Rollingstone State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Rollingstone State School promotes a family-oriented approach which is suited to our small student enrolment of around 65. Our school community has strong beliefs fostering an ethos of lifelong learning and building a social skills base within our students. A positive tone resonates throughout our school with students, parents, teaching staff, and visitors acknowledging the caring nature within our school environment. As part of the Northern Beaches Cluster Schools we offer to host sports days, Arts Council presentations and other calendar events. We pride ourselves in positive behaviour support encouraging the independent and emotional growth of our students by developing the skills of resilience, organisation, confidence, communication, persistence and a positive outlook toward the future. Rollingstone State School takes a zero tolerance approach toward emotional, physical or cyber bullying by any of our students and we are committed to all students feeling safe and supported in our schooling environment. Our students are aware of the behaviour code and expectations of our school and we have implemented a behaviour notification system to keep parents informed and up to date with their child's progress. Our school is committed to catering for the diversity of students through experienced and dedicated staff members. The results of the annual School Opinion Survey indicate that a high percentage of parents, students and staff are happy with our school learning environment. Rollingstone State School has been the recipient of the Order of Australia Citizenship Award for our continued environmental work. Rollingstone State School- A great place to learn, A better place to grow.

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

School progress towards its goals in 2018

School priorities for 2018 are in alignment with the School's Strategic Plan

School Priorities for 2018:

All students taught the Australian Curriculum as outlined in the whole school curriculum plan, utilising the consistent use of the Gradual Release of Responsibility Model and the North Queensland Region Quality Teaching and Learning Priorities.

Strategies:

- Develop and implement a whole school curriculum plan that aligns to the Australian Curriculum. Timeline: Ongoing

- Develop and implement a consistent pedagogical approach across the school across all learning areas. Timeline: Ongoing

- Develop staff capability to ensure the consistent implementation of high yield strategies in line with the North Queensland Region Quality Teaching and Learning Priorities. Timeline: Ongoing

- Develop staff capability relating to the teaching of writing to ensure a consistent and evidence-based approach. Timeline: Ongoing

In 2018, Rollingstone State School received $36, 845 Investing for Success funding which was used to enhance student performance in literacy and numeracy. Strategies implemented included:

- providing collegial and instructional coaching
- providing professional development opportunities
- aligning practices and strategies to develop differentiation processes
- Implement moderation; and, staffing for small group intervention.

2018 Investing for Success Targets and Results:

2018 Targets	2018 Results
Increase the percentage of students in Prep to Year 6 achieving at least a 'C' standard in English to 90% in 2018.	85% of students received a 'C' or greater in 2018
Increase the percentage of students in Prep to Year 6 achieving a 'B' standard or above in English to 40% in 2018.	42% of students received a 'B' or greater in 2018
Increase the percentage of Prep to Year 3 students achieving NQR reading benchmarks from 81% in 2017 to 90% in 2018.	82% of student in P-3 reached NQR benchmark in 2018

Future Outlook

School Improvement Priorities 2019

Improvement priority – Writing

By the end of 2019, 90% of all students will achieve a 'C' or higher in English and 40% of students will achieve a 'B' or higher in English.

Analyse writing data and samples to identify specific areas for improvement and embed a case management approach to improve the standard of student writing.

- Target : 100% National Minimum Standard in Writing and 30% in the upper two bands
- Target: 90% achieving a C or above in English and 40% achieving a 'B' or above in English

Develop staff capability relating to the teaching of writing across the curriculum using evidence-based approaches.

- Embed opportunities for writing across all Learning Areas as identified in the planning process.

Embed high expectations for student writing

- Develop, monitor and track student writing goals that are aligned to the Literacy Continuum – Aspects of Writing. (Across all grades)
- Embed quality Teaching and Learning practices that support student assessment literacy such as visible learning, peer and teacher feedback and goal setting aligning to the unit of work.

Implement and embed moderation processes.

- Implement and embed the stages of Moderation (Before, After, After and End) to develop teacher clarity and judgment within the school and across the PLC.

Embed differentiated teaching strategies to cater for the breadth of learners.

- Embed the use of the Literacy Continuum to track student's progress. Implement Early Intervention and Extension opportunities based on analysis of student need through a Case Management process.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	89	79	65
Girls	57	48	33
Boys	32	31	32
Indigenous	14	6	8
Enrolment continuity (Feb. – Nov.)	95%	96%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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. Historically, Rollingstone was 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 8% of the school identifying as Aboriginal and/or Torres Strait Islander and 4% of students have a verified disability. In 2018, we had four classes, Prep/1, 2/3, 4/5 and 5/6. In 2018, there was a small reduction in enrolments for the year. The school ICSEA (Index of Community Socio-Educational Advantage) score was sitting at 921, lower than the average ICSEA value of 1000, with 56% of the student body in the bottom quartile.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	20	15
Year 4 – Year 6	25	21	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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.

Rollingstone State School uses a gradual release of responsibility model to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher. The use of the metalanguage of the learning area shifts from teacher to student. Rollingstone State School uses the C2C resources to assess and report on all learning areas of the Australian Curriculum.

Every member of the school community is actively engaged and participating in the learning, through Visible Learning (Hattie, 2008). To make our learning visible at Rollingstone State School, we ensure that learning walls contain:

- Learning intentions and success criteria
- Class and student goals
- Artefacts and displays in each classroom, aligned to curriculum being taught, in order to assist with every student succeeding
- Clear expectations of what students need to KNOW and DO?
- Modelled response/collaborative samples
- Guide to making judgements

Embedded in our school practice:

- Rolly Reading Program occurs across the school every day
- Rolly Spelling Program
- Rolly Numeracy and Mathematics Program
- Opportunities for extension and support through open classrooms
- Advancing our Education: Global Schools through Languages (P-6 study of Indonesian)
- Chaplains in Schools program
- Futures Program, integrating STEM and environmental sustainability and #CodingCounts
- Personalised curriculum for multi age classes
- Reef Guardian Schools Program
- Whole school science program
- TAG Rolly (Transition Action Group- our very own playgroup assisting with student transition into prep)

Co-curricular activities

The following activities enhance a culture that promotes learning at Rollingstone State School

- Annual awards night
- Annual Book Week Celebration
- ANZAC Day Service and March
- Athletics Carnival & Cross Country (intraschool and Townsville Athletics)
- Beach walk- 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

- Learning and Wellbeing Framework
- NAIDOC day celebrations
- NAPLAN breakfast
- Readers Cup & Writers Camp opportunities
- Reef Guardian Schools
- Remembrance Day Service
- Rollingstone and District Christmas Carols
- Rollingstone Pineapple Festival
- Global Tropics Program (Science)
- Senior students' school camp
- Support of Townsville to Cairns Cancer Ride
- Transition programs– NBSHS, TAG Rolly
- Under 8s day activities
- Whole school discos
- Challenge Games
- Year 6 graduation
- Life Education
- Indonesian Day celebrations
- Sporting Schools
- Swimming lessons

How information and communication technologies are used to assist 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 27 laptops and 10 iPads. Each class has specialised 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 Digital Technologies curriculum.

Social climate

Overview

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 students are motivated to learn and that teachers expect students 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. He promotes happiness and working together as well as just being a friend to all students.
- Our Guidance Officer is at school once a fortnight to support students and their families.

- 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 Rollingstone and District Lions Club); partnership with the local RSL and Community Centre.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	83%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	92%	96%
• they like being at their school* (S2036)	92%	97%	100%
• they feel safe at their school* (S2037)	95%	92%	96%
• their teachers motivate them to learn* (S2038)	100%	95%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	97%	96%
• teachers treat students fairly at their school* (S2041)	92%	89%	92%
• they can talk to their teachers about their concerns* (S2042)	92%	92%	80%
• their school takes students' opinions seriously* (S2043)	100%	92%	84%
• student behaviour is well managed at their school* (S2044)	95%	84%	92%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	100%	95%	92%
• their school is well maintained* (S2046)	92%	89%	96%
• their school gives them opportunities to do interesting things* (S2047)	94%	100%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	100%
• 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%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	91%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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

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 at the school. At our school, parents are kept informed through regular newsletters, updates on the school website, Facebook, 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.

Established School Community Partnerships
- Rollingstone and District Lions & Junior Leos
- Rollingstone and District RSL
- QPS Adopt A Cop
- Rollingstone and District Community Association
- Reef Guardian Schools

Respectful relationships education programs.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Rollingstone State School invests in the Chaplaincy program to support the

emotional wellbeing of staff and students at the school. Classrooms engage with the Daniel Morcombe curriculum to reinforce safe behaviours. In 2018, varieties of 'Life Ed' programs were delivered to students to support their relational skills.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	6	18
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 Junior Leos Club participates in Clean Up Australia Day in collaboration with the Lions and Leos Club.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,678		31,361
Water (kL)	771	176	324

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

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.

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

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

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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	8	1
Full-time equivalents	7	4	1

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	6
Bachelor degree	2
Diploma	
Certificate	5

*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 2018 were $9,908.

The major professional development initiatives are as follows:
- Principals' Conference
- Quality Teaching and Learning
- NAPLAN Online
- Principal business days/ Learning Fairs
- Teacher release days
- First Aid and CPR
- Australian Curriculum – Technology
- Jolly Phonics and Grammar
- Writing workshops
- Teaching with a literacy focus

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	92%
Attendance rate for Indigenous** students at this school	91%	92%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	92%	91%	92%		Year 7			
Year 1	93%	91%	92%		Year 8			
Year 2	89%	92%	91%		Year 9			
Year 3	94%	90%	90%		Year 10			
Year 4	91%	93%	93%		Year 11			
Year 5	94%	86%	92%		Year 12			
Year 6	93%	93%	92%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	22	7	22	50
2017	20	13	21	46
2018	16	19	33	33

Proportion of Students
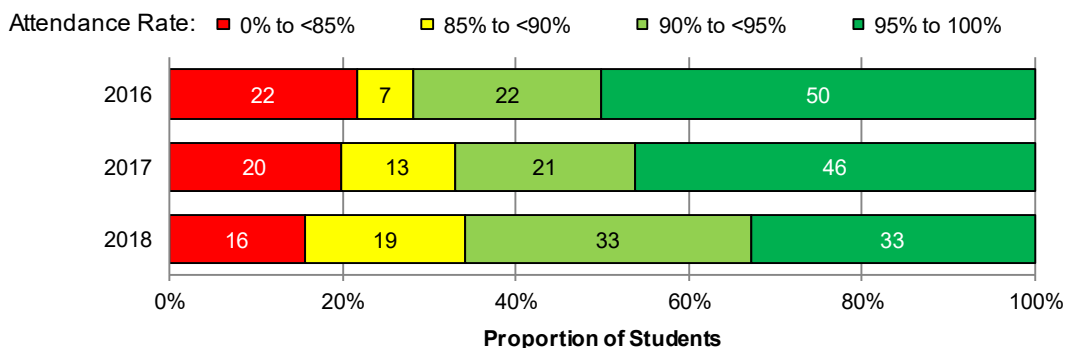
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the 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.

At Rollingstone State School we promote 100% attendance by:
- Embedding 'Same Day Notification' practices;
- 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, School Leadership Program) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS);

- 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;
- 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)
- Recognition processes for individual and whole class achievements including awards on parade.

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* 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

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) is an annual assessment for students in Years 3, 5, 7 and 9.