

Rockville State School

Queensland State School Reporting

2013 School Annual Report



 <p>STEPHANIE KITCHEN ALEXANDER GARDEN® National Program Growing Harvesting Preparing Sharing</p>  <p>ROCKVILLE State School A GREAT PLACE TO LEARN TOOWOOMBA</p>	Postal address	3 Holberton Street Toowoomba 4350
	Phone	(07) 4659 2333
	Fax	(07) 4659 2300
	Email	the.principal@rockvillss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Simon Flint (Principal)	

Principal's foreword

Introduction

This school Annual Report for Rockville State School provides information on the achievement of the goals in the School's Annual Implementation Plan. It highlights achievements and areas for continued improvement during the following year. This report sits alongside a number of other key strategic documentation including our National Partnership Strategic Plan, Pedagogical Framework and Health and Wellbeing Framework.

School progress towards its goals in 2013

The key priorities for 2013 are set out in our School Charter which builds on the 2012 School Charter and our 4 Year National Partnership Strategic Plan (Tree Diagram)

Our mission:

Rockville State School is providing our community (staff, students and parents/carers) with real life learning opportunities through practical first-hand experiences founded in a rich language environment. Through these experiences we aim to build a love of learning and develop a range of essential skills that will last a lifetime in an ever-changing digital world.

Our beliefs:

Be a learner (maximising achievement) - We believe that all children can and will learn

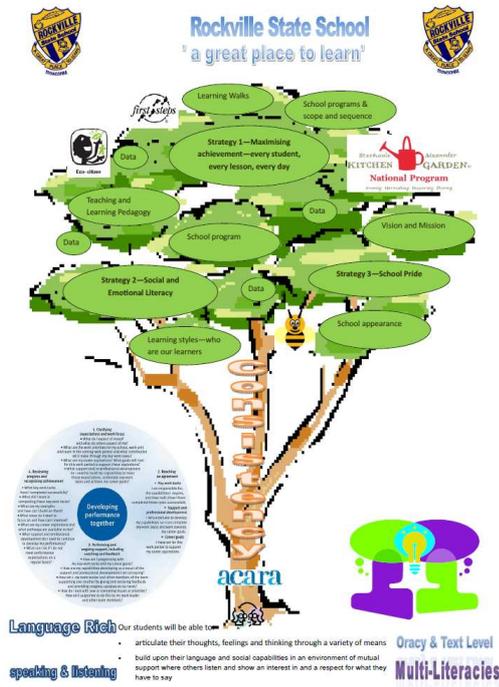
Be encouraging (social and emotional literacy) - We will foster a positive safe learning environment which respects and values diversity

Be responsible (school pride) - We will maintain high consistent expectations for all

Our Priorities:

- Maximising achievement every student, every lesson, every day
- Social and emotional Literacy
- School Pride
-

Queensland State School Reporting 2012 School Annual Report



Future outlook

In our planning for 2014 we will continue to strive our goals as set out in our Strategic Plan as well as addressing key requirements as a State and National level, including implementing our Pedagogical Framework, our Reading Lockdown, Going for Gold Strategy and our explicit teaching agenda (warm-ups and the Rockville Learning Cycle).

As a Stephanie Alexander Kitchen Garden School we are keen to continue developing our program to ensure students have increase opportunities to explore real-life learning in our kitchen and garden environments.

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	89	42	47	81%
2012	121	61	60	77%
2013	161	81	80	91%

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

Characteristics of the student body:

Rockville State School is a growing urban school in the suburbs of Toowoomba. At the start of 2013 we had 6 classes and due to increased enrolments we were able to transition to a 7th class at the end of Semester 1. The Rockville area of Toowoomba is described as a lower socio-economic area. Around 48% of our students identify as having either Aboriginal or Torres Islander descent.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	26
Year 4 – Year 7 Primary	23	21	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

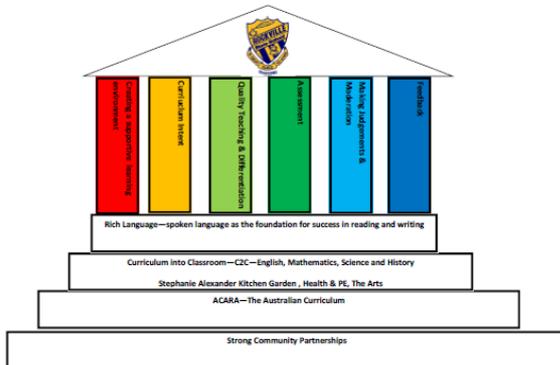
Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	19	3	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

A visual representation of our Pedagogical Framework



Our Pedagogical Framework sets out curriculum offerings at Rockville. As a Stephanie Alexander Kitchen Garden School we incorporate all aspects of this into our curriculum model. Students are able to experience a range of first hand learning opportunities within our kitchen and garden. For our year 5-7's we have adapted our LOTE program into our LOFe program – language of Food where students experience different cultures and language through food.

During 2013 we also began our partnership with Junior Landcare Australia where we began to expand our garden beds so our younger students could have their own garden.

As part of our Going for Gold rewards program students have the opportunity to learn new skills through our Friday Circus program. Our circus specialist Tanya has trained our students in the skills of juggling, tight rope walking and balancing on a ball.

Rockville also participates in the annual Carnival of flowers parade in Toowoomba. This year our theme was 'Here come the Drums of Spring' and we worked with a local drumming group to skill our students.

Extra curricula activities

In 2013 we began a partnership with Hall-Thorpe Sports who began to run an afterschool program at school.

Our local Baptist church hired our s

At Rockville we also offer:

weekly Breakfast Club run on Tuesday and Thursday mornings

Can do Club' – this leadership program for our Yr. 5-7 students has enabled them to cook and prepare simple snacks that are then sold at the end of the day. The money raised is used to purchase further resources for the kitchen.

Weekly Homework on Monday's to help our students achieve a gold level for homework.

As a school we also offer a range of leadership opportunities for our students to become involved in school life including Student Council, Year 7 Leaders, Sports Captains, Prep Buddies, Eco/Stephanie Alexander Leaders and Library Leaders

How Information and Communication Technologies are used to assist learning

ICT's are integrated into the school curriculum and uses as a resource to engage learners and to share learning experiences. Students have access to a number of ICT resources including ipads, computer labs and cameras. Classrooms have access to interactive whiteboards and the school has an on-going program for upgrading resources and expanding access to ICT resources. As part of our Yr. 7 School Leaders we have Tec Leaders whose primary role is to create and share iMovie's on parade. These have been a great way to share some of the great learning and events that have been happening at school during the week.

Social climate

In establishing a learning environment that emphasises learning we have continued to implement our Going for Gold strategy focused on behaviour, attendance and homework.. Implementing the Going for Gold strategy is a key component of our School Pride strategic

Our school at a glance

intent from our 4 Year National Partnership Plan.

A Grade Consistent GOLD

- I always:
- attend school every day because **it's my obligation** to learn
 - keep the school finished on my timetable
 - am on time for class to start (from the day and at the end of breaks)
 - follow our school rules (in all areas with all adults)
 - complete my homework – including reading (even if I have been away when it was given out)
 - am polite and well-mannered (I have good words to describe my behaviour)
 - wear full school uniforms including an appropriate bucket hat

As part of our Going for Gold strategy each class and learning area has a clear set of rules and expectations displayed. These are consistently applied across the school. Students have individual calendars where they track their progress being awarded a Gold, Silver or Bronze level each day. During Friday afternoon options children achieving a Gold or Silver level get the opportunity participate in a range of activities including sport, art, circus and computers. As a way of recognising those children who consistently achieve a Gold standard we introduced the Rockville Gold badge – this is presented to students on the last parade of each term where parents and carers are invited in.

Our Stephanie Alexander Kitchen Garden has provided a number of opportunities to share experiences with our wider community including Under 8's Day, NAIDOC Day and National Tree Day.

Parent, student and staff satisfaction with the school

This data outlines the progress made towards achieving our improvement targets in building a strong resilient school community. This data is used to review our strategic plans and address any underlying concerns or areas for improvement.

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%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	95%
their child is making good progress at this school* (S2004)	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%
teachers at this school motivate their child to learn* (S2007)	100%	95%
teachers at this school treat students fairly* (S2008)	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	93%	95%
this school takes parents' opinions seriously* (S2011)	94%	95%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	97%
they like being at their school* (S2036)	95%	94%

Our school at a glance

they feel safe at their school* (S2037)	95%	97%
their teachers motivate them to learn* (S2038)	95%	97%
their teachers expect them to do their best* (S2039)	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%
teachers treat students fairly at their school* (S2041)	90%	95%
they can talk to their teachers about their concerns* (S2042)	74%	94%
their school takes students' opinions seriously* (S2043)	86%	97%
student behaviour is well managed at their school* (S2044)	95%	94%
their school looks for ways to improve* (S2045)	100%	94%
their school is well maintained* (S2046)	86%	97%
their school gives them opportunities to do interesting things* (S2047)	86%	97%

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 2012.

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 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents have been encouraged to become involved in their children's progress at school through a range of formal and informal processes. Our weekly newsletter and parade keeps families up to date with key events that are happening in the school. We also share good news stories with the local newspaper so that the wider community is informed of what has been happening at school. Teachers regularly make contact with parents to update them on their children's progress and during our formal reporting process we hold parent teacher interviews during the year.

We also hold a number of events through out the year that encourage parents, carers and family members to come into school and share experiences with their children. During this year we have held a number of events including our Community Café, ANZAC Day, NAIDOC Day and National Tree Day. As part of the local Carnival of Flowers the school community has walked in the parade as well as creating artist displays for the local teapot exhibition.

Reducing the school's environmental footprint

The school has undertaken a number of steps to reduce our environmental footprint. Work on our pool has ensured our water losses have dropped and so has our water use. However as our school has grown so has our usage of resources.

As part of our Stephanie Alexander Kitchen Garden program we continue to expand our recycling program and reducing waste through the use of compost bins and worm farms so reducing the amount of 'green waste' produced by the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	63,580	2,821
2011-2012	63,112	2,621
2012-2013	39,571	771

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.

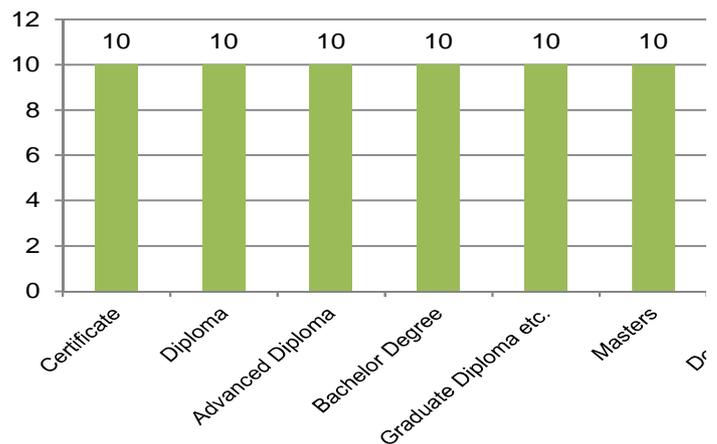
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	11	5
Full-time equivalents	9	6	4

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	10
Masters	10
Doctorate	10
Total	70



* 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

The total funds expended on teacher professional development in 2013 were \$2,600

The major professional development initiatives are as follows:

Our focus for Professional Development was upon explicit teaching including warm-ups, Reading development using Sheena Cameron Resources, implementing Stephanie Alexander Kitchen Garden Program, planning and implementing C2C, data analysis as well as undertaking regional and cluster moderation.

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

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	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 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	95%	85%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

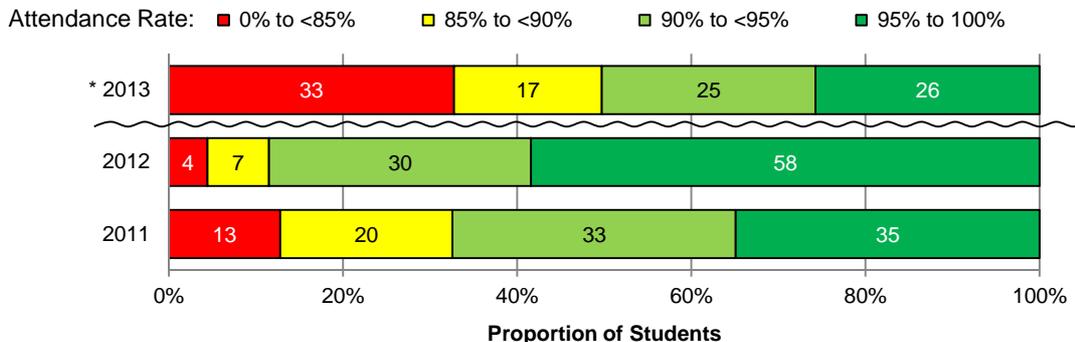
Student attendance rate for each year level (shown as a percentage)

	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	89%	90%	89%	96%	95%	90%	83%					
2012	95%	97%	94%	95%	95%	93%	96%					
2013	87%	88%	89%	86%	87%	82%	79%					

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.

Description of how non-attendance is managed by the school

Performance of our students

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.

As part of our Going for Gold strategy children are required to attend school everyday as 'everyday matters at Rockville'. This message is emphasized through our newsletter and by students having their attendance tracked on their daily calendars. Each morning classes track attendance on their daily attendance chart as well as marking the roll twice a day.

For children to earn a 100% Gold they must have no unauthorized absences – children who achieve this level are rewarded with a Rockville Gold Badge.

Rockville State School
'a great place to learn'
'Going for Gold Attendance'

Dear Rockville Team

My child was absent from school on.....

Can you please tick a box below explaining the reason for your child's absence, sign and return this form to school so we can update our attendance records.

Thank you

After being away for more than 3 day we will need a medical certificate.

Reason for absence (please tick):

Sick / Injury Family Holiday Appointment Other

Signed: _____

Parents are encouraged to notify the school of sickness and an absence slip is attached in the newsletter for parents to complete.

If children are away from school for more than 3 days class teachers notify the office for us to contact the parents.

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Reason for absence (please tick):

Sick / Injury Family Holiday Appointment Other

Signed: _____

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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

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 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.

Achievement – Closing the Gap

Focus during 2013 has been on developing a consistent approach to reading with targeted resources utilised to support learning in Literacy and Numeracy blocks. Additional teachers and teacher aide hours have been allocated to support students learning and enabling small focused groups to be developed.

Additional hours have been bought using both GTG funds and National Partnership funds for a Speech Pathologist and Guidance Officer to support students with identified needs.

During Term 4 we also ran our Getting Ready for Prep Program to support students begin Prep in 2014.

Through our Going for Gold and Everyday Matters program we have seen an improvement in learning behaviours demonstrated by all our students.