

Ropeley State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Queensland State School Reporting

2013 School Annual Report



Introduction

Our 2013 School Satisfaction rating for each stakeholder group i.e. Students, Parents and Staff, was ranked very highly indicating that together as a team we performed very well compared to State set benchmarks.

During 2013 we continued our focus on delivering Curriculum to Classroom across english, maths and science as well as continuing support for our strong arts and physical education programs. We commenced the delivery of history and prepared for the introduction of geography. We are supported in our efforts by a range of specialist visiting staff to achieve the successful inclusion of students with a range of learning challenges.

As Principal of Ropeley State School I continue to be immensely proud of the high standard of our students, who work consistently to achieve their personal best in academic, cultural and sporting pursuits. It is with the ongoing support of a wide range of dedicated staff, parents and community members that together we are able to work toward securing a quality education in a highly supportive and caring environment for all our students.

To our entire team I say a very sincere thank you.

School progress towards its goals in 2013

We completed all major goals during the 2013 school year including the introduction of curriculum key learning areas.

Future outlook

Queensland State School Reporting 2013 School Annual Report



Our focus for 2014 as reflected in the School Annual Report and Operational Plan include:

'Great Results Guarantee', sign off and delivery

English, Maths, Science and History through the use of C2C units continues to be the focus on whole school improvement

Australian Curriculum – Geography

Continue our strong Arts, Physical Education programs

'More Support for students with disability', through the 'Quality Schools, Inclusive Leaders' initiative

Continue to support 'Smart Moves' and 'Smart Choices' through the continuation of our Healthy and Fitness program which commenced at Ropeley State School in 2005.

Developing Performance Framework – undertaken in consultation with our Assistant Regional Director.

Staff Developing Performance for teacher aides and ancillary staff

Positive behaviour management within a supportive school framework to ensure that all students and staff feel safe and supported at school.

Support for our student leaders & support our Cluster Transition to High School program

Host USQ pre service teachers.

We are continuously working toward and achieving the goals set out in our Annual Improvement Plan

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	10	2	8	89%
2013	11	4	7	73%
2013	11	5	6	75%

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

Characteristics of the student body:

Ropeley State School is a multi-age school catering for a range of students from Prep to Year 7. Enrolments were severely affected by the floods in both 2011 and 2012 with families moving out of the catchment area.

Average Class sizes

Phase	Average Class Size		
	2011	2013	2013
Prep – Year 3	9	6	6
Year 4 – Year 7 Primary	2		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings:

Ropeley State School is a fantastic family orientated small school hidden in a pretty, well maintained rural area a short drive from Gatton.

Our one teacher school provides a multi-age co-educational program across Prep to Year 7.

The curriculum provides challenging programs derived from the Australian Curriculum through the Curriculum to Classroom resources focusing on english, maths, science, history and units of study that encompass the essentials from the remainder of the Key Learning Areas.

In addition to the Key Learning Areas, we offer:

Individualised learning plans developed as necessary to maximise the talents and future possibilities for all our students.

Individual student progress is mapped, recorded and reported using a variety of methods including the NAPLAN testing, and achievement standards drawn from the Australian Curriculum via the C2C initiative.

Our students have regular access to a range of visiting specialist teachers including Music, Movement, LOTE (German) and Physical Education.

We participate in a range of sporting and cultural events with cluster schools.

We also maintain strong links with Lockyer District State High School for ongoing professional development opportunities and transition activities for students in year 6 and year 7.

Extra curricula activities

We provide focused visual arts, technology and ICT learning opportunities for all children. Children are involved in German language learning experiences. We accessed Federal Funding through the Investing in Our Schools program which allowed us to purchase a range of musical instruments for the students. We have supplemented and music program to include instrumental music for all children from Prep to year 7 and maximised the use of our visiting music specialist teacher.

Interschool Sports (Athletics, Swimming)

Christmas Concert which is a traditional event which is highly supported by our local community.

School Excursions

Under 8's Week

Premier's Reading Challenge

Walk Safely to School

Remembrance Day

Ma Ma Creek Art Competition

Gatton Show Art & Craft Competition

Cluster sports days – Caffey Sports, Cross Country

Book Week Celebrations

National Literacy and Numeracy Week

NAIDOC Week Celebrations

Science Week

How Information and Communication Technologies are used to assist learning

Our goal is to provide the best possible outcomes for every student by enabling improved learning through the integration of Information Communication Technologies into the curriculum and by providing support to ensure that the equipment is well maintained and teachers are well supported. All classrooms are fitted with smart board technology.

Information Communication Technologies are valuable tools that engender interest, enthusiasm and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to participate in a technologically driven future.

Students may be involved in:

Researching topics of interest using the internet

Creating recounts of their experiences using Photo Story.

Designing and Publishing brochures on particular topics.

Developing and presenting PowerPoint presentations to peers and known audiences.

Publishing written work.

Using digital cameras to take photographs, downloading and manipulating images.

Using digital video to create and edit digital video productions.

ICT's are viewed as being a necessary tool used to support and enhance learning experiences.

Social climate

Ropeley State School enjoys a very warm, caring and friendly social climate. The community works together to provide the best for the students. We have access to a range of visiting specialists including a Guidance Officer, Support Teacher Learning Difficulties, Speech Language Pathologist, Physiotherapist and Occupational Therapist.

We regularly publish Staff and Community news letters. We have a very committed and hard working Parents & Citizens Association.

Students and Parents surveyed in 2013 rated our school highly when it comes to feeling safe at school, being treated fairly and whether they were happy to attend our school.

Staff surveyed in 2013 also rated our school highly in terms of feeling safe, being treated with respect and having appropriate resources to carry out their tasks.

We aim to maintain a warm social climate through genuine caring for each other and through the opportunity for our community to participate in a range of activities including:

School Excursions

Hosting Open Day's across each year

Free Dress Days Book Week Celebrations

Visual Art Activities

Music

Sporting Events (enjoyed with cluster schools)

Our school at a glance

Parent, student and staff satisfaction with the school

We are available whenever possible for student-parent-teacher conversations. Many parents visit the classroom on a daily basis. Most parents make contact with the staff at least once per week.

Written reports are provided twice per year and opportunities for parent discussions relating to children's progress are ongoing.

Parents are encouraged to share their special skills and talents which can contribute to the children's learning experiences. We regularly publish staff and community newsletters.

Parents, grandparents and caregivers are encouraged to be part of our Parents and Citizens' Association, Fundraising, Tuckshop and to participate in excursions and open days.

Parents are encouraged to be actively involved with their children's learning.

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)	100%	DW
this is a good school (S2035)	100%	DW
their child likes being at this school* (S2001)	100%	DW
their child feels safe at this school* (S2002)	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	DW
their child is making good progress at this school* (S2004)	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	DW
teachers at this school treat students fairly* (S2008)	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	DW
this school works with them to support their child's learning* (S2010)	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	DW
student behaviour is well managed at this school* (S2013)	100%	DW
this school looks for ways to improve* (S2013)	100%	DW
this school is well maintained* (S2014)	100%	DW

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%

Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	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 2013.

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 2013; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are encouraged to share their special skills and talents which can contribute to the children's learning experiences. We regularly publish staff and community newsletters.

Parents, grandparents and caregivers are encouraged to be part of our Parents and Citizens' Association, Fundraising and to participate in excursions and open days.

Parents are encouraged to be actively involved with their children's learning.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As our data shows staff and students at Ropeley State School are environmentally conscious and make every effort to minimise their environmental footprint. We have installed tanks for drinking and other water needs. We recycle all paper and donate to another small school that has access to a paper recycle company. We are in the midst of trying to access a company who would be willing to collect our waste paper material. Lighting and electronic equipment is turned off when not in use or at the end of each day in order to minimise electricity usage and general wear and tear on our equipment. We have no garbage collection therefore our cleaner is paid to take rubbish to the nearest recycle station on her way home as necessary.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	6,779	0
2011-2013	6,603	0
2013-2013	5,998	0

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

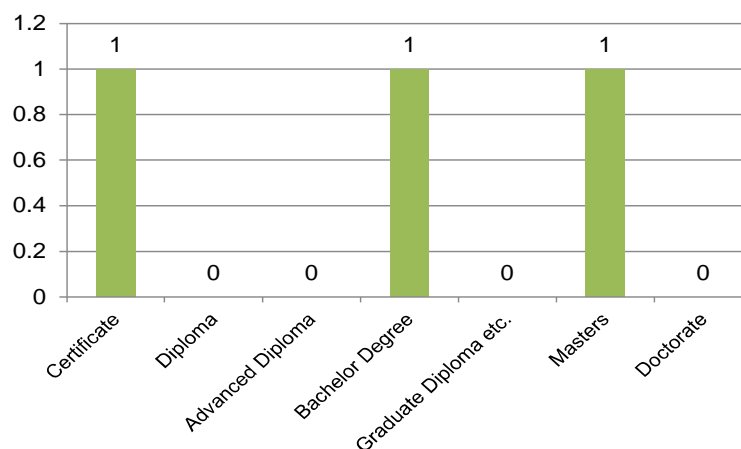
The staff figures below are based on Equal Employment Opportunity (EEO) 2013 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Our staff profile

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



* 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

Our staff profile

The total funds expended on teacher professional development in 2013: \$6000.00

The major professional development initiatives are as follows:

State Wide Principals Conference Brisbane

Regional Principals Business meetings

Regional Coaching Workshops

Regional Core Modules

QELi Phase 1,2 & 3

Warwick Administrators Road Trip Brisbane

One School Training (AO2

Cluster Meetings.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	99%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

Our staff profile

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.

Performance of our students

Key student outcomes

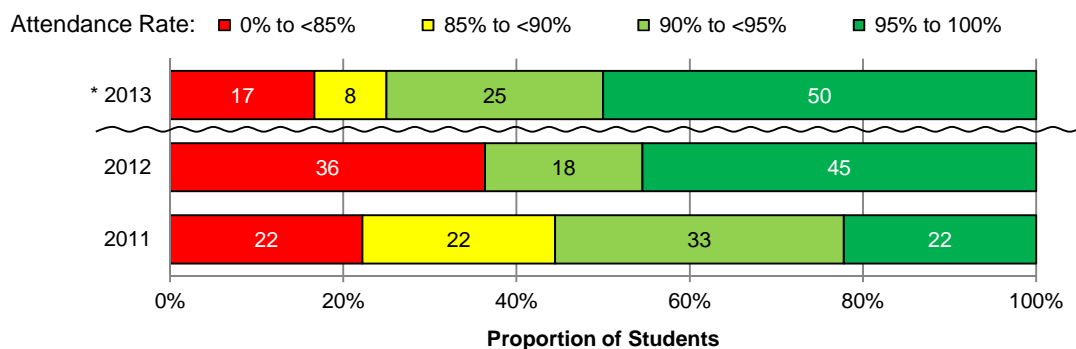
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	92%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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	DW	DW	DW	DW	95%	DW	DW					
2012		DW	90%	DW	91%	94%	90%					
2013			DW	93%	DW	DW	94%					

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.

Performance of our students

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.

Rolls are marked daily and reconciled in accordance with Education Queensland requirements. Our community newsletter carries a regular item reflecting research on the benefits of encouraging regular student attendance. Student absences at Ropeley State School are almost always explained or reflect significant issues within or beyond the local community. Parents are required to provide information about student absences and where possible longer absences are followed with staff contact in writing or phone call.

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.

The screenshot shows a 'Find a school' search box. It has two main sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label with two radio button options: 'Government' and 'Non-government'. At the bottom of this section is an orange 'SEARCH' button.

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.

Performance of our students