

Rockville State School

Queensland State School Reporting

2014 School Annual Report



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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, GRG Plan and Health and Wellbeing Framework.

School progress towards its goals in 2014

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

Future outlook

In our planning for 2015 we will continue to strive our goals as set out in our Strategic and GRG 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 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	121	61	60	77%
2013	161	81	80	91%
2014	216	114	102	83%

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 2014 we had 8 classes and due to increased enrolments we were able to transition to a 9th class. The Rockville area of Toowoomba is described as a lower socio-economic area. Around 50% of our students identify as having either Aboriginal or Torres Islander descent.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	26	22
Year 4 – Year 7 Primary	21	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	2	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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.

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.

Extra curricula activities

In 2014 we continued our partnership with Hall-Thorpe Sports who began to run an afterschool program at school.

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 intent from our 4 Year National Partnership Plan.

A Grade: Consistent GOLD
I always:
attend school every day because **learning matters!**
arrive on time for school (before the bell rings)
am on time for class to start (even if the day ends at the end of
break)
follow our school rules (I will discuss them all at school)
complete my homework—including reading (even if I have
been away when it was given out)
am polite and well-mannered—I will discuss them all at school
wear full school uniform 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	95%	DW
this is a good school (S2035)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	95%	DW
their child is making good progress at this school* (S2004)	100%	91%	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)	88%	95%	DW
teachers at this school motivate their child to learn* (S2007)	100%	95%	DW
teachers at this school treat students fairly* (S2008)	100%	91%	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)	93%	95%	DW
this school takes parents' opinions seriously* (S2011)	94%	95%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	95%	94%	100%
they feel safe at their school* (S2037)	95%	97%	98%
their teachers motivate them to learn* (S2038)	95%	97%	100%
their teachers expect them to do their best* (S2039)	95%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	100%
teachers treat students fairly at their school* (S2041)	90%	95%	93%
they can talk to their teachers about their concerns* (S2042)	74%	94%	100%
their school takes students' opinions seriously* (S2043)	86%	97%	90%
student behaviour is well managed at their school* (S2044)	95%	94%	88%
their school looks for ways to improve* (S2045)	100%	94%	97%
their school is well maintained* (S2046)	86%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	86%	97%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	94%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	63,112	2,621
2012-2013	39,571	771
2013-2014	62,413	1,023

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.

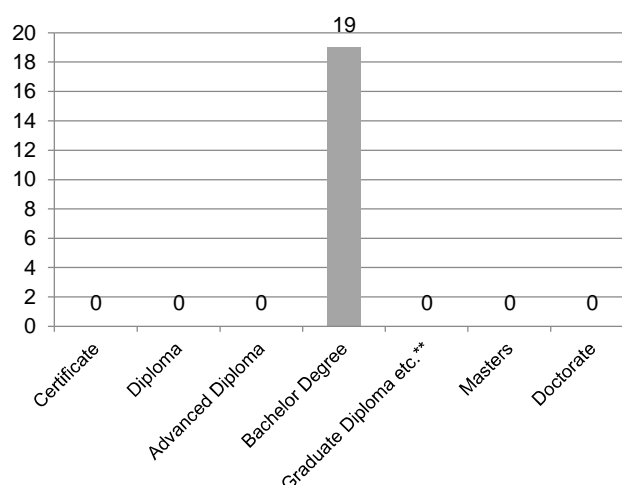
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	19	14	5
Full-time equivalents	14	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	19



*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 2014 were \$2,400

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	85%	88%

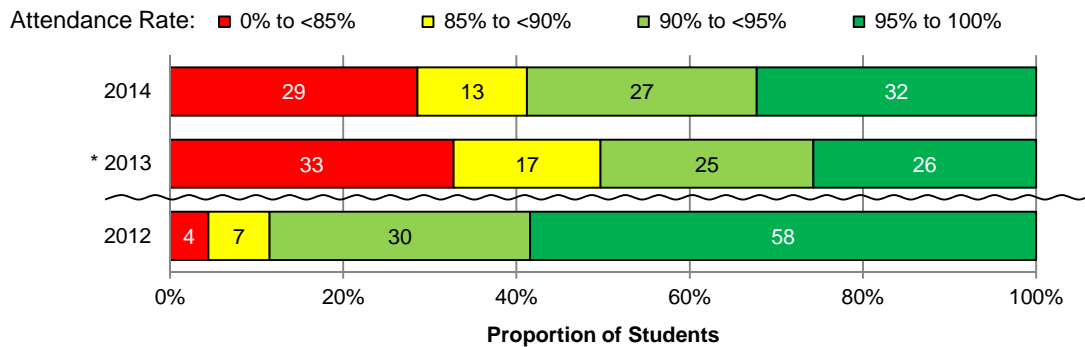
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	95%	97%	94%	95%	95%	93%	96%					
2013	87%	88%	89%	86%	87%	82%	79%					
2014	88%	86%	91%	91%	87%	86%	86%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

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