

# Rollingstone State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Rollingstone State School's 2015 Annual School Report. In this report you will find information about some of the highlights of 2015 and the continuing improvement of student outcomes across the school. This report includes information about our students, staff and the curriculum offered at our school.

At Rollingstone State School we work together, as a community of learners, to ensure that every day, in every classroom, every student is learning and achieving. We encourage and support every student as they strive to achieve their full potential. Rollingstone State School envisions all young people to be:

- Respectful of themselves;
- Respectful of others; and
- Responsible.

To support our students in living these values, our school community will:

- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

In 2015, Rollingstone State School was in its review year of its four year strategic cycle. Our school participated in a full school review conducted by the School Improvement Unit, the review team's report is published on the school website. This report is a product of a two day review carried out at Rollingstone State School from 18 to 19 February, 2015. It provides an evaluation of the school's performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community and informed the development of the next school plan being implemented from 2016-2019. For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

In 2015, Rollingstone State School received \$23 190 Great Results Guarantee funding. This additional funding was directed at improving student performance. Strategies implemented by this school included:

- Providing professional development in the explicit teaching of writing;
- Maintaining small group intervention for reading and writing;
- Developing and implementing a whole school writing program; and
- Continuing to develop staff capacity by embedding formalised opportunities for coaching and mentoring between staff.

The Great Results Guarantee agreement and snapshot report can be found at <https://rollingstoness.eq.edu.au>.

## School progress towards its goals in 2015

Key strategic goals:

### Build a strong curriculum

*Ongoing*

- Develop and implement school program and explicit pedagogy in writing, spelling and number
- Review and implement whole school curriculum framework
- Continue to focus on improved reading results across the school

### Improve pedagogical practice

*Ongoing*

- Formalise opportunities for coaching and mentoring
- Engage in moderation opportunities

### School and community partnerships

*Ongoing*

- Embed "every day counts" to continue to improve attendance
- Further develop partnerships with community groups

### Develop a shared leadership model

*Ongoing*

- Embed collegial feedback process

## Future outlook

### Every Student Succeeding State Schools Strategy 2014-2018

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

### NQR Priorities 2016

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

### Key School Priorities for 2016 in alignment with the Four Year School Strategic Plan

- Differentiation
- Reading
- Writing
- Numeracy
- Professional Practice

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	69	44	25	11	93%
2014	64	40	24	10	88%
2015	77	51	26	17	81%

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 2015, 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:

Rollingstone State School is a small rural school situated half way between Townsville and Ingham, in North Queensland. Our school sits next to the picturesque Rollingstone Creek, which meanders to Balgal Beach. We sit between the two world heritage areas of the Great Barrier Reef Marine Park and Paluma Rainforest. Historically, Rollingstone has been known for its railway industry and farming, however the community is growing with further housing development at Mystic Sands. Our student population comes from between five and fifteen kilometres from the school, where we have the populated areas of Balgal Beach, Mystic Sands, Toomulla Beach and Hencamp Creek.

Our student body comes from a range of socio-economic backgrounds and cultures, with approximately 20% of the school identifying as Aboriginal and/or Torres Strait Islander. In 2015, we had three classes, prep/1, 2/3/4, and 4/5/6 with a 16% growth in enrolments for the year.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	16	20
Year 4 – Year 7 Primary	21	15	25
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	3	4
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.

## Curriculum delivery

### Our approach to curriculum delivery

The Rollingstone State School community believes that every student can succeed and every student will succeed. All staff and students have high expectations, and the whole school community celebrates success of student growth. Students are in charge of their own learning through recording their own growth and attendance in their Individual Data Notebook. Every Day Counts is a mantra used across the school.

- Embedded Rolly Reading Program occurs across the school every day
- Opportunities exist for extension and support through having open classrooms
- Chaplains in Schools program
- Futures Program, integrating technology and environmental sustainability
- Instrumental music program
- Peer Support program
- Personalised curriculum for multi age classes
- Reef Guardian Schools Program
- Scientists in Schools
- Whole school science program
- TAG Rolly (Transition Action Group- our very own playgroup assisting with student transition into prep)

### Extra curricula activities

- Annual awards night
- Annual Book Fair
- Annual Book Week Celebration
- ANZAC Day Service and March
- Beachwalk- Clean beach environmental study
- Chappy Week Celebration
- Count Us In – National Day of Singing
- Junior Leo's Club in association with the Rollingstone and District Lions Club
- NAIDOC day celebrations
- NAPLAN breakfast
- Remembrance Day Service
- Rollingstone and District Christmas Carols
- Rollingstone Pineapple Festival
- School cross country run
- Senior students school camp
- Support of Townsville to Cairns Cancer Ride
- Transition to high school activities
- Under 8s day activities
- Whole school discos
- Year 6 graduation

## How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are used across all year levels to enhance learning experiences across all learning areas. Each learning space is equipped with data projectors or smartboards to enhance student learning. Classrooms have a suite of desktop computers, as well as accessing a bank of 12 laptops and 10 iPads. Each class has specialized computer lessons to assist them with the access and use of different technologies, ranging from logging on in prep through to coding and programming in year 5 and 6, aligned with the organisational elements of the ICT continuum.

### Social Climate

Rollingstone State School is a small, rural school, where students feel welcomed and inspired to learn. Celebration of student success has ensured that students feel empowered with their learning. Students, parents and staff all agree that behavior management is managed well and that teachers motivate students and expect them to do their best (100%).

The 3 Rolly R's are our school rules and students have a clear understanding of behavioural expectations which are widely communicated and embedded into practice. Students receive GOTCHA awards for following the school rules of 'Respect Yourself, Respect Others and Be Responsible'.

Through the implemented Rollingstone Wellbeing for Learning and Life framework, we endeavour to support the social and emotional wellbeing of all of our students.

- Our Chaplains in Schools program is integral to the wellbeing of our students. Our school Chappy is here 2 days a week, she promotes happiness and working together as well as just being a friend to all students.
- Our Guidance Officer is at school once a week to support students and their families.
- Our school implements the Peer Support Program, this is a values-laden program that provides students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve mental wellbeing.
- Rollingstone State School promotes a connectedness to the world through outward-focused environmental and community projects: Reef Guardian Schools; Junior Leo's Club (in partnership with the Rollinstone and District Lions Club); Tangaroo Blue partnership; partnership with the local RSL and Community Centre.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	85%	80%	100%
this is a good school (S2035)	93%	90%	88%
their child likes being at this school (S2001)	93%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	85%	70%	100%
their child is making good progress at this school (S2004)	85%	80%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	89%	100%
teachers at this school motivate their child to learn (S2007)	96%	100%	100%
teachers at this school treat students fairly (S2008)	96%	90%	88%
they can talk to their child's teachers about their concerns (S2009)	93%	90%	88%
this school works with them to support their child's learning (S2010)	93%	90%	88%
this school takes parents' opinions seriously (S2011)	93%	80%	88%
student behaviour is well managed at this school (S2012)	93%	90%	100%
this school looks for ways to improve (S2013)	93%	90%	100%
this school is well maintained (S2014)	81%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	92%	92%
they like being at their school (S2036)	100%	100%	96%
they feel safe at their school (S2037)	100%	92%	96%
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)	94%	96%	96%
teachers treat students fairly at their school (S2041)	94%	100%	88%
they can talk to their teachers about their concerns (S2042)	94%	96%	88%
their school takes students' opinions seriously (S2043)	94%	100%	91%
student behaviour is well managed at their school (S2044)	100%	92%	100%
their school looks for ways to improve (S2045)	100%	100%	96%
their school is well maintained (S2046)	100%	95%	88%
their school gives them opportunities to do interesting things (S2047)	100%	96%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	93%
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%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	93%
their school takes staff opinions seriously (S2076)	100%	100%	93%
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)	100%	100%	93%

# '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

Rollingtone State School has an embedded Parent and Community Engagement Framework to ensure that communication and collaboration continue to be at the fore of relationships between parents at the school. At our school, parents are kept informed through regular newsletters, updates on the school website, on the QSchools App and through oral and written reporting. Staff also take the time to call parents and caregivers to let them know information about their child, both positive and negative. Each student tracks their learning and attendance progress in their Individual Data Notebooks, these are shared with parents regularly. Whole school reading growth is celebrated each term and students are presented with certificates to share their improvement with parents and caregivers.

The Rollingstone State School P&C meetings attract a small number of dedicated parents and caregivers as well as community members and school staff, who organize events for the students and fundraisers throughout the year. The P&C contributes to student learning activities and extra-curricular activities, financially, each year.

Parents and caregivers are invited into the school for a variety of activities and special celebrations throughout the year.

Transition Action Group (TAG Rolly) ensures that as new students are preparing for prep, that the parents are feeling comfortable and welcome in the school.

### Reducing the school's environmental footprint

At Rollingstone State School we continue to focus on reducing our environmental footprint. We have embedded many practices in our school, including: collecting food scraps; water tanks are installed and used for the toilet system; we have solar panels installed on our roof that feed into the grid; we recycle paper (using both sides); and, ensure that all rubbish is picked up and not being blown into our waterways.

Rollingstone State School is a Reef Guardian school. The whole school participates in a 'Clean Beach' day in term 3, ensuring that we care for our environment. The senior class, in association with the Junior Leo's Club, regularly participate in clean-up activities at the local creek and free camping grounds.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,570	2
2013-2014	23,742	963
2014-2015	26,896	6,620

\*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.

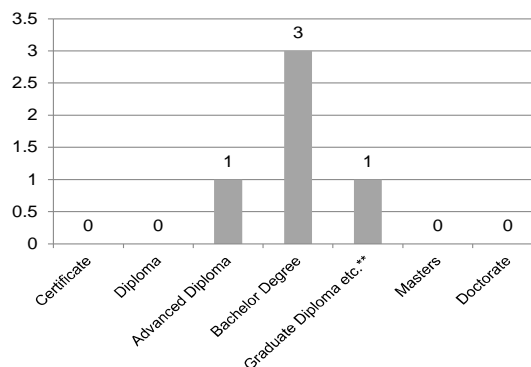
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	7	0
Full-time equivalents	4	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	3
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>5</b>



\*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 2015 were \$8718.49

The major professional development initiatives are as follows:

- Annual Mandatory Training (Student Protection; Code of Conduct Training; CPR; Asbestos Awareness Training)
- Whole school writing (7 Steps)
- School moderation
- Quadrennial School Review
- STRIVE Vocabulary Training
- State Principal Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.



## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

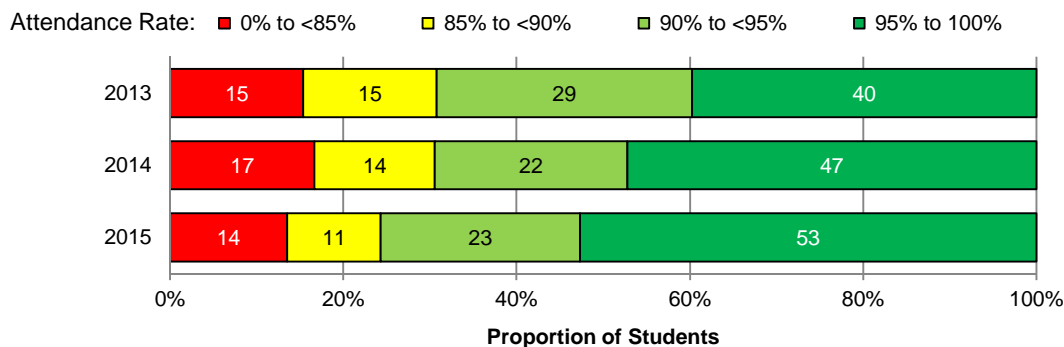
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	90%	88%	94%	94%	93%	94%	96%
2014	84%	95%	92%	92%	93%	96%	88%	DW
2015	88%	92%	96%	94%	94%	94%	95%	

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Rollingstone State School we promote 100% attendance by:

- Promoting the State Government initiative 'Every Day Counts'.
- Implementation of the School Attendance Policy;
- Development of a safe and supportive school environment that promotes positive relationships, including the implantation of programs to develop social skills (School Chaplain, Buddy Classes, Peer Support Program, School

Leadership Program) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS);

- Consistently recording and following up explained student absences;
- Monitoring of the schools attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- Each student tracking their own attendance in their Individual Data Notebook;
- Promote high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website, parade); and
- Recognition processes for individual and whole class achievements including awards on parade.

### 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 and 5 students 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

Where it says '**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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.