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| Rocklea State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding State Schools Strategy Department of Education |

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| Contact information |
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| Webpages | Additional information about Queensland state schools is located on:* the [*My School*](http://www.myschool.edu.au/) website
* the [Queensland Government data](http://data.qld.gov.au/) website
* the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website.
 |
| Contact person | Bea Holmes (Principal) |

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| From the Principal |
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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.'

School progress towards its goals in 2018

Throughout 2018, Rocklea State School remained committed to a strong school improvement agenda, focussing on building consistency of practice in the areas of reading and writing; improving engagement with our community and maintaining quality professional development to enhance and extend teaching capability.

Teaching and Learning

* Revise the school curriculum plan and ensure version 8 materials were in place,
* Revise teacher aide timetable to maximise key learning times and prioritised learning support needs,
* Prioritise portfolios for the collection of summative tasks and individual Data Books for students,
* Revise and monitor RSSs Reading Framework,
* Prioritise professional development for writing and implementing strategies.

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 systems into the core of the school and maintain established clear flowcharts for behaviour,
* Monitor and maintain behaviour rewards with the view of every child participating in ‘shoot for the Moon’ days.

School/Parent/Community Connectivity

* Monitor and maintain RSS social media and website,
* Maintain partnership with IAAF Kids Athletics –Sporting Schools Pilot and Tennis Foundation to deliver programs to enhance Health and Physical Education programs,
* Continue to strengthen and build relationships with P&C, maintain BBQs for Parent/Teacher nights.

Future outlook

Teaching and Learning

* Collaborate to create a ‘Writing Framework’,
* Engage Executive Coach to guide and build capability in the writing process, across the KLAs,
* Continue to build capacity of teacher aides with writing practices,
* Track the progress of students’ writing,
* Refine our tracking of progress of the students English A-E achievement

Planning and Accountability

* Revise student achievement targets and review data,
* Maintain an observation and feedback culture in the classrooms,
* Through Executive Coach, track and analyse English data.

Student Engagement

* Revise Positive Behaviour for Learning (PBL) systems, review progress with view to move to Tier Two,
* Engage all staff in PBL training, to support and build capacity for implementing PBL strategies,
* Continue to revise attendance data, including positive attendance rewards.

School/Parent/Community Connectivity

* Onging SMS same day notification on student absence,
* Continue links with Sporting Schools to enhance Physical Education and participation,

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| Our school at a glance |
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School profile

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| 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 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 43 | 38 | 42 |
| Girls | 25 | 21 | 19 |
| Boys | 18 | 17 | 23 |
| Indigenous | 8 | 6 | 5 |
| Enrolment continuity (Feb. – Nov.) | 93% | 74% | 86% |

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

Characteristics of the student body

Overview

Rocklea State School students come from a variety of different cultural and religious backgrounds. 17% of the student population is Indigenous and 30% 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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 23 | 14 | 21 |
| Year 4 – Year 6 |  | 18 |  |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

Curriculum delivery

Our approach to curriculum delivery

* Implementing version 8 of the Australian Curriculum,
* Adjusted / differentiated curriculum delivery as per individual student needs,
* Targeted support across the Key Learning areas,
* Explicit teaching strategies,
* Varied pedagogies, to meet student learning and delivery needs,
* Goal setting and data books for each student,
* Ongoing data conversations to continuously improve academic lift.

Co-curricular activities

* Whole school dance program
* Arts Council Performances
* Year 5/6 Camp (biennial)
* Ipswich Literary Festival (biennial)
* 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, utilise educational programs and complete tasks and assessments. In the upper school, there is an excellent ratio of computers to students (1:2). The school has an interactive whiteboard / TV in each classroom, which assists in educational delivery.

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

The school will be exploring coding / STEM in 2019.

Social climate

Overview

The social climate at Rocklea State School is one of community, with teaching staff 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

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% | DW |
| * this is a good school (S2035)
 | 86% | 100% | DW |
| * their child likes being at this school\* (S2001)
 | 86% | 100% | DW |
| * their child feels safe at this school\* (S2002)
 | 86% | 100% | DW |
| * their child's learning needs are being met at this school\* (S2003)
 | 86% | 100% | DW |
| * their child is making good progress at this school\* (S2004)
 | 86% | 100% | DW |
| * teachers at this school expect their child to do his or her best\* (S2005)
 | 100% | 100% | DW |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006)
 | 100% | 100% | DW |
| * teachers at this school motivate their child to learn\* (S2007)
 | 100% | 100% | DW |
| * teachers at this school treat students fairly\* (S2008)
 | 100% | 100% | DW |
| * they can talk to their child's teachers about their concerns\* (S2009)
 | 100% | 100% | DW |
| * this school works with them to support their child's learning\* (S2010)
 | 100% | 100% | DW |
| * this school takes parents' opinions seriously\* (S2011)
 | 100% | 100% | DW |
| * student behaviour is well managed at this school\* (S2012)
 | 86% | 100% | DW |
| * this school looks for ways to improve\* (S2013)
 | 100% | 100% | DW |
| * this school is well maintained\* (S2014)
 | 71% | 100% | DW |
| \* 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)
 | 100% | 100% | 100% |
| * they like being at their school\* (S2036)
 | 100% | 100% | 79% |
| * they feel safe at their school\* (S2037)
 | 100% | 100% | 79% |
| * their teachers motivate them to learn\* (S2038)
 | 100% | 100% | 93% |
| * their teachers expect them to do their best\* (S2039)
 | 100% | 100% | 93% |
| * their teachers provide them with useful feedback about their school work\* (S2040)
 | 100% | 100% | 85% |
| * teachers treat students fairly at their school\* (S2041)
 | 100% | 100% | 85% |
| * they can talk to their teachers about their concerns\* (S2042)
 | 92% | 100% | 79% |
| * their school takes students' opinions seriously\* (S2043)
 | 100% | 100% | 86% |
| * student behaviour is well managed at their school\* (S2044)
 | 93% | 100% | 71% |
| * their school looks for ways to improve\* (S2045)
 | 100% | 100% | 93% |
| * their school is well maintained\* (S2046)
 | 100% | 100% | 86% |
| * their school gives them opportunities to do interesting things\* (S2047)
 | 100% | 100% | 86% |
| \* 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)
 | 88% | 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% | 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 2018. 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 education 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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | 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. |
| Short suspensions – 1 to 10 days | 13 | 0 | 4 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 39,860 | 39,832 | 40,670 |
| Water (kL) | 159 | 70 | 80 |
|  |  |  |  |

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

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| Our staff profile |
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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 6 | 8 | <5 |
| Full-time equivalents | 3 | 4 | <5 |
| \*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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters |  |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 3 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $28 690.34.

The major professional development initiatives are as follows:

* The teaching of writing workshops / professional development,
* The teaching of reading years 4 – 6,
* Teacher Aide training sessions,
* Planning days and moderation meetings with BSSC schools,
* Brisbane Small School Cluster workshops / meetings,
* Region Cluster and Principal meetings,
* PBL Training sessions.

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. | 96% | 96% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

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| Performance of our students |
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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 | 92% | 87% | 91% |
| Attendance rate for Indigenous\*\* students at this school | 95% | 91% | 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 |  | 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. |
| --- | --- | --- | --- | --- | --- |
| Prep | 84% | 91% | 91% |  |
| Year 1 | 96% | 86% | 96% |  |
| Year 2 | 97% | 91% | 90% |  |
| Year 3 | 94% | 91% | 91% |  |
| Year 4 | 95% | 83% | 90% |  |
| Year 5 | 91% | 78% | 95% |  |
| Year 6 | 91% | 88% | 87% |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* 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 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.