



ANNUAL REPORT

2020

Queensland State School Reporting

Every Student Succeeding

State Schools Strategy

Department of Education

Contact information

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
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From the Principal

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; and 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, 4 and Year 5, 6, 7. 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 eight years of schooling from Prep to Year 7. Our purpose is driven by our School Motto: 'Care, Courtesy and Commitment'.

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 Context

Coeducational or single sex

Coeducational

Independent public school

No

Year levels offered in 2019

Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level.

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	8	7	7	8	6	6
Year 1	9	11	4	8	11	3
Year 2	10	4	11	9	4	11
Year 3	13	9	5	13	7	4
Year 4	9	13	6	8	13	6
Year 5	8	7	10	8	7	10
Year 6	8	8	8	9	7	8
Total	65	59	51	63	55	48

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Overview

The majority of students at Rolleston State School come from rural backgrounds living on properties surrounding Rolleston. There are itinerant families that move from property to property depending on work opportunities. These families may or may not stay at Rolleston State School, which does mean that we may see movement within our numbers throughout the year. The majority of families are landowners or work on the land. A small proportion of families live in town and access employment through Rolleston Coal and work opportunities within the township of Rolleston. The student body is predominantly male and the indigenous population is 0%.

Average Class Sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2018	2019	2020
Prep – Year 3	20	14	15
Year 4 – Year 6	25	27	18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

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. Behaviour expectations are upheld and maintained throughout the school. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver opinion survey

Percentage of parents/caregivers who agree# that:	2018	2018	2020
My child is getting a good education at school.	94.7%	100%	
This is a good school.	100%	100%	
My child likes being at this school.	94.7%	100%	
My child feels safe at this school.	100%	100%	
My child's learning needs are being met at this school.	84.2%	100%	
My child is making good progress at this school.	84.2%	100%	
Teachers at this school expect their child to do his or her best.	94.7%	100%	
Teachers at this school provide their child with useful feedback about his or her school work.	89.5%	100%	
Teachers at this school motivate their child to learn.	94.7%	100%	
Teachers at this school treat students fairly.	89.5%	100%	
I can talk to their child's teachers about their concerns.	100%	100%	
This school works with them to support their child's learning.	94.7%	100%	
This school takes parents' opinions seriously.	89.5%	100%	
Student behaviour is well managed at this school.	100%	100%	
This school looks for ways to improve.	100%	100%	
This school is well maintained.	100%	100%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2018	2019	2020
I am getting a good education at my school.	95.5%	88.6%	
I like being at my school.	100%	88.6%	
I feel safe at my school.	100%	88.6%	
My teachers motivate me to learn.	100%	91.4%	
My teachers expect me to do my best.	100%	97.1%	
My teachers provide me with useful feedback about my school work.	90.9%	93.9%	
Teachers at my school treat students fairly.	95.5%	88.6%	
I can talk to my teachers about my concerns.	86.4%	85.3%	
My school takes students' opinions seriously.	95.5%	88.6%	
Student behaviour is well managed at my school.	86.4%	88.6%	
My school looks for ways to improve.	100%	93.9%	
My school is well maintained.	100%	94.1%	
My school gives me opportunities to do interesting things.	90.5%	91.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	90.9%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	100.0%	100.0%	
Staff are well supported at this school.	90.9%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	100.0%	85.7%	
This school gives me opportunities to do interesting things.	90.9%	100.0%	
I enjoy working at this school.	100.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 ensure that all parents are aware of the value and importance of "Every Day Counts" at Rolleston State School.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short suspensions	0	0	0
Long suspensions	0	0	0
Exclusions	0	0	0
Total	0	0	0

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Above the search bar are two buttons: 'Find a school' and 'Search website'. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile' in a dark blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark blue background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Description	Teaching Staff			Non-teaching Staff			Indigenous Staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	6	5	<5	7	7	5			
FTE	<5	<5	<5	<5	<5	<5			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student Performance

Key Student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	92%	95%

Table 9: Student attendance rates for each year level at this school

Year level	2018	2019	2020
Prep	91%	90%	94%
Year 1	90%	92%	95%
Year 2	93%	93%	96%
Year 3	95%	92%	97%
Year 4	94%	93%	92%
Year 5	96%	91%	95%
Year 6	96%	92%	96%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.