

Queensland State School Reporting – 2011

Rockville State School (1786)



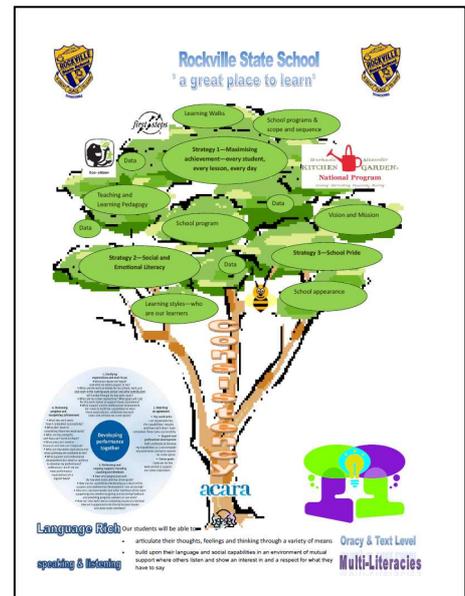
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Principal's foreword

Introduction

This document outlines the strategic direction that Rockville State School has undertaken during 2011 as part of our wider improvement agenda. The key development during 2011 was the creation of our Four Year National Partnership Strategic Plan that has refocused the school key priorities for whole school improvement – this has been set out in our 'strategic tree diagram'. Through wide scale community consultation and whole school self-evaluation a number of key priorities have been identified which have been translated into the school's Annual Operational Plans for 2011 and 2012.

This School Annual Report provides information on the achievement of the goals in the School's Annual Operation Plan. It highlights achievements and areas for continued improvement during the following year. And sits along-side a number of other key strategic documents including our Four Year Improvement Plan and the Annual Operational Plan.



School progress towards its goals in 2011

The key priority of 2011 was establishing our Four Year National Partnership Strategic Plan with key priorities attached:

Priority 1 – Maximising Achievement – every student, every lesson, every day

Priority 2 – School Pride

Priority 3 – Social and Emotional Literacy

The first phase of implementation included:

Establish the new school mission statement 'a great place to learn' and embedding this in the culture of the school.

A review of all the rules and whole school procedures in line with School Wide Positive Behaviour was initially conducted. Five core rules or the Be Rules were identified and used across the school. Consistent expectations were set across the school with all students have a 'recording calendar' where they tracked their progress for behaviour and attendance. Students were identified as being Gold, Silver and Bronze. A number of positive recognition rewards were introduced including Reward Days and playground Gotcha's.

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School curriculum frameworks were reviewed in line with the new Australian Curriculum for English, Mathematics and Science as well as the school starting its first year of operating the Stephanie Alexander Kitchen Garden Program. A focus for the school has been the development of 'Rich Language' with an emphasis on oral language (speaking and listening) which will lead to improved reading and writing outcomes for all students. The LOTE program was also reviewed and in Semester 2 we successfully implemented a 'Language of Food' program integrating Italian within our Stephanie Alexander Kitchen Garden Program.

Future outlook

Below highlight the key priorities for 2012 taken from our Four Year Plan and translated into the Annual Operational Plan

Priority Areas	Actions
Maximising Achievement – every student, every lesson, every day	Developing an expert team through: <ul style="list-style-type: none"> • Implementing 'Rockville Quality Learning Cycle' • Implementing school wide Rich Language Policy • Explicit teaching and instruction: <ul style="list-style-type: none"> • Implementing school assessment schedule • On-going data collection (reading and spelling) and review including setting student targets • Provide students with 'challenge' through a range of learning experiences: • Curriculum alignment (C2C, ACARA, First Steps – Speaking and Listening & SAKG) - <i>adopt and adapt</i>
School Pride	<ul style="list-style-type: none"> • Creating a stimulating organised learning environment • Consistent use of whole school materials and charts displayed • Students have the necessary tools for learning and they respect their books and school resources – check at start and end of each lesson • 'ROCK' Arts project
Social and Emotional Literacy	<ul style="list-style-type: none"> • Implement School Wide Positive Behaviour • Gold, silver and Bronze Reward Days – focus on attendance, punctuality, behaviour, and 'being learner' • Reward and recognition

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
89	42	47	81%

Characteristics of the student body:

Rockville State School – ‘a great place to learn’ - is a small urban primary school in an older suburb of Toowoomba. In July 2011 our enrolment was 88; however we have seen a significant growth to 116 students in January 2012.

In 2010 42% of our student population identified as being of Indigenous backgrounds. This has since risen to 48% in January 2012.

On the Index of Community Socio-Educational Advantage in 2010 the school's percentile was 3. This puts the school in the lowest quartile for the nation reflecting this diverse socio-economic community.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24
Year 4 – Year 10	22.5
Year 11 – Year 12	
All Classes	23.3

School Disciplinary Absences

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

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

2011 saw the launch of the Stephanie Alexander Kitchen Garden Program at Rockville with students beginning to have both Kitchen (cooking) and Garden lessons with these being integrated into the wider school curriculum. With a specific focus on Rich Language – speaking and listening – students quickly became actively involved in transferring learning to new contexts. The re-development of LOTE as the Language of Food Program saw our Year 6/7's develop skills and knowledge of Italian language also a love of Italian food which was celebrated at their graduation dinner.

The school also established key 'reading' sessions where additional staff are allocated to ensure student's needs are met.

Extra curricula activities – A number of programs have been offered which have been popular with our students including:

The Active Afternoons Program ran on Tuesday and Thursday afternoons offering students a range of sporting and physical activities.

A local church group provided a Thursday Breakfast Club and an after school 'Fun Club' on Thursday afternoons.

Links have been established with the Empire Theatre who established a Dance Program for our Year 4-7's.

A range of Leadership opportunities exist for students including student council and Year 7 leaders. During Term 4 the Year 5's were invited to apply to become Prep Buddies for a new Prep Students for 2012 and the Year 6 Students were invited to apply for a range of leadership positions for 2012 including School Leaders and the new Eco-Captain and Cultural Ambassador roles. The 2012 Year 7 leader positions were announced at the Year 7 graduation dinner.

A Big Brother Program also links our school with Toowoomba Grammar School and is primarily designed to allow boys from both schools to mix in a sporting context. Students were invited to participate who had demonstrated a Gold Level.

How Information and Communication Technologies are used to assist learning

Classrooms are well resourced with access to pods of computers and interactive whiteboards. An upper school lab also exists which is primarily used for the Year 4-7 classes. Emphasis is placed on using ICT tools and resources to assist and support learning with students becoming familiar with using a range of programs and strategies.

A review of ICT was conducted during Term 3 & 4 with the V Room and Blue Room (hall) being fitted with data projectors to use during larger presentations such as parade. The V Room is being established as a second computer lab to enable class 'skill' lessons to begin.

Social climate

The School Pride Priority at Rockville is a major element in our Four Year Strategic Plan. The emphasis in 2011 was establishing a consistent set of school rules (the Be rules) and expectations across the school. Students were encouraged to be responsible for their own behaviour and each tracked their progress on a 'calendar'. Students quickly became familiar with the different levels of Gold, Silver and Bronze. A number of positive recognition strategies have also been introduced including – High Five rewards, Playground Gotcha's and whole school Reward Days.

With the launch of the new school motto 'a great place to learn' the student council identified what this meant and classes were encouraged to live up to this expectation.

The school also worked closely with the P&C in developing and resourcing the new uniform as well as purchasing a new Year 7 and Prep shirts.

The new Stephanie Alexander Kitchen Garden Program has allowed the school to develop a very hands-on practical learning experience where students can transfer learning into a new context. This has supported our development of our Rich Language Program.

Parent, student and teacher satisfaction with the school

Our school at a glance

The development and refocusing of Rockville with the new Four Year National Partnership Strategic Plan will see improvements in this statistical picture.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	67%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	95%

DW – Data withheld

Involving parents in their child's education

Through our School Pride priority we have established parents and families as key partners in our improvement agenda. Through community consultation our Four Year National Partnership Strategic Plan was established and implementation initiated.

Our newsletter was re-designed to make it more user friendly and all letters and key information was attached to this so establishing this as the one-stop shop for information.

Parades were also moved to the last part of the day encouraging more parents to attend. An efficient communication system was set up so parents were better informed when their children were receiving rewards/certificates.

The Playgroup also ran through 2011 allowing a number of new families to become familiar with the school. A teacher was provided as part of the Families as First Teachers Program. This was also extended during Term 4 as we ran a 'Getting Ready for Prep Program' where new Preps spent an afternoon a week in a Prep style learning environment. The new Preps also got to meet our Prep Buddies too – so becoming very familiar with our school.

A number of open afternoons, class celebration events and whole school celebrations (ANZAC Day, NAIDOC and Tree Day) were held through-out the year allowing school and parental involvement in informal settings. Formal meetings were also held at the end of Semester 1 as part of the reporting process.

Reducing the school's environmental footprint

Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has undertaken a number of steps to reduce our environmental footprint including applying for a solar panel/ water tank grant at the end of 2011. The school has also worked with the region and looking at reducing water usage especially with our pool now becoming older and developing leaks.

As part of the Stephanie Alexander Kitchen Garden Program students look at how to recycle garden waste and become more environmental in their practices.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	63,580	2,821
2010	62,620	855
% change 10 - 11	2%	230%

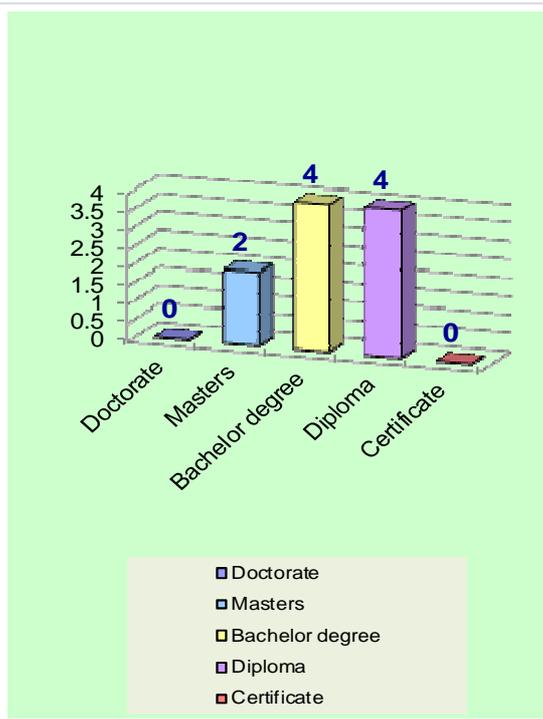
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	8	8	<5
Full-time equivalents	6	5	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	4
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$2,800.

The major professional development initiatives are as follows:

Establishing the Four Year National Partnership Strategic Plan

Developing the Rich Language Priority and Policy

Reading audit – establishing benchmark for reading at Rockville

School Wide Positive Behaviour – rules and procedures

Preparing for National Curriculum , planning using Curriculum into Classroom (C2C) 'adopting and adapting' into school context

Integrating Stephanie Alexander Kitchen Garden Program

The school was supported through National Partnership Turn Around Team members leading and developing PD materials in-line with our strategic priorities.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 68% of staff was retained by the school for the entire 2011 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

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 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

Performance of our students

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

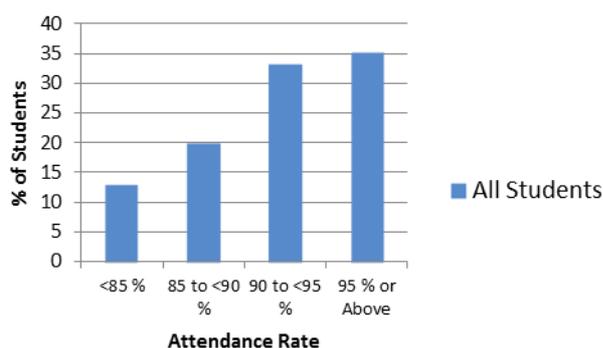
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	90%	89%	96%	95%	90%	83%	N/A	N/A	N/A	N/A	N/A

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 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.

Rolls are marked twice a day.

Each student has a tracking calendar and records their attendance and behaviour. Students are encouraged to aim for a Gold level and a % figure for attendance has been set. Attendance rewards are regularly given out acknowledging those with 100% attendance. Attendance forms part of our Gold, Silver and Bronze levels and is directly linked to Reward Days.

To help parents record absences slips have been attached to the newsletter which are then returned to school. This way we have been able to reduce the number of unexplained absences.

If a child is away for more than 3 days then the office calls the parents to record the reason for the absence.

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

Performance of our students

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/>.

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Achievement – Closing the Gap

In 2010 the gap between Indigenous and Non-Indigenous attendance was 4% this has dropped to 2% in 2011. The strategies implemented around Maximising Achievement and School Pride and encouraging students to attend and value school. Reading has showed the most improvement moving from 3 in 2010 to 27 in 2011. With the school's focus on reading and Rich Language this improving trend should continue.