

Rolleston State School

Queensland State School Reporting

2014 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 2014 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 2014. 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 2014

Strategic directions identified in the 2013 AIP were:

Curriculum

Australian Curriculum

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

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 continued fortnightly mentoring/workshops 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. Implementation of Rolleston Ruby Positive Behaviour Program.

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 (HPE, Economics and Business and Civics and Citizenship - 2015)
- 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	59	24	35	98%
2013	61	24	37	100%
2014	63	25	38	98%

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

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		
	2012	2013	2014
Prep – Year 3	9	19	21
Year 4 – Year 7 Primary	16	13	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 and Geography. We have continued the teaching of spelling using Spelling Mastery for all students again 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 - 7 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

Tournament of Minds/ Enrichment Club

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 through our HPE program, across all year levels .

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	97%	79%
this is a good school (S2035)	95%	97%	93%
their child likes being at this school* (S2001)	95%	93%	100%
their child feels safe at this school* (S2002)	100%	97%	93%
their child's learning needs are being met at this school* (S2003)	95%	90%	86%
their child is making good progress at this school* (S2004)	91%	90%	79%
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)	95%	93%	69%
teachers at this school motivate their child to learn* (S2007)	95%	97%	64%
teachers at this school treat students fairly* (S2008)	95%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	93%
this school works with them to support their child's learning* (S2010)	95%	90%	77%
this school takes parents' opinions seriously* (S2011)	95%	89%	85%
student behaviour is well managed at this school* (S2012)	100%	97%	86%
this school looks for ways to improve* (S2013)	100%	97%	86%
this school is well maintained* (S2014)	95%	100%	86%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	100%	95%	91%
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%	95%	100%
teachers treat students fairly at their school* (S2041)	83%	90%	95%
they can talk to their teachers about their concerns* (S2042)	94%	100%	95%
their school takes students' opinions seriously* (S2043)	95%	90%	90%
student behaviour is well managed at their school* (S2044)	95%	95%	91%
their school looks for ways to improve* (S2045)	100%	100%	95%
their school is well maintained* (S2046)	100%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	82%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		89%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		89%	100%
their school takes staff opinions seriously (S2076)		89%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		89%	100%
their school gives them opportunities to do interesting things (S2079)		100%	89%

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

'Agree' represents the 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.

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. Parents are invited to attend information sessions each term.

Reducing the school's environmental footprint

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..

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	37,938	1,040
2012-2013	19,634	876
2013-2014	26,247	1,353

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.

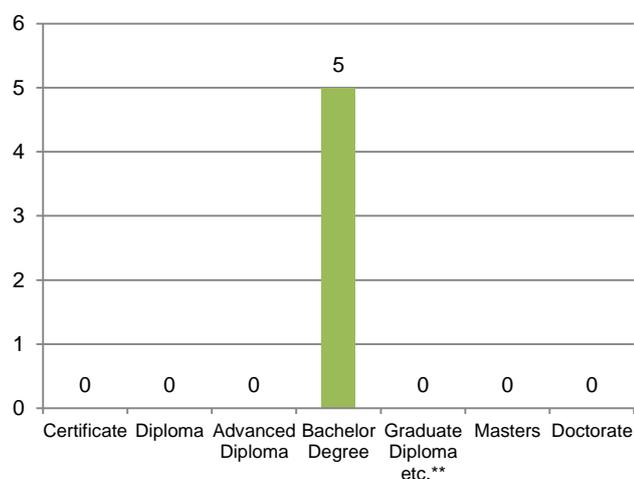
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	4	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	5



*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 2014 were \$ 10 090.00.

The major professional development initiatives are as follows:

- Reading – Internal mentoring
- Cars and Stars Professional Development
- Explicit Instruction Professional Development
- Australian Curriculum implementation and Professional Development
- 7 Steps Writing Professional Development
- Work shadowing with Cluster Schools

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
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, 74% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	93%	91%

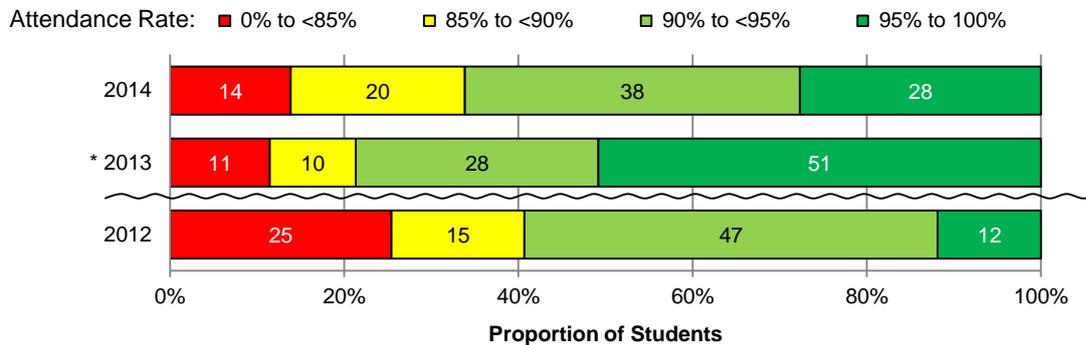
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	89%	89%	89%	88%	89%	87%	84%					
2013	91%	96%	94%	94%	93%	95%	89%					
2014	87%	91%	94%	94%	95%	92%	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 after 2012 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 DETE 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 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 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

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 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

Withheld due to small numbers in this cohort.

Apparent retention rates Year 10 to Year 12

2012	2013	2014
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohorts

2012	2013	2014
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Number of students receiving a Senior Statement

Number of students awarded a Queensland Certificate of Individual Achievement.

Number of students receiving an Overall Position (OP)

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012					
2013					
2014					

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012			
2013			
2014			

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.