

Rockville State School (1786)
 Queensland State School Reporting
 2012 School Annual Report



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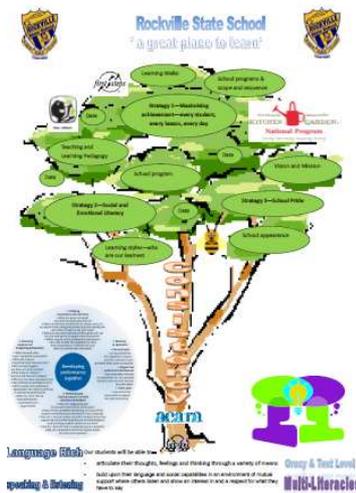
Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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 documents including our Four Year National Partnership Improvement Plan.



Our Four Year National Partnership Improvement Plan 2011-2015 clearly identifies our key priorities over the coming years.

School progress towards its goals in 2012

2012 saw Rockville community clarify its vision, mission and aims:

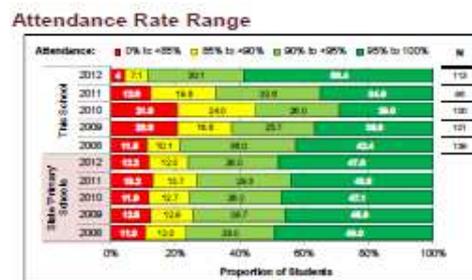
- Vision - **'a great place to learn'**
- Our mission - Rockville State School is providing our community (staff, students and parents/carers) with real life learning opportunities through practical first-hand experiences founded in a rich language environment. Through these experiences we aim to build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

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- Our beliefs (our 3 B rules):
 - **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
- Trends and focus areas:
 - Attendance – overall rates have improved



School Disciplinary Absences

- Enrolments – have continued to rise:



- During 2012 we also expanded our Stephanie Alexander Kitchen Garden Program with a Sports and Recreation grant. Funds were used to enhance and expand our garden area to ensure all students had the opportunity to plant, grow and harvest fresh vegetables.

Future outlook

In our planning for 2013 we will continue to strive to achieve our goals set in our Four Year National Partnership Plan as well as addressing key requirements at a State and National level, including:

- Developing our Pedagogical Framework for Rockville State School
- Implementing a consistent approach to reading through our Reading Lockdown
- Ensuring consistency of expectation of behaviour – Going for Gold strategy
- Explicit Teaching agenda – your job/ my job
- Use and interpretation of data to better inform student progress
- Consistent expectations of presentation - students book work
- Expanding and developing our Stephanie Alexander Kitchen Garden Program through ensuring curriculum alignment and subject integrity (History, Health and LOTE)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	103	56	47	74%
2011	89	42	47	81%
2012	121	61	60	77%

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

Characteristics of the student body:

Rockville is a small urban school which has seen a growth in student numbers rising to 121 students in January 2012. The Rockville area of Toowoomba is described as a lower socio-economic area. 48% of our students identify as having either Aboriginal or Torres Strait Islander descent.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	18	24	22
Year 4 – Year 10	22	23	21
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	39	19	3
Long Suspensions - 6 to 20 days	4	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings



Rockville is a Stephanie Alexander Kitchen Garden School which has influenced our curriculum. Integration across key learning areas has enabled students to experience a range of first hand learning opportunities within the kitchen or garden. Students have also had the opportunity to undertake 'garden art' projects where they have transformed old filing



cabinets into works of art to be displayed in our grounds.

Our Language of Food program (LOFe) successfully integrated LOTE with our Stephanie Alexander Program enabling students in Years 5-7 to experience Italian language, food and culture.

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

Extra curricula activities

Active Afternoons - Tuesday and Thursdays from 3-4.00pm covering a range of sporting activities from AFL, touch, baseball and swimming.

Breakfast Club – this is a volunteer group who have run our successful breakfast club on Tuesday and Thursday mornings before school

'Can do Club' – this leadership program for our Yr 5-7 Gold students has enabled them to cook and prepare simple snacks that are sold at the end of the day. The money raised is used to help fund end of year reward days.

A range of Leadership opportunities exist for students including Student Council and Year 7 leaders – including Prep Buddies, School Leader, Eco-Leaders, Sports Captains and Library Leaders. Students apply for positions and are elected by their peers.

To assist students in achieving GOLD for homework a homework club was set up and ran every Monday afternoon from 2.45 – 3.30pm.

How Information and Communication Technologies are used to assist learning

ICT's are integrated into the curriculum and are used to support learning in a variety of ways e.g. from students researching information through to them presenting what they know in a variety of ways. The school has a number of resources from 2 ICT labs, classroom computers, data projectors and interactive whiteboards. During 2012 the school also purchase 10 ipads and 5 new cameras to increase the flexibility of learning. iMovie's are now becoming a key feature of our parades as they visually engage the community in what has been learnt during the week at Rockville.

Social climate

The School Pride Priority at Rockville is a major element in our Four Year Strategic Plan. The emphasis in 2012 was to review our set of B rules which saw our five rules reduced to three core rules. A set of consistent school display materials was established and displayed in all classrooms ensuring a consistent school wide approach.

Our focus for 2012 has been to establish a positive school community with clear expectations based on attendance – every day matters, behaviour and homework. Students had behaviour targets sets and were encouraged to be responsible for their own behaviour by tracking progress on a 'calendar'. Students quickly became familiar with the different levels of Gold, Silver and Bronze and recognised that their behaviour choices directly influenced their opportunities during Friday Reward Afternoon. A number of positive recognition strategies have also been introduced including – High Five rewards, Playground Gotcha's and whole school Reward Days. The 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.

Our school at a glance

Parent, student and staff satisfaction with the school

This data reflects the progress the whole school community has made in reaching our priorities as set out in our Four Year National Partnership Plan. The data also identifies areas that as a school community we still need to focus on.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	93.3%
this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	95.5%
they feel safe at their school*	95.2%
their teachers motivate them to learn*	95.5%
their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	90.5%

Our school at a glance

teachers treat students fairly at their school*	90.5%
they can talk to their teachers about their concerns*	73.7%
their school takes students' opinions seriously*	85.7%
student behaviour is well managed at their school*	95.5%
their school looks for ways to improve*	100.0%
their school is well maintained*	85.7%
their school gives them opportunities to do interesting things*	86.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	94.4%
with the individual staff morale items	96.0%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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 child's learning through regular updates in our newsletter - where we shared good news stories and identify up-coming events. Teachers have made themselves available both formally (during twice yearly parent –teacher interviews) and informally to discuss how individual children are progressing.

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. During the September Holiday the school successfully walked in Toowoomba's Carnival of Flower's Parade – this event was a great way for the whole school community to come together and celebrate what is great about our school.

Reducing the school's environmental footprint

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 installing new solar panels and water tanks. The school has also worked with the region and looking at reducing water usage especially with our pool now becoming older and developing leaks. Our P&C successfully purchased pool covers which were installed during Term 4 2012 as a way of reducing evaporation from our pool.

A number of recycling stations and worm farms have been established as part of our Stephanie Alexander Kitchen Garden Program to reduce 'green waste' and encourage our students to recycle more.

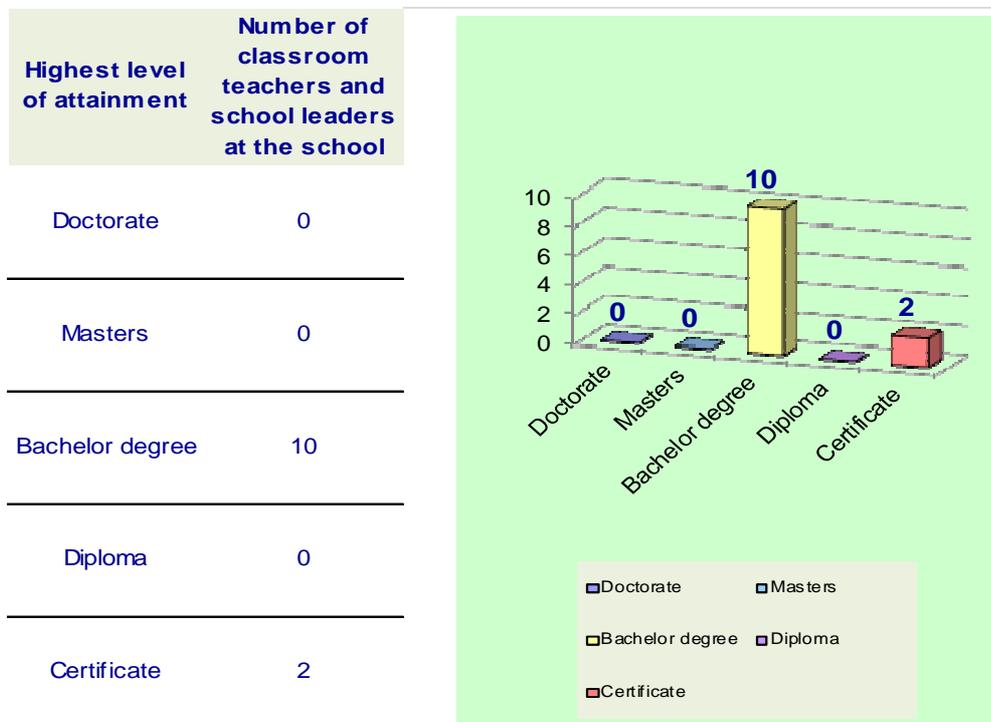
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	62,620	855
2010-2011	63,580	2,821
2011-2012	63,112	2,621

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	11	11	5
Full-time equivalents	8.1	5.9	3.4

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3,200

The major professional development initiatives are as follows:

Staff undertook a number of Professional Development opportunities including:

Facilitated planning and moderation days/afternoon sessions with our NP Coach 'adopting and adapting C2C units

Cluster moderation and planning sessions with Toowoomba North and Harlaxton State Schools

Data analysis and target setting – including data walls for Writing, Reading and Number

Our staff profile

Learning Walks focused on developing an effective and productive learning environment

Explicit teaching of reading including model for reading lockdown, your job/my job

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.1%	95.4%	93.5%

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 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

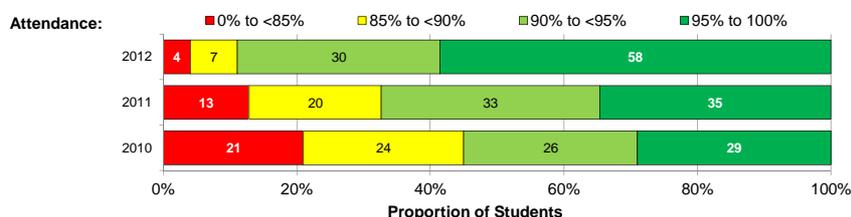
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	85%	94%	91%	85%	92%	88%					
2011	89%	90%	89%	96%	95%	90%	83%					
2012	95%	97%	94%	95%	95%	93%	96%					

DW = Data withheld to ensure confidentiality.

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. Each week the 'golden gnome' is awarded to the class with the best attendance.

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/>.

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.

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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 2012 has been on targeting resources to support students gain key literacy and numeracy skills. Reading continues to be our target area with all classes implementing 'reading lockdown' blocks where additional teachers and teacher aides were allocated to enable focused groups to be taught.

Additional NP resources were allocated to purchase a Speech Therapist 1 day per week to target early oracy intervention in Prep and Year 1.

Through our 'every day matters' and 'going for gold strategy' we have seen considerable improvements in attendance by all students across the school with now no significant gap between