



**Care Courtesy
Commitment**

Rolleston State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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 promote 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 we aim that all students achieve their personal best. All class cohorts at our school are multi-age. Our Early Years class is composed of full-time Prep and Year 1, while our other classes are comprised of Year 2, 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 Forward

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 2016 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 2016. 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 2016

School improvement priorities identified in the 2016 Annual Implementation Plan were:

Effective Pedagogical Practices – Partially completed in 2016, continue in 2017

- Development, implementation and embedding of a formalised whole school culture around mentoring, coaching and feedback.
- Developed staff capacity around effective pedagogical practices.
- Implementation, refinement and embedding of Explicit Instruction into teaching of new content through co-planning, modelling and feedback.

Systemic Curriculum Delivery – Continue in 2017

- Reviewed and enhanced systemic and collaborative school curriculum.
- Implementation of the Australian Curriculum in all classes.

- Provided professional development, modelling and coaching to embed high expectations, critical and higher order thinking skills in all lessons.

Analysis and Discussion of Data – Continue in 2017

- Implementation of the school's data collection, discussion and analysis plan to inform teaching and learning and the allocation of resources.
- Development of the data literacy of all stakeholders and the use of data collection tools.
- Applied resources in a targeted manner exploring ways to use ICT's to further enhance learning and well-being.
- Maintained a positive learning environments with high expectations.
- Refined classroom practises to support and differentiate individual student progress.

School Community Partnership – Continue in 2017

- Development of quality community partnerships, investing ways for collaboration and engagement in school development.
- Each child had a communication book for information / notes between home and school.
- Newsletters are sent home weekly.
- Members of the wider community have been involved in a number of class and whole school activities, such as reading groups, sports days and special days e.g. Harmony Day, Grandparent's Day.

Explicit Improvement Agenda – Continue in 2017

- Maintained a clear and explicit focus in the whole school improvement agenda strategies, timelines and targets.
- Consistent review of data to determine improvement agenda for Literacy and Numeracy.

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 2017 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 and adapt the Curriculum into the Classroom materials to suit the school multi-age context.	>90% A-C result in English	Term 1, 2017	Principal Teachers
Implement condensed Curriculum into the Classroom materials.	School-wide consistency of teaching of curriculum	Ongoing	Principal
Strategy: Systematically teaching writing in the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Create a 3-year curriculum map of the writing genres for each classroom.	All students exposed to variety of genres	Term 1, 2017	Principal Teachers

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.	Individual student goals identified	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	Ongoing	Principal Teachers
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.	100% of teachers using the elements of writing for feedback	Ongoing	Principal Teachers

Improvement Priority 2 - Effective Pedagogical Practices

Strategy: Develop staff capacity around effective pedagogical practises.

Actions	Targets	Timelines	Responsible Officer/s
Continue to implement and refine Pedagogical Framework.	Completed documented pedagogical framework	Term 1, 2017	Principal Teachers
Embed Pedagogical Framework into teaching of content through co-planning, modelling, differentiated coaching and feedback.	A-C and NAPLAN data increase	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.	Each term	Principal Teachers

Strategy: The annual performance review process addresses the school's pedagogical framework.

Actions	Targets	Timelines	Responsible Officer/s
Use the Australian Professional Standards for Teachers to guide capability development and discussions.	Coaching and feedback to staff is completed using the Australian Professional Standards for Teachers.	Ongoing	Principal Teachers
Align RSS professional development plan to AITSL.	100% of staff complete Reflection of Practice Tool and have a Professional Development Plan.	Term 1, 2017	Principal Teachers

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	63	25	38	2	98%
2015*	67	30	37	1	100%
2016	62	22	40	3	97%

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 2016, 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

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. We have a small Indigenous population.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	19	8
Year 4 – Year 7	11	27	9
Year 8 – 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.

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 English, Mathematics, 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 – 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

- Canberra Camp for students in Year 4/5/6
- Capricorn Caves Camp for students in Year 2/3
- District Sport
- 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

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. 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			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	79%	93%	85%
this is a good school (S2035)	93%	93%	92%
their child likes being at this school* (S2001)	100%	93%	92%
their child feels safe at this school* (S2002)	93%	93%	100%
their child's learning needs are being met at this school* (S2003)	86%	93%	85%
their child is making good progress at this school* (S2004)	79%	93%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	93%	85%
teachers at this school motivate their child to learn* (S2007)	64%	93%	85%
teachers at this school treat students fairly* (S2008)	86%	87%	77%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%	85%
this school works with them to support their child's learning* (S2010)	77%	93%	85%
this school takes parents' opinions seriously* (S2011)	85%	93%	85%
student behaviour is well managed at this school* (S2012)	86%	93%	92%
this school looks for ways to improve* (S2013)	86%	93%	92%
this school is well maintained* (S2014)	86%	93%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	100%	100%
they like being at their school* (S2036)	91%	95%	96%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	89%	100%
teachers treat students fairly at their school* (S2041)	95%	89%	100%
they can talk to their teachers about their concerns* (S2042)	95%	83%	100%
their school takes students' opinions seriously* (S2043)	90%	89%	96%
student behaviour is well managed at their school* (S2044)	91%	94%	100%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	82%	95%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%	89%
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%	100%	89%
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)	89%	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 focus on appropriate, respectful 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	2014*	2015**	2016
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.

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
2013-2014	26,247	1,353
2014-2015	29,973	5
2015-2016	25,434	

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time Equivalents	4	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	6
Diploma	0
Certificate	0

*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 2016 were \$9 549.10

The major professional development initiatives are as follows:

- OnLine Teaching and Learning Course – Autism Spectrum Disorder
- Cluster Moderation
- AUSTSWIM full day course
- Robotics full day course
- Teacher mentoring
- Planning Days

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

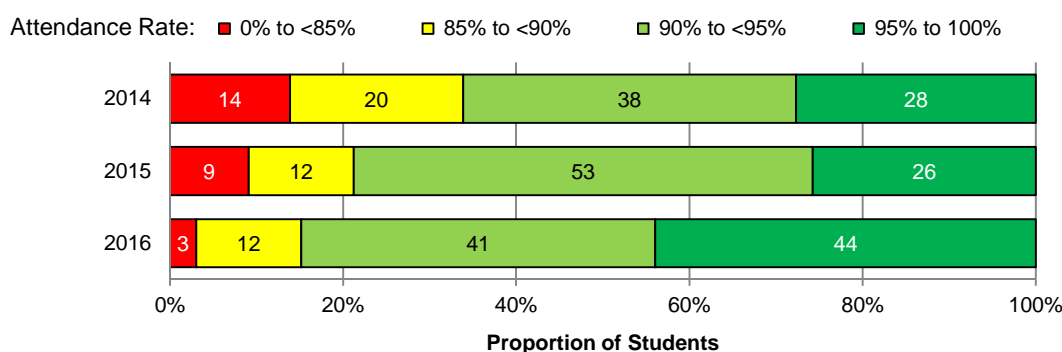
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	87%	91%	94%	94%	95%	92%	89%					
2015	92%	92%	94%	94%	93%	87%	93%						
2016	93%	93%	94%	95%	96%	94%	89%						

*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 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 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 and 5 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.

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