89%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The majority of students at Rolleston State School come from rural backgrounds. There are some itinerant families that move from properties depending 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. The student body is predominantly male and the indigenous population is 0%.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	8	20
Year 4 – Year 6	27	9	26
Year 7 – Year 10			
Year 11 – Year 12			

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 version 8 Curriculum into Classroom (C2C) units for all Key Learning Areas. We use the C2C resources for our spelling program. The Prep classroom implements the Jolly Phonics program and Years 1 – 3 implement Jolly Grammar into their weekly programs. We provide weekly music lessons to engage students in singing, playing instruments, verse speaking, and dance and drama activities. Students participate in weekly Health and Physical Education lessons with a qualified HPE teacher.

Co-curricular Activities

- Camp for students in Year 4/5/6
- Excursions for all students

- District Sport
- Sport Gala Days
- Athletics Coaching
- Premier's Reading Challenge
- Community Vegetable Garden
- Smart Moves – Daily Fitness
- Extension Program
- Sustainability/Recycling/Environmental Education
- Robotics Club
- Higher Order Thinking Skills
- Homework Club

How Information and Communication Technologies are used to Assist Learning

At Rolleston State School we have a Computer Lab that is used to assist and enhance the curriculum. We have enough computers and laptops for any individual class to use one-on-one. We have a class set of iPads that are used to support learning groups and to provide differentiation in the classroom setting. Each of our classrooms are 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

Overview

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 State School. 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. The Prep, Year 1, Year 2 and Year 3 students all participate in the "Fun Friends" program. The Year 4, 5, 6 class all participate in the "Friends for Life" program. 100% of parents surveyed agreed that their child feels safe at school. 100% of students surveyed agreed that they feel safe at school. 100% of staff surveyed agreed that they feel that their school is a safe place in which to work.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	85%	90%
this is a good school (S2035)	93%	92%	90%
their child likes being at this school* (S2001)	93%	92%	91%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	85%	91%
their child is making good progress at this school* (S2004)	93%	85%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	85%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	85%	100%
teachers at this school motivate their child to learn* (S2007)	93%	85%	91%
teachers at this school treat students fairly* (S2008)	87%	77%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	85%	100%
this school works with them to support their child's learning* (S2010)	93%	85%	90%
this school takes parents' opinions seriously* (S2011)	93%	85%	91%
student behaviour is well managed at this school* (S2012)	93%	92%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	93%	92%	91%
this school is well maintained* (S2014)	93%	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	95%	96%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	96%	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)	89%	100%	100%
teachers treat students fairly at their school* (S2041)	89%	100%	100%
they can talk to their teachers about their concerns* (S2042)	83%	100%	100%
their school takes students' opinions seriously* (S2043)	89%	96%	96%
student behaviour is well managed at their school* (S2044)	94%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	100%	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%	89%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	89%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'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. Every child has 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 Term 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. Many of our parents were once Rolleston students themselves or are previous teachers at Rolleston SS 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.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. This program is based on our weekly HPE program where students are taught about personal safety and awareness, including identifying and responding to abuse and violence. Every year, all students complete the Daniel Morcombe safety unit where they are taught to recognise, react and report when they, or others, are unsafe. Our Whole School Responsible Behaviour Plan is followed by students, parents and staff.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Solar panels are installed on the A Block 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 that gardens are only watered when necessary.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	29,973	5
2015-2016	25,434	
2016-2017	19,228	230

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$17,150.95

The major professional development initiatives are as follows:

- OnLine Teaching and Learning Course – Sue Larkey and Tony Attwood
- Cluster Moderation
- Teacher mentoring
- Planning Days
- ACHPER Conference
- Principal Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	99%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	74%	0%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

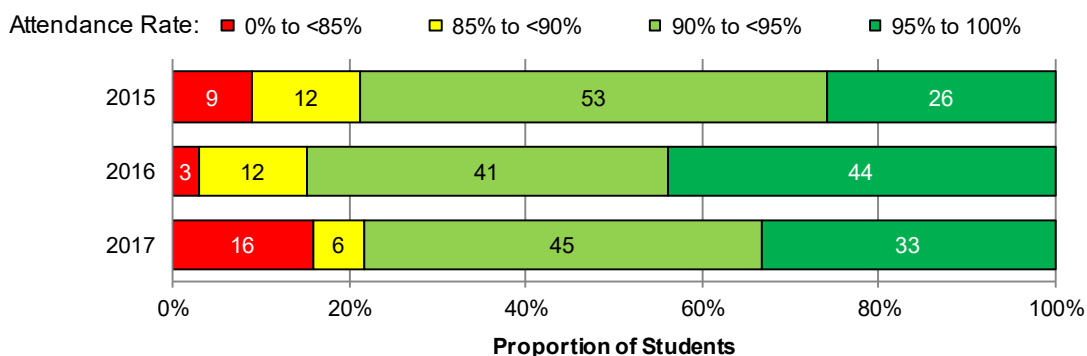
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	94%	94%	93%	87%	93%						
2016	93%	93%	94%	95%	96%	94%	89%						
2017	89%	89%	93%	91%	91%	96%	96%						

*Attendance rates effectively count 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 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.

Rolls are marked twice daily, (morning and afternoon) at Rolleston State School. All absences are followed up and the Principal will contact the 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 of the school administration. Articles and data are regularly shared in the school's 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 Counts" at Rolleston State School.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.