

Rollingstone State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to Rollingstone State School's 2013 Annual School Report. In this report you will find information about some of the highlights of 2013. 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 strive to encourage and support every student as they strive to achieve their full potential.

School progress towards its goals in 2013

In 2013 the key priorities under the School Plan were:

- Build a strong, focused and aligned approach to teaching across all learning areas

Pedagogical Framework	-	implemented
Whole school reading policy	-	embedded

- Build on community relationships

Learning and Wellbeing Framework	-	implemented
Parent and Community Engagement Framework	-	implemented

- Promote accountability of planning and assessing

Cluster moderation	-	implemented
Embedded as practice short term data cycles in reading	-	ongoing
Embedded professional feedback as regular practice in the school	-	ongoing

- Increase use of ICTs across the school

Further investment into ICT infrastructure, including wireless networking and updating laptop lab	-	complete
Invest into professional development in the use of iPads for teaching and learning	-	ongoing

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Future outlook

Key priorities under 2014 School Plan are:

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	55	29	26	86%
2012	65	38	27	85%
2013	69	44	25	93%

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 2013, we had three classes a prep/1, 1/2/3, 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.

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		
	2011	2012	2013
Prep – Year 3	18	23	17
Year 4 – Year 7 Primary	20	19	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	0	5
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Personalised curriculum for multi age classes
- Reef Guardian Schools Program
- Peer Support Program
- Whole school science program
- Scientists in Schools
- "Kids to the Rescue" CPR training for students
- Chaplains in Schools program

Extra curricula activities

- Beachwalk- Clean beach environmental study
- Discos
- Senior students school camp
- Annual Book Fair
- School cross country run
- Under 8's day activities
- NAIDOC day celebrations
- Annual awards night
- Year 6/7 graduation
- Transition to high school activities

How Information and Communication Technologies are used to assist learning

In 2013, our school invested in a suite of iPads for use in the classrooms. Our P&C donated \$700 for the purchase of specialised Apps for our school iPads. 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.

To enhance learning for all students, each room in the school has an electronic white board.

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 students agree that they like attending Rollingstone State School and that they feel safe at the school. The 3 Rolly R's are our school rules and students have a clear understanding of behavioural expectations which are widely communicated and embedded in practice. Students receive GOTCHA awards for following the school rules of 'Respect Yourself, Respect Others and Be Responsible'.

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 every Friday 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

Overall, the majority of parents, students and staff agree that Rollingsstone State School is a good school that is striving to provide a great education for all students. Students overwhelmingly agree that they like being at this school and that teachers inform, challenge and support them. Of note, all staff feel supported and valued at this school.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	96%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%
teachers treat students fairly at their school* (S2041)	85%	94%
they can talk to their teachers about their concerns* (S2042)	83%	94%

Our school at a glance

their school takes students' opinions seriously* (S2043)	96%	94%
student behaviour is well managed at their school* (S2044)	92%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	92%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%

Performance measure

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

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

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

In 2013, Rollingsstone State School implemented a 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 Rollingsstone 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 to let them know information about their child. Parents are invited into the school to participate in special parades and functions and to work with students in classes.

The Rollingsstone State School P&C meetings attract a small number of dedicated parents who organise events for the students

Reducing the school's environmental footprint

At Rollingsstone 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. The whole school participates in a 'Clean Beach' day in term 3, ensuring that we care for our environment.

In 2013, Rollingsstone State School became a Reef Guardian school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	20,089	1,193
2011-2012	21,165	1,059
2012-2013	22,570	2

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

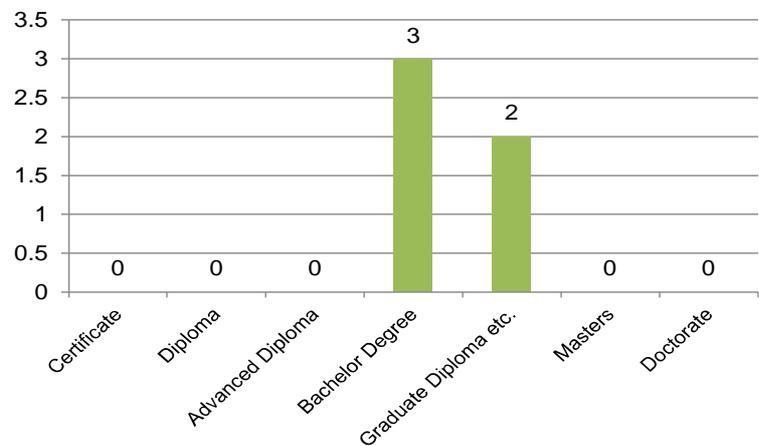
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	4	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.	2
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 2013 were \$ 7725.88

The major professional development initiatives are as follows:

The whole staff engaged in professional development around the teaching of reading and in teaching students with Individualised Learning needs, including teaching students with autism.

Staff engaged in discussion around developing a common pedagogical approach participating in Professional Discussion around Dimensions of Teaching and Learning in the development of a school pedagogical framework.

In 2013 staff and community engaged with the Quadrennial School Review Process.

Staff then 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 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	94%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

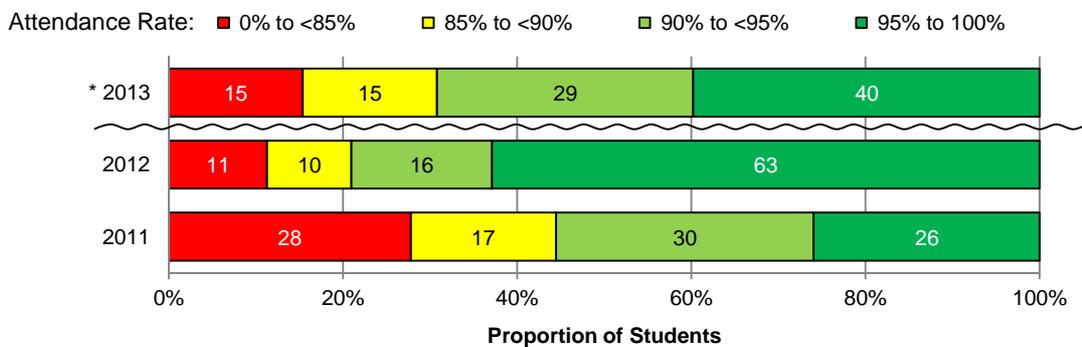
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	91%	92%	93%	89%	82%	86%					
2012	91%	95%	95%	93%	98%	96%	96%					
2013	90%	88%	94%	94%	93%	94%	96%					

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 from 2013 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 DET 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'.
- Implementing the School Attendance Policy;
- Developing a safe and supportive school environment that promotes positive relationships, including the implementation 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);

Performance of our students

- Consistently recording and following up unexplained student absences;
- Monitoring of the schools attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- Promoting 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)
- Recognising 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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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

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

While there appears to be some difference in student performance in NAPLAN in 2013, the number of Indigenous students that sat the year 3, 5 and 7 test were 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.