

Queensland State School Reporting – 2011

Rolleston State School (0092)



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Care Courtesy Commitment

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 2011 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 2011. 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.**

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School progress towards its goals in 2011

Strategic directions identified in the 2011 AOP were:

Curriculum – Literacy & Numeracy

Implementation of the Whole School Curriculum Plan has continued with teachers taking part in moderation activities. Identification that reading is our explicit improvement agenda. Development and implementation of Rolleston SS's reading framework, consistent across the whole school. Implementation of Springboard reading scheme across whole school as guided reading strategy. Development and implementation of Sight word program across entire school. Data wall displayed in staff room to promote discussion around students achievements. An electronic central Student tracking System was developed and implemented to help organise student data and provide flexibility in accessing all students data at all times.

Behaviour

A consistent approach to dealing with positive and negative behaviours has continued to be implemented by all staff. The responsible behaviour management plan is implemented explicitly at all times.

Communication

Communication books for each student are used daily. Teachers telephone one parent per week to report success that children have had at school – Crow Calls. Newsletters are sent home weekly.

Community Involvement

Members of the wider community have been involved in a number of class and whole school activities, such as Open Days, Art Workshops, sports days, reading activities and special days e.g. Grandparent Days.

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.

Future challenges for the Rolleston State School community include:

- Improving student achievement particularly in literacy and numeracy
- Implementation of the new Australian Curriculum
- Maintaining growth of ICTs for learning for students through professional development of teachers
- Participating in Central Queensland cluster networks and projects
- Enhancing the supportive school disciplined environment through the Responsible Behaviour Plan for student

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
61	26	35	95%

Characteristics of the student body:

The student body of Rolleston State School are primarily from rural families who have lived in the Rolleston District for several generations, and working rural families who are more transient. Our enrolment continuity remains stable from year to year. Children come from average socio-economic backgrounds.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	14.6
Year 4 – Year 10	22.4
Year 11 – Year 12	
All Classes	17.2

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings:

- In 2011 we continued our strong emphasis on the development of Literacy and Numeracy skills along with integrated teaching across all Key Learning Areas.
- Year level moderation of student work samples was undertaken to ensure consistency within and across year levels within the Springsure cluster.
- All students participated in regular classroom Music and Physical Education classes.
- The whole school participated in a cross country carnival in March, an athletics carnival in April and a swimming carnival in November.
- A range of support programs throughout the school were co-ordinated by the Learning Support Teacher with individual class teachers.
- All students participated in Learning Connection activities which is an effective perceptual movement program designed to help children learn.
- All students participated in daily Smart Moves Activities.
- All children participated in Tennis coaching in Term 3.

Extra curricula activities: We encouraged students to enter the University of New South Wales competitions in Mathematics, Science and English Spelling Tests to test their abilities against Australia wide standards. Recorder bands were entered in the Central Highlands Eisteddfod with a number of good results.

How Information and Communication Technologies are used to assist learning

Rolleston students have continued to have ready access to computers in their own classrooms. The school is undertaking a renewal program to replace obsolete computers over the next two years. All of computers are networked to the curriculum server allowing teachers and students access to a range of educational software to support improved literacy and numeracy outcomes across the school.

Students are able to participate in a variety of rich online activities such as Web quests, exploring the Learning Place resources and Learning Objects, and participating in activities posted on the Learning Place.

All classrooms have an operational Interactive Whiteboard and teachers have been skilled in their use to optimise learning activities for students every day.

All teachers received professional development to complete their ICT Certificate.

Social climate

In accordance with the school's values and beliefs, a wide range of opportunities were provided for students and staff to develop in many different areas and in a very supportive environment. Students were engaged in the 'You Can Do It' program to learn resilience skills and to build self-confidence and self-concept.

The Responsible Behaviour Plan for students was implemented and included the creation and implementation of an anti-bullying policy. Behaviour of all students at Rolleston State School is excellent and children feel happy, safe and supported in our school environment. The use of Bullying Reports was implemented to help students identify when they weren't feeling safe at school.

To continue a focus on positive relationships across the school and to encourage students to take on leadership roles the Year 5/6/7 students elected as Leaders were presented with Leadership Badges.

The Student Council activities included Free Dress Days which were held throughout the year.

Parent, student and teacher satisfaction with the school

Our school at a glance

The general satisfaction of parents/caregivers that they are getting a good education at Rolleston State School and that they are satisfied with our school is considerably higher than previous years.

95% of students are satisfied with the Learning Climate Overall and 100% of students were satisfied that they are doing the best that they can in their school work.

The general satisfaction of staff with school morale and professional development opportunities is also considerably higher than previous years.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	100%

87% of parents are satisfied with the school climate.

93% of parents are satisfied with the method the school uses to communicate with them.

83% of parents are satisfied with student outcomes.

93% of parents are satisfied that this is a safe school.

93% of parents are satisfied that the staff at this school are approachable.

94% of students are satisfied that teachers are helping them to improve their school work.

100% of students are satisfied that they are doing the best they can in their school work.

84% of students are satisfied that they are getting a good education at this school.

100% of staff satisfied that their contribution is valued.

100% of staff are happy to work at this school.

100% of staff are satisfied they are getting the opportunities to improve their skills.

Involving parents in their child's education

Parent and community involvement was actively encouraged and parent supporters worked in numerous roles including classroom helpers, working bees, book covering and resource making.

Well attended Parent/Teacher Information sessions were run at the beginning of the school year and Parent/Teacher Interviews each semester were valued by both teachers and parents.

The Parents and Citizens Association continued to operate the school Picnic Lunch room and Uniform Shop. The Parents and Citizens Association also undertook to support the school by raising funds through activities and through the sourcing of various grants

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Rolleston State School applied for and was successful in winning a grant to install solar panels on the roof to reduce the cost of electricity and therefore reduce our carbon footprint in the future.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	36,398	285
2010	0	0
% change 10 - 11	N/A	N/A

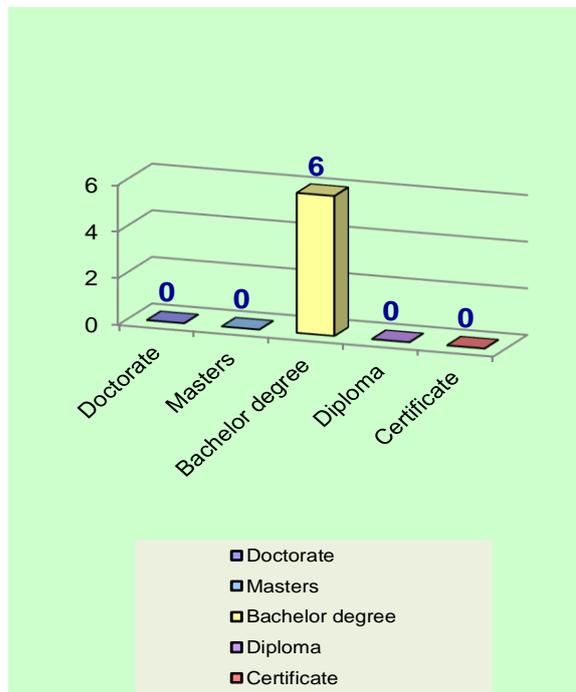
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	4	2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2011 was: \$5021.51.

The major professional development initiatives are as follows:

- Autism/ Asperger's Syndrome training
- First Steps Reading
- ICT Certificates
- Regional Teacher Conference
- Australian Curriculum/ C2C Training
- Reading Workshops

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

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 2011 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

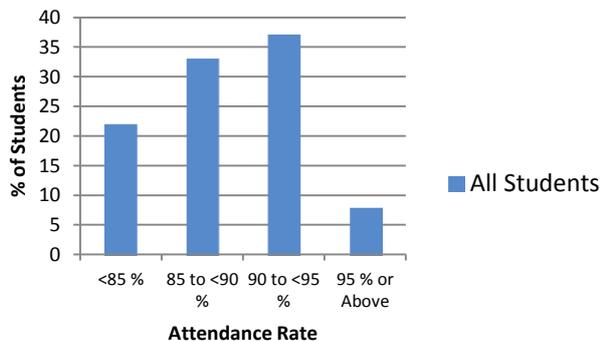
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	94%	91%	DW	88%	89%	87%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at the beginning of each day and after second lunch and parents are required to send in a note or contact the school if their child is absent for the day.

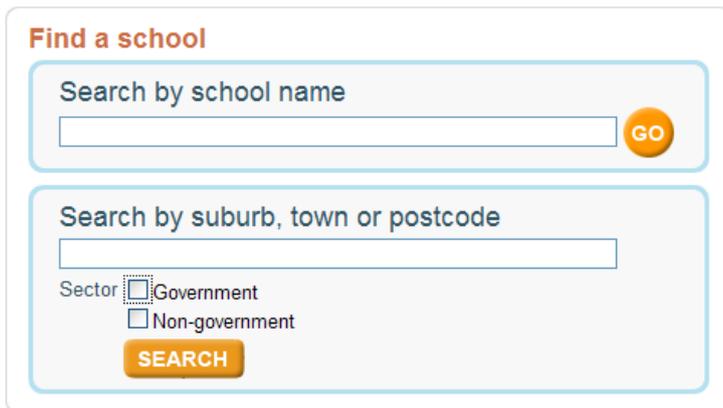
Awards are given out each semester to those children who have less than 5 absences.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Rolleston State School is committed to Closing the Gap between the performance of Indigenous and Non-Indigenous students. We have a high attendance rate at our school with the majority of absences being directly related to Wet Weather. We provide intervention strategies for our indigenous children with regular support with speech, and literacy and numeracy skills. Homework is encouraged and schooling is given support at home. Home-school communication is frequent and positive.

Due to the cohort size we are unable to give specific details about overall attendance or performance.