



Rocklea State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

At Rocklea State School, students, staff and community work actively and collaboratively to provide a safe and caring learning environment where the development of skills and knowledge are acquired to confidently equip us for the future. Rocklea is a small school located in a semi-industrial area. Due to the location of the school, many people are unaware of its existence. Parents value the size and personal nature of this school. The school consists of two buildings, housing classrooms and administration areas. The grounds facilities include two covered playgrounds, tennis courts and a sports oval. Rocklea State School is committed to providing a high level of education for its students. The school will continue to upgrade and maintain ICT equipment as well as up-skill the workforce in the area of technology. The school actively monitors literacy and numeracy results and implements a full range of support measures to assist students. Rocklea State School 'Big enough to challenge. Small enough to care.'

Principal's Foreword

Introduction

This report provides a snapshot of the progress made at Rocklea State School during 2015. It presents information about the school's profile and other characteristics of our school including the school strategic development plan, school performance measures, staff profile and information regarding the future direction of Rocklea State School. As a school, we continue to focus on improving our students' performance by working collaboratively with parents and the wider community to provide opportunities for our students to learn and grow into responsible, respectful and educated citizens.

School Progress towards its goals in 2017

Throughout 2017, Rocklea State School remained committed to a strong school improvement agenda – focusing on building consistency across our teaching and learning practices, improving engagement with our community and supporting Professional Development of our teachers.

As a school community, we delivered on many of the high expectations that we set out to achieve. The following summary provides only a snapshot of the many amazing outcomes produced by our students, staff and community.

Teaching and Learning

- ✓ Design a whole school curriculum plan which incorporates a whole school differentiation
- ✓ Redesigned our support models to maximise the use of teacher aides and specialists
- ✓ Refine and articulate our formative assessment framework
- ✓ Monitor and support the implemented the school's 'Reading Framework'
- ✓ Continue to build staff capacity in effective formative assessment and practice

Planning and Accountability Systems

- ✓ Established clear, student achievement targets at or above our Region and State
- ✓ Continue to set teaching and learning expectations across the school and articulate the expected practices of all classes

Student Engagement

- ✓ Continue to embed Positive Behaviour for Learning (PBL) systems into the core of the school and established clear flowcharts for behaviour
- ✓ Ensure targeted support for attendance including positive attendance rewards
- ✓ Introduce another layer of achievement in PBL, Rocket Badges, for achieving 200 Rocket Rewards in the year

School/Parent/Community Connectivity

- ✓ Deliver ongoing SMS same day notification system to notify parents on the same day a student is absent from school without explanation.
- ✓ Establish the partnership with IAAF Kids Athletics – Sporting Schools Pilot and Kids Tennis Foundation to deliver programs to enhance our Health and Physical Education programs
- ✓ Strengthen P&C relationship, holding a BBQ for our Parent/Teacher night

Future Outlook

Teaching and Learning

- ⦿ Embed whole school reading framework
- ⦿ Continue to build the capacity of teacher aides and specialists in our reading framework
- ⦿ Refine our tracking of progress of the students' reading goals
- ⦿ Design a whole school Literacy framework
- ⦿ Build staff capacity in effective Literacy assessment and pedagogy
- ⦿ Develop and refine our tracking of progress of the students English A-E achievement

Planning and Accountability Systems

- ⦿ Established clear, student achievement targets at or above our Region and State
- ⦿ Embed an observation and feedback culture into our classrooms
- ⦿ Establish systems for the collection and analysis of our English data

Student Engagement

- ⦿ Continue to embed Positive Behaviour for Learning (PBL) systems into the core of the school
- ⦿ Continue to build the capacity of teachers and teacher aides active participation strategies
- ⦿ Ensure targeted support for attendance including positive attendance rewards

School/Parent/Community Connectivity

- ⦿ Deliver ongoing SMS same day notification system to notify parents on the same day a student is absent from school without explanation.
- ⦿ Establish the partnership with a variety of Sporting Schools Pilot to deliver programs to enhance our Health and Physical Education programs for example AFL, Tennis and Athletics
- ⦿ Develop opportunities to receive feedback from our parents and community

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 44 | 24 | 20 | 11 | 75% |
| 2016 | 43 | 25 | 18 | 8 | 93% |
| 2017 | 38 | 21 | 17 | 6 | 74% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Rocklea State School students come from a variety of different cultural and religious backgrounds. 27% of the student population is Indigenous and 34% of students have English as a second language. 89% of students live in the local area, although some new families have moved to the area and enrolled at the school, a few families also moved away from Brisbane.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 25 | 23 | 14 |
| Year 4 – Year 6 | | | 18 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Explicit teaching strategies
- Prior knowledge checks (warm ups).
- Personal learning goals for students.
- Warm ups, I Do, We Do, You Do, Plough back
- Targeted instruction based on student needs.
- Small steps to deliver information and concepts with scaffolding from teacher.
- Teacher and student reflection on learning.
- Identify and support student needs using Levelled Literacy Intervention and Stams and Cams

Co-curricular Activities

- Whole school dance program
- Arts Council Performances
- Year 6/7 Camp (biennial)
- Ipswich Literary Festival (biennial)
- Leadership Program
- Inter-school competitive sports (Gala Days)
- Inter-house sports day

How Information and Communication Technologies are used to Assist Learning

Computers are used to assist learning whenever possible and practical. They are used on a regular basis in classrooms to access the internet, use educational software, and carry out in-class projects. In the upper school, there is an excellent ratio of computers to students (1:2). The school has an interactive whiteboard in each classroom, which assists pedagogy throughout the school.

The school also has 30 iPads available for student use. These iPads are continually being updated with educational applications.

The school has introduced coding into the curriculum for 2018.

Social Climate

Overview

The social climate at Rocklea State School has a community quality, with all teachers knowing all students regardless of class allocation, one of the advantages of a small school. The students have an individual relationship with the Principal and teachers because of the personal nature of our small school. The atmosphere is comparable to a family more than a school; learning is a high priority and achieved through personal and creative tutoring. 100% of parents report that their students like this school and feel safe at this school.

Teachers at Rocklea State School conscientiously keep an “open door policy” and 100% of parents feel that they can talk to their child’s teacher about their concerns.

Our school operates under a school wide Responsible Behaviour Plan, which rewards students for positive behavior, with a ‘Shoot for the Moon’ celebration each 5 weeks, of the term, and support for students who demonstrate negative behavior. 100% of parents feel that behavior is well managed.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2017) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 86% | 100% |
| their child likes being at this school* (S2001) | 100% | 86% | 100% |
| their child feels safe at this school* (S2002) | 100% | 86% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 86% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 86% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 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) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 86% | 100% |
| this school looks for ways to improve* (S2013) | 67% | 100% | 100% |
| this school is well maintained* (S2014) | 67% | 71% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 83% | 100% | 100% |
| they feel safe at their school* (S2037) | 92% | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 92% | 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) | 92% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 92% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 92% | 100% |
| their school takes students' opinions seriously* (S2043) | 92% | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 75% | 93% | 100% |
| their school looks for ways to improve* (S2045) | 92% | 100% | 100% |
| their school is well maintained* (S2046) | 83% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 100% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| 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% | 88% | 100% |
| they receive useful feedback about their work at their school (S2071) | 88% | 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) | 88% | 100% | 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

At Rocklea, we welcome and actively encourage the inclusion of parents in the day-to-day life of the school. We provide parents and the wider community with multiple and varied opportunities to support their children's education via:

- * Cultural Days – During the year, the school holds and participates in culture days, which celebrate and recognise our differences, Harmony Day and ANZAC DAY. Parents are very supportive of these days and attendance grows every year.
- * P&C Association – Rocklea has a small but active P&C who meets on the third Tuesday of every month. The school's tuckshop is run as a sub-committee of the P&C and was open 1 day per week in 2017. It is run solely through parent volunteers. A small band of committed parents have taken on this task, with the funds raised being used to support the school with purchasing resources for teaching and learning.
- * Parent-teacher Meetings – All teachers at Rocklea conduct an information session for parents at the beginning of each year to share curriculum overviews and class expectations. As per the school's Reporting Policy, parents are also provided with the opportunity of attending a parent-teacher interview regarding their child's academic performance each semester. Parents are also encouraged to make regular contact with their child's teacher to discuss issues or concerns. These are the most common parent-teacher meetings at our school.
- * Volunteering – Rocklea has a dedicated and growing group of parents, as well as grandparents, who regularly help in classrooms with reading. Parent assistance at Sporting events is increasing which enhances the smooth running of our carnivals.
- * Assemblies – A weekly assembly is held during which awards and certificates for either academic or behaviour achievements are handed out. These assemblies have been well-received and supported by parents.
- * Facebook – Rocklea's Facebook page keeps the parents and community up to date with the school's activities and provides instant messages in time of need.

Respectful relationships programs

At Rocklea State School, we have a multi-levelled approach that focuses on setting high expectations for behaviour, personal safety and self-awareness. At the whole school level, we use the “Positive Behaviour for Learning” framework to guide our whole school focus for personal awareness and development each week. Each classroom teacher teaches this focus with an explicit lesson in the classroom. As a school, we are establishing clear, consistent routines that help children identify how to be safe, respectful learners, to identify when they feel unsafe and how to respond safely/appropriately.

The school also promotes the students to develop a strong mind through building their resilience. The school has developed and implemented a language that encourages the students to use “High 5”. The language the whole school uses is:



HIGH FIVE - Resilience

- ✓ **Ignore** - Simply don't listen or react to any bad behaviour towards you or a friend
- ✓ **Friendly Talk** - Name what they are doing to you; e.g., you're name- calling. Please stop!
- ✓ **Walk Away** - Walk away from the person that is upsetting you
- ✓ **Firm Talk** - You're bullying. Stop it I don't like it.
- Report** - Talk to a Teacher

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 4 | 13 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

The people in our school and community are committed to the development of a better environment for everyone. Through ongoing programs that develop cleaner and more sustainable ways of going about our daily practices we hope to make our school and community a more pleasant place to live, work and play. Students, staff, parents and the broader community work together in a spirit of mutual acceptance and understanding towards the commonly set goals of cleaner and more efficient use of water, land, waste and energy.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | | 543 |
| 2015-2016 | 39,860 | 159 |
| 2016-2017 | 39,832 | 70 |

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.

Find a school

Sector:

Government

Non-government

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 7 | 8 | 0 |
| Full-time Equivalents | 3 | 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.** | |
| Bachelor degree | 3 |
| Diploma | |
| 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 2017 were \$21318.

The major professional development initiatives are as follows:

- PBL Training
- Student Protection and Code of Conduct
- Guided Reading
- Embedding formative Assessment
- Curriculum Walks
- Principals' Forum
- Watch others Work
- First Aid
- Cleaners Training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93% | 92% | 87% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 95% | 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.

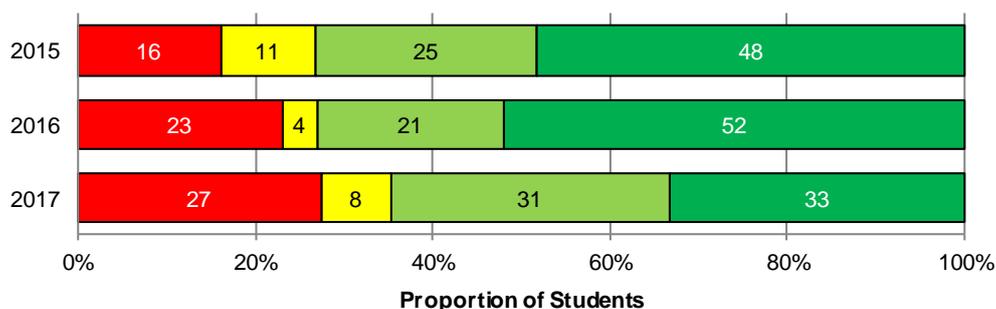
The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 2015 | 94% | 88% | 93% | 94% | 91% | 94% | 94% |
| 2016 | 84% | 96% | 97% | 94% | 95% | 91% | 91% |
| 2017 | 91% | 86% | 91% | 91% | 83% | 78% | 88% |

Student Attendance Distribution

The proportions of students by attendance range:

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



Description of how non-attendance is managed by the school

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.

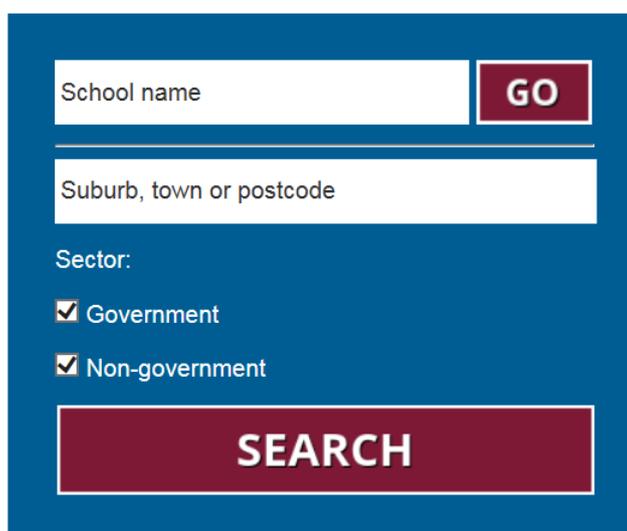
At Rocklea State School, when a pattern of absenteeism develops, parents are contacted immediately to discuss the reasons for the absence. Rolls are marked every day according to Education Queensland policy and entered onto One School at the end of each week. Rocklea State School rewards students who attend more than 85% with inclusion into 'Shoot for the Moon' celebration.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.