Rollingstone State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Rollingstone State School is a small school, situated in a semi-rural area between Townsville, to the south, and Ingham, to the north, idyllically situated between two World Heritage listed areas of the Great Barrier Reef and Paluma Rainforest. Rollingstone Creek meanders through the community towards the sea at Balgal Beach. Our students come from Balgal Beach, Mystic Sands, Toomulla Beach and Hencamp Creek. 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. We have an embedded, shared understanding that every child **can** achieve and every students **will** achieve.

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 2016, Rollingstone State School celebrated its 100th birthday.

Principal's Foreword

Introduction

Welcome to Rollingstone State School's 2016 Annual School Report. In this report you will find information about some of the highlights of 2016 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.

School Progress towards its goals in 2016

Key School Priorities for 2016 in alignment with the School Strategic Plan
- Differentiation   *ongoing*
- Reading   *embedded*
- Writing   *ongoing*
- Numeracy   *implemented*
- Professional Practice   *ongoing*

In 2016, Rollingstone State School received $34 245 Investing for Success funding which was used to enhance student performance in literacy and numeracy. Strategies implemented included: reviewing frameworks; providing professional development opportunities; aligning practices and strategies; and, staffing for small group intervention.

2016 I4S Targets	Results
Increase the percentage of students achieving 'C' standard or above in mathematics, from 78% (2015) to >80% (2016).	Semester 2, 2016, C or above: 88.9%
Increase the percentage of students achieving a 'B' standard or above in English from 43.8% (2015) to 50% (2016).	Semester 2, 2016, B or above: 44.4%
Increase the percentage of students in the U2B to 20% in NAPLAN Reading for years 5 (2015: 0%).	2016 U2B Y5: 18.8%
Increase the percentage of students achieving U2B to 20% in NAPLAN Writing for years 3 and 5 (2015: Y3-10%; Y5-0%).	2016 U2B Y3: 25%

Future Outlook

To build on our school culture of engaging learning that continues to improve student outcomes, where 85% of our assessment literate learners achieve a 'C' level or above in the learning areas of English, Maths and Science.

To achieve this Rollingstone State School will focus on:
- Developing a whole school differentiation program;
- Continuing to improve attendance;
- Focusing on improved literacy and numeracy results;
- Employing high quality, explicit teaching practices, aligned across the school; and
- Continuing to embed STEM opportunities and whole school language study.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school: 89

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	64	40	24	10	88%
2015*	77	51	26	17	81%
2016	89	57	32	14	95%

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 2016, 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

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 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 16% of the school identifying as Aboriginal and/or Torres Strait Islander and 3% of students have a verified disability. In 2016, we had four classes, prep, 1/2, 3/4 and 5/6. In 2016, there was a 13% growth in enrolments for the year. The school ICSEA (Index of Community Socio-Educational Advantage) score has continued to decline, and in 2016 was sitting at 907, lower than the average ICSEA value of 1000, with 51% of the student body are in the bottom quartile.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	20	18
Year 4 – Year 7	15	25	25

*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.

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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. The Rolly Gradual Release Model is based on the research-based instructional model developed by Pearson and Gallagher (1993), and aligned to the current practices and beliefs in the school, the Rolly model consists of "They Do, We Do, You Do, We Can and Let's Share" and is visible in every classroom.

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:
- 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 ("They Do" and "We Do" 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
- Instrumental music program (guitar)
- 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)

Co-curricular Activities

The following activities enhance a culture that promotes learning at Rollingstone State School
- Annual awards night
- Annual Book Fair
- Annual Book Week Celebration
- ANZAC Day Service and March
- Athletics Carnival & Cross Country (intraschool and Townsville Athletics)
- Beach walk- Clean beach environmental study
- Book week
- Chappy Week Celebration
- Community Engagement Framework
- 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
- Peer Support
- Readers Cup & Writers Camp opportunities
- Reef Guardian Schools
- Remembrance Day Service
- Responsible Behaviour Plan
- Rollingstone and District Christmas Carols
- Rollingstone Pineapple Festival
- Scientists in Schools
- Senior students' school camp
- Support of Townsville to Cairns Cancer Ride
- Transition programs– NBSHS, TAG Rolly
- Under 8s day activities
- Whole school discos
- Whole School reading celebrations
- Year 6 graduation

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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 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 organizational elements of the ICT continuum.

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%).

Of note, in 2016, 100% of staff are satisfied in every area of the school opinion survey.

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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	80%	100%	100%
this is a good school (S2035)	90%	88%	92%
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)	70%	100%	100%
their child is making good progress at this school* (S2004)	80%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	90%	88%	92%
this school works with them to support their child's learning* (S2010)	90%	88%	100%
this school takes parents' opinions seriously* (S2011)	80%	88%	83%
student behaviour is well managed at this school* (S2012)	90%	100%	100%
this school looks for ways to improve* (S2013)	90%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	92%	89%
they like being at their school* (S2036)	100%	96%	92%
they feel safe at their school* (S2037)	92%	96%	95%
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%	96%	86%
teachers treat students fairly at their school* (S2041)	100%	88%	92%
they can talk to their teachers about their concerns* (S2042)	96%	88%	92%
their school takes students' opinions seriously* (S2043)	100%	91%	100%
student behaviour is well managed at their school* (S2044)	92%	100%	95%
their school looks for ways to improve* (S2045)	100%	96%	100%
their school is well maintained* (S2046)	95%	88%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	88%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	93%	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%	93%	100%
their school takes staff opinions seriously (S2076)	100%	93%	100%
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%	93%	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, 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.

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
· Tangaroa Blue

Respectful relationships 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.

At Rollingstone State School, all staff and students engage with the Peer Support Program. This program is an evidence-based peer led approach to enhance the mental, social and emotional wellbeing of young people. The peer-led groups occur weekly across the school, as well as being used organizationally for special activities during the school year.

Peer Support is used at Rollingstone State School to develop the following skills:

- Communication
- Critical thinking
- Coping
- Planning
- Negotiating
- Problem Solving
- Monitoring stress
- Conflict resolution

- Decision making
- Resilience
- Refusal
- Empathy
- Assertiveness
- Relationship building
- Values clarification
- Interpersonal skills

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	4	3
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.

Environmental Footprint

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 Junior Leos Club participate in Clean Up Australia Day in collaboration with the Lions and Leos Club.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,742	963
2014-2015	26,896	6,620
2015-2016	19,678	771

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.

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 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.**

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Find a school

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time Equivalents	5	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	4
Bachelor degree	1
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**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 2016 were $9200.

The major professional development initiatives are as follows:

- Quality Teaching and Learning
- NAPLAN Online
- QASSP (Leaders Leading Leaders)
- Literacy development (6+1 Traits for Writing)
- Principal business days/ Learning Fairs
- Teacher release days
- First Aid and CPR
- Australian Curriculum – Mathematics

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	91%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	95%	92%	92%	93%	96%	88%	DW					
2015	88%	92%	96%	94%	94%	94%	95%						
2016	92%	93%	89%	94%	91%	94%	93%						

*Attendance rates effectively count 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:
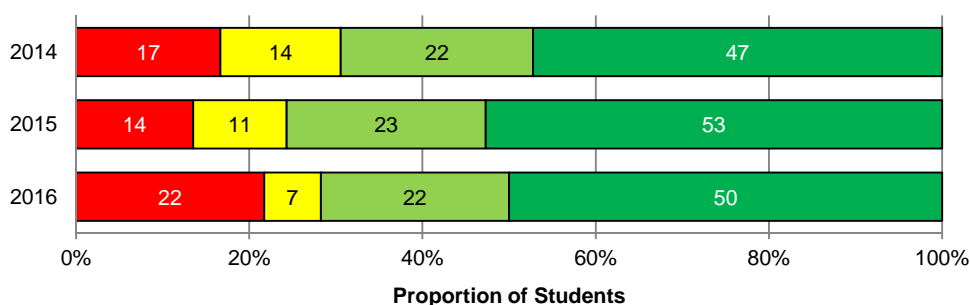
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Rollingstone State School we promote 100% attendance by:
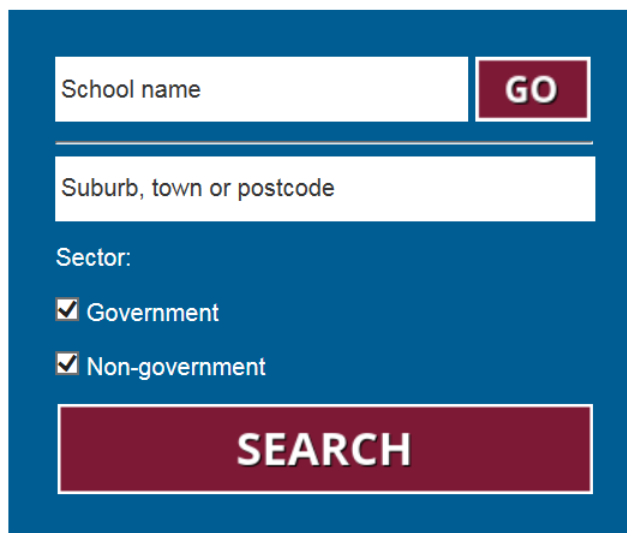
- Embedding 'Same Day Notification' practices;

- 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, 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.

NAPLAN

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.

Where it states '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.

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