

Rolleston State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2013 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 2013. 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 2013

Strategic directions identified in the 2013 AIP were:

Curriculum

Australian Curriculum

Implementation of the Australian Curriculum for History for all year levels. Monitor continued implementation of ACARA English, Maths and Science.

Literacy and Numeracy

Continued Implementation that reading is our explicit improvement agenda. Development and implementation of Rolleston SS's reading framework, consistent across the whole school. Professional Development in Reading –Cars and Stars and Kay Rankin's Reading Workshop for all Teaching staff.

Monitor continued implementation of Sight word program across entire school. Data wall displayed in staff room to promote discussion around student's achievements. Monitor use of and analyse data in electronic central Student tracking System. Monitor Spelling Mastery Program across the whole school . Monitor implementation of EMMS and JEMMS maths programs consistently across Years 2-7.

Pedagogy

Implement and closely monitor Explicit Instruction as Rolleston's explicit pedagogy. Fortnightly mentoring sessions / Learning circles.

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. Bully Reports revised with students.

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. The community was also involved in the maintenance of Rolleston's Community Vegetable garden.

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 (Geography - 2014)
- 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 students and the implementation of the Rolleston Ruby Positive Behaviour Program.
- Expert Teaching Skills – Explicit Instruction

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	61	26	35	95%
2012	59	24	35	98%
2013	61	24	37	100%

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

Characteristics of the student body:

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		
	2011	2012	2013
Prep – Year 3	15	9	19
Year 4 – Year 7 Primary	22	16	13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Rolleston State School we deliver all curricula with a strong emphasis on Explicit Instruction. We have introduced the Australian Curriculum this year and use the C2C units in Maths, English, Science and History. We have continued implementation of Spelling Mastery for all students into our curriculum this year. In Maths we use Elementary Maths Mastery (EMMS) and Junior Elementary Maths Mastery (JEMMS) to enhance our mathematical knowledge in Years 2-7. The Prep Classroom implements the Jolly Phonics program, and Year 1 - 4 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

Support-A-Reader – Support Students

Extension Program

Community Vegetable Garden

Sustainability/Recycling/ Environmental Education

Smart Moves – Daily Fitness

Computer Club

Unify

Higher Order Thinking Skills

How Information and Communication Technologies are used to assist 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 can be 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 across all year levels..

Parent, student and staff satisfaction with the school

Above 90% of parents at Rolleston State School believe that their child is getting a good education at this school, that their child likes this school and feels safe at school, that their child is learning and improving and that this is a good school.

100% of Parents have confidence that teachers have high expectations for their child.

Majority of Parents and community members have positive conversations with staff and are happy and confident with the teaching and learning at Rolleston State School.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	97%
this is a good school (S2035)	95%	97%
their child likes being at this school* (S2001)	95%	93%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	95%	90%
their child is making good progress at this school* (S2004)	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%
teachers at this school motivate their child to learn* (S2007)	95%	97%
teachers at this school treat students fairly* (S2008)	95%	90%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%
this school works with them to support their child's learning* (S2010)	95%	90%
this school takes parents' opinions seriously* (S2011)	95%	89%
student behaviour is well managed at this school* (S2012)	100%	97%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	95%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	95%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%
teachers treat students fairly at their school* (S2041)	83%	90%
they can talk to their teachers about their concerns* (S2042)	94%	100%
their school takes students' opinions seriously* (S2043)	95%	90%
student behaviour is well managed at their school* (S2044)	95%	95%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

At Rolleston State School parents are welcome 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.

Reducing the school's environmental footprint

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

During 2012 we had solar panels 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 to and to reduce waste by composting and using recycling bins.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	36,398	285
2011-2012	37,938	1,040
2012-2013	19,634	876

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

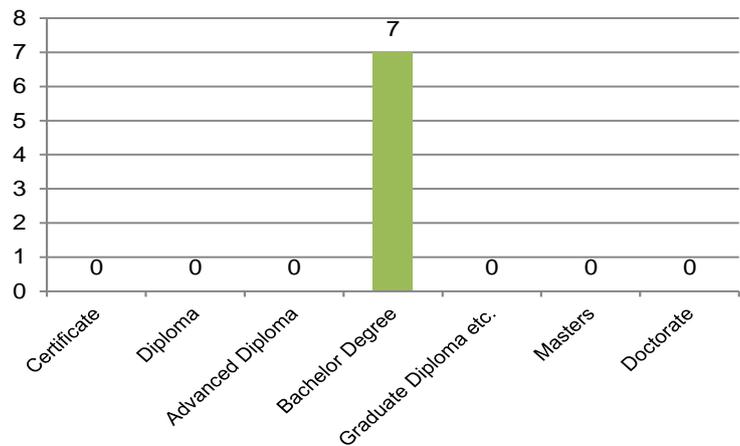
Our staff profile

Staff composition, including Indigenous staff

Headcounts	7	6	0
Full-time equivalents	4	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	7



* 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 2013 were \$9,954.33

The major professional development initiatives are as follows:

Reading – Kay Rankin Workshop

Cars and Stars Professional Development

Explicit Instruction Professional Development

Australian Curriculum implementation and Professional Development

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.2% of staff was retained by the school for the entire 2013 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.

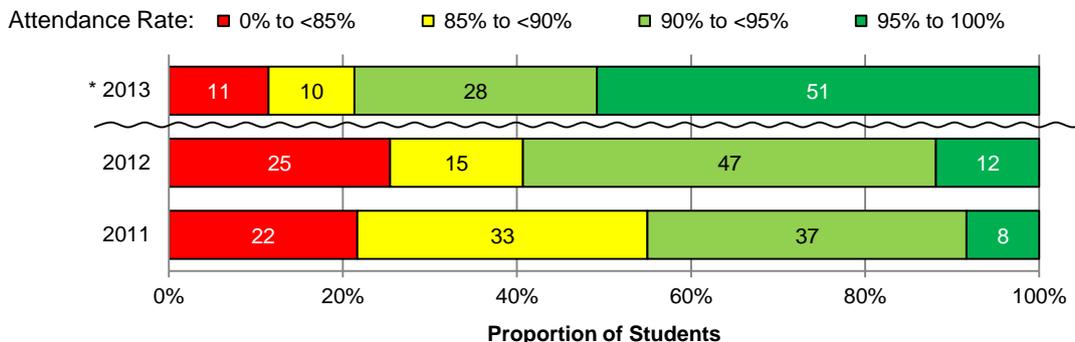
Key student outcomes e

Student attendance	2011	2012	2013									
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	93%									
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.												
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	94%	91%	86%	88%	89%	87%					
2012	89%	89%	89%	88%	89%	87%	84%					
2013	91%	96%	94%	94%	93%	95%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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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.

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 out target of 95% attendance receive an incentive award at the end of each term.

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.

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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

Withheld due to small numbers in this cohort.