

# Rollingstone State School Queensland State School Reporting 2014 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Rollingstone State School's 2014 Annual School Report. In this report you will find information about some of the highlights of 2014. This 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.

In 2014, Rollingstone State School received \$22458 Great Results Guarantee funding. This additional funding was directed at improving student performance.

Strategies implemented by this school included:

- Explicit guided reading program embedded in school practice;
- Increased human resources with an extra teacher aide employed, supplemented with locally funded wages; and
- Implemented professional development for all staff to build capacity in the teaching of reading and writing.

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

### School progress towards its goals in 2014

Continue to review and align whole school curriculum, assessment and reporting with QCAR and the Australian Curriculum.	<i>ongoing</i>
Develop and implement whole school numeracy framework.	<i>implemented</i>
Develop a data driven curriculum that promotes a culture of high expectations for all.	<i>implemented</i>
Implement individualised target setting as a whole school strategy.	<i>implemented</i>
Develop school-wide strategies for identification and support for individual learning needs.	<i>implemented</i>

### Future outlook

Key strategic goals:

#### Build a strong curriculum

- 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

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

#### School and community partnerships

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

#### Develop a shared leadership model

- Embed collegial feedback process

## 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	65	38	27	85%
2013	69	44	25	93%
2014	64	40	24	88%

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

### Characteristics of the student body:

Rollingstone State School is a small rural school situated half way between Ingham and Townsville, in North Queensland. In 2014, we had three classes a prep/1/2, 2/3/4, 5/6/7. Our student population comes from between 5 and 15 kilometres from the school where we have the populated areas of Balgal Beach, Mystic Sands, Toomulla Beach and Hencamp Creek.

**Comment [PJ1]:** kilometres

Sixteen percent of students identify as Aboriginal or Torres Strait Islander with six percent of students coming from families that use languages other than English at home.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	17	21
Year 4 – Year 7 Primary	19	21	24

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	5	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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**

- 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

### 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 disco's
- Year 6/7 graduation

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

Each classroom has a bank of desktops that are used every day to assist students with their learning, in addition to this, classes also have access to a laptop trolley with 12 laptops and a suite of 10 iPads.

To enhance learning for all students, every learning space in the school has an electronic white board or data projector.

### Social Climate

Rollingstone State School has a great community spirit. Staff and community have an open relationship, where communication is the key. The school also has excellent relationships with the local police, Lions Club, SES, RSL and the Golf Club. Of significance, 100% of parents and students agree that they like attending Rollingstone State School and that all students are motivated and expected to do their best.

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.

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

<b>Performance measure</b>			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	78%	85%	80%
this is a good school (S2035)	95%	93%	90%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	79%	85%	70%
their child is making good progress at this school* (S2004)	74%	85%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	93%	89%
teachers at this school motivate their child to learn* (S2007)	95%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	96%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	90%
this school works with them to support their child's learning* (S2010)	89%	93%	90%
this school takes parents' opinions seriously* (S2011)	89%	93%	80%
student behaviour is well managed at this school* (S2012)	100%	93%	90%
this school looks for ways to improve* (S2013)	89%	93%	90%
this school is well maintained* (S2014)	95%	81%	100%

<b>Performance measure</b>			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	100%	92%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	96%	100%	92%
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)	96%	94%	96%
teachers treat students fairly at their school* (S2041)	85%	94%	100%
they can talk to their teachers about their concerns* (S2042)	83%	94%	96%
their school takes students' opinions seriously* (S2043)	96%	94%	100%
student behaviour is well managed at their school* (S2044)	92%	100%	92%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	92%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	96%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> 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)		100%	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)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* 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**

Rollingstone 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 and the school. At Rollingstone State School, parents and caregivers 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. Parents and caregivers are invited into the school to participate in special parades and functions and to work with students in classes. Each student tracks their learning and attendance progress in their individual data notebooks, these are shared with parents and caregivers regularly. Whole school reading celebrations are held each term, students are presented with certificates to show reading development according to the school reading benchmarks.

Comment [PJ2]: punctuation

The Rollingstone State School P&C meetings attract a small number of dedicated parents and community members who organise events and fundraising for the students.

**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
2011-2012	21,165	1,059
2012-2013	22,570	2
2013-2014	23,742	963

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.

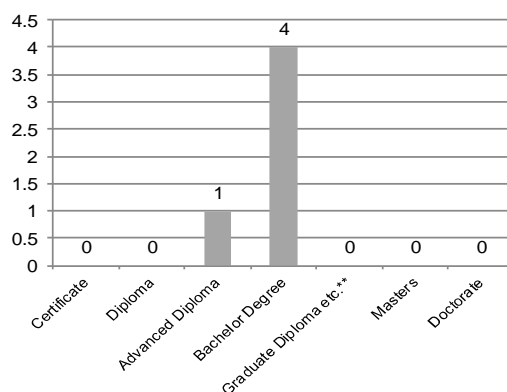
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	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	4
Graduate Diploma etc.**	0
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 2014 were \$10402.

The major professional development initiatives are as follows:

- The whole staff engaged in professional development around the teaching of writing and reading.
- Staff engaged in discussion around developing a common pedagogical approach to spelling and numeracy.
- Lead staff engaged with Quality Teaching and Learning practices.
- Staff specialised their professional development around special interest and skill development according to their Developing Performance Framework.

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

Comment [PJ3]: consider bullet

Average staff attendance	2012	2013	2014
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, 80% 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).	94%	92%	92%

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

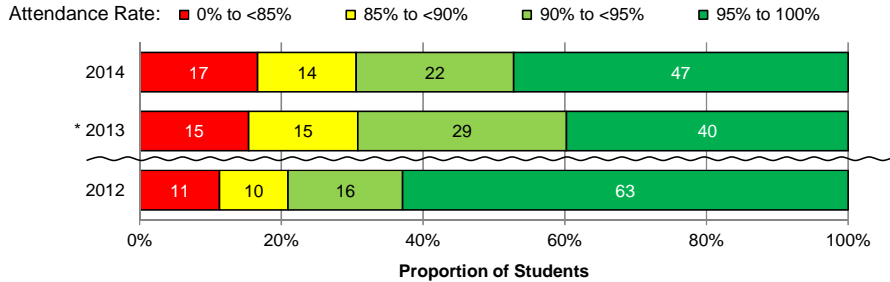
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	95%	95%	93%	98%	96%	96%
2013	90%	88%	94%	94%	93%	94%	96%
2014	95%	92%	92%	93%	96%	88%	DW

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.

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 individualised 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)
- 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, 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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### Achievement – Closing the Gap

There is no significant difference in attendance between Indigenous and Non-Indigenous students.

While there appears to be some difference in student performance in 2014 NAPLAN, the number of Indigenous students that sat the year 3, 5 and 7 test was below 5, statistically too small to draw any meaningful conclusions.

At Rollingstone State School we are dedicated to improving the outcomes of all students. While our number of Indigenous students is statistically small, we endeavour to implement any of the necessary provisions to support Indigenous learning outcomes. We strongly endorse the 'Closing the Gap' strategy for Indigenous students at our school.

**Comment [PJ4]:** consider reversing to 2014 NAPLAN

**Comment [PJ5]:** was