



Rockville State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

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School Overview

Rockville State School is located at 3 Holberton Street, Rockville in the Darling Downs South West Region. The Rockville area of Toowoomba is described as a lower socio-economic area. The school opened in 1923 and offers Prep - Year 6 curriculum. Rockville State School embeds the Stephanie Alexander Kitchen Garden Program into all year levels across the school. The staffing includes an Acting Principal, STLAN and Master Teacher, Stephanie Alexander Teacher and Curriculum Leader, Speech Pathologist, Chaplain, Teachers and Teacher Aides and a P&C Committee. Our school provides a learning environment that is 'A Great Place to Learn', as we have access to a number of fantastic resources including large open classrooms, each classroom having access to an interactive whiteboard, a well-resourced library, large outdoor playing areas, a yarnning circle, 2 multi-purpose rooms, a fully equipped kitchen and a swimming pool. We are very fortunate to be a part of the Stephanie Alexander Kitchen Garden Program, and children from Prep to Year 6 have opportunities to grow fruit and vegetables in our gardens and then harvest and cook fresh food in our purpose built kitchen. Rockville State School offers life learning experiences to all our students, integrated through unique, hands on learning activities. The school receives valuable support from many local community groups, churches and the council to help ensure the success of the Stephanie Alexander Kitchen Garden Program as a basis for our whole school improvement agenda. In 2015 the school finished a 4 year National Partnership and underwent a whole school audit. The schools mission "a great place to learn" is the central priority for improvement. The whole school community is committed to achieving our aims and are determined to ensure that Rockville is "a great place to learn". Highly trained and enthusiastic staff of the school is committed to providing a quality holistic education for all students. We believe that strong, consistent and structured Literacy, Numeracy and behaviour Programs are the foundations of our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

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 Pedagogical Framework, I4S, Attendance and Numeracy Matrix

The key priorities for 2016 are reflected in our sharp and narrow focus around Attendance and Numeracy and in embedding and maintaining our Literacy and Behaviour programs (Going for GOLD)

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:

- Every Students Succeeding
- Positive Community Interactions
- Numeracy
- Attendance

Future Outlook

- In our planning for 2016 we will continue foster 'Every Student Succeeding' using our sharp and narrow focus as well as Strategic Plan and I4S. We will continue to enhance our learning and teaching 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
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	216	114	102	102	83%
2015*	197	93	104	99	84%
2016	172	84	88	70	76%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Rockville State School is a growing urban school in the suburbs of Toowoomba. We have 8 classes with class sizes from 20-25 students. 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 Strait Islander descent.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	24
Year 4 – Year 7	26	28	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 5-6's we have adapted our LOTE program into our LOF 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 Gold Reward program. We offer Art and Craft, Yoga and Meditation, Swimming, Gardening and Sport.

Co-curricular Activities

How Information and Communication Technologies are used to Assist Learning

In 2016 we continued our partnership with Hall-Thorpe Sports who began to run an afterschool program at school.

At Rockville we also offer:

Daily Breakfast Club

Daily Lunch Club

Can do Club – this program for our gold Yr. 1-6 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 Club on Monday afternoons and Thursday lunchtimes 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 Year 6 Leaders

School Choir

Cultural Performances

Annual excursions P-6

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 iPad, 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.

Social Climate

Overview

In establishing a learning environment that emphasises a supportive and encouraging environment 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 sharp and narrow focus. 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, swimming 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	80%	20%
this is a good school (S2035)	DW	80%	20%
their child likes being at this school* (S2001)	DW	80%	20%
their child feels safe at this school* (S2002)	DW	80%	20%
their child's learning needs are being met at this school* (S2003)	DW	80%	20%
their child is making good progress at this school* (S2004)	DW	80%	20%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	80%	20%
teachers at this school motivate their child to learn* (S2007)	DW	80%	40%
teachers at this school treat students fairly* (S2008)	DW	80%	0%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	20%
this school works with them to support their child's learning* (S2010)	DW	100%	25%
this school takes parents' opinions seriously* (S2011)	DW	80%	0%
student behaviour is well managed at this school* (S2012)	DW	80%	0%
this school looks for ways to improve* (S2013)	DW	100%	0%
this school is well maintained* (S2014)	DW	100%	40%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	100%	96%	92%
they feel safe at their school* (S2037)	98%	96%	96%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	98%
teachers treat students fairly at their school* (S2041)	93%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	90%	100%	92%
student behaviour is well managed at their school* (S2044)	88%	92%	87%
their school looks for ways to improve* (S2045)	97%	100%	96%
their school is well maintained* (S2046)	95%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	62%
they receive useful feedback about their work at their school (S2071)	100%	100%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	85%
staff are well supported at their school (S2075)	100%	100%	86%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	94%	95%
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

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 have an up to date website and Face Book page. We 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 have an enthusiastic P and C which meets the first Tuesday of each month the P and C fundraise and hold regular stalls such as Mother's Day and Father's Day. They provide funding to allow extra resources and experiences for our students and staff.

We also hold a number of events throughout 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 fortnightly Community Café, ANZAC Day, NAIDOC Day and National Tree Day. As part of the local Carnival of Flowers the school community has entered in the garden display and were the winners in the school section in 2015.

Respectful relationships programs

At Rockville we engage in the Rockville GOLD program. We teach and actively follow our three school rules

Be a Learner

Be Encouraging

Be Responsible

We foster community relationships through our Stephanie Alexander Kitchen Garden by explicitly modelling gender equality, respecting others respecting self.

We have a Guidance Officer who works with staff and students to foster community relationships.

We have formed a relationship with Goolburri who run regular GP reviews on indigenous students at our school site. They then refer at risk students onward to relevant mental health agencies.

On site we have a community indigenous liaison officer who assists in building community relationships. Including home visits and assistance with food packs.

We explicitly teach the Daniel Morcombe Child Safety Curriculum.

Respectful Relationships are embedded throughout our school within the C2C HPE and Health units across the curriculum.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.



SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	2	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Rockville embraces a green energy ethos. We use above ground tanks to water all our vegetables and gardens. We have worm farms for fruit and vegetable scraps. We have a large compost area for different types of waste. We recycle paper and reuse useable containers.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	62,413	1,023
2014-2015	70,641	1,264
2015-2016	58,709	1,844

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.

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* 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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	17	5
Full-time Equivalent	12	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	8
Diploma	7
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$20,000.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

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 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	85%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	80%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

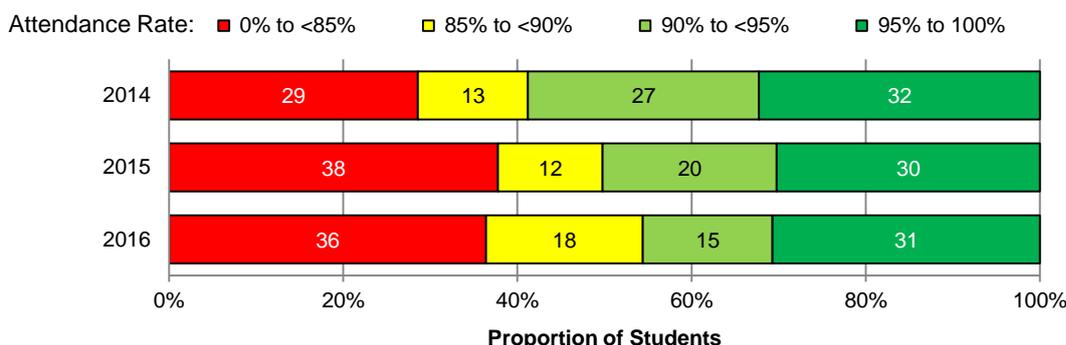
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	88%	86%	91%	91%	87%	86%	86%					
2015	83%	85%	83%	85%	87%	85%	88%						
2016	91%	85%	89%	87%	89%	88%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rockville State school uses ID attend to mark rolls and send timely messages daily if students are absent.

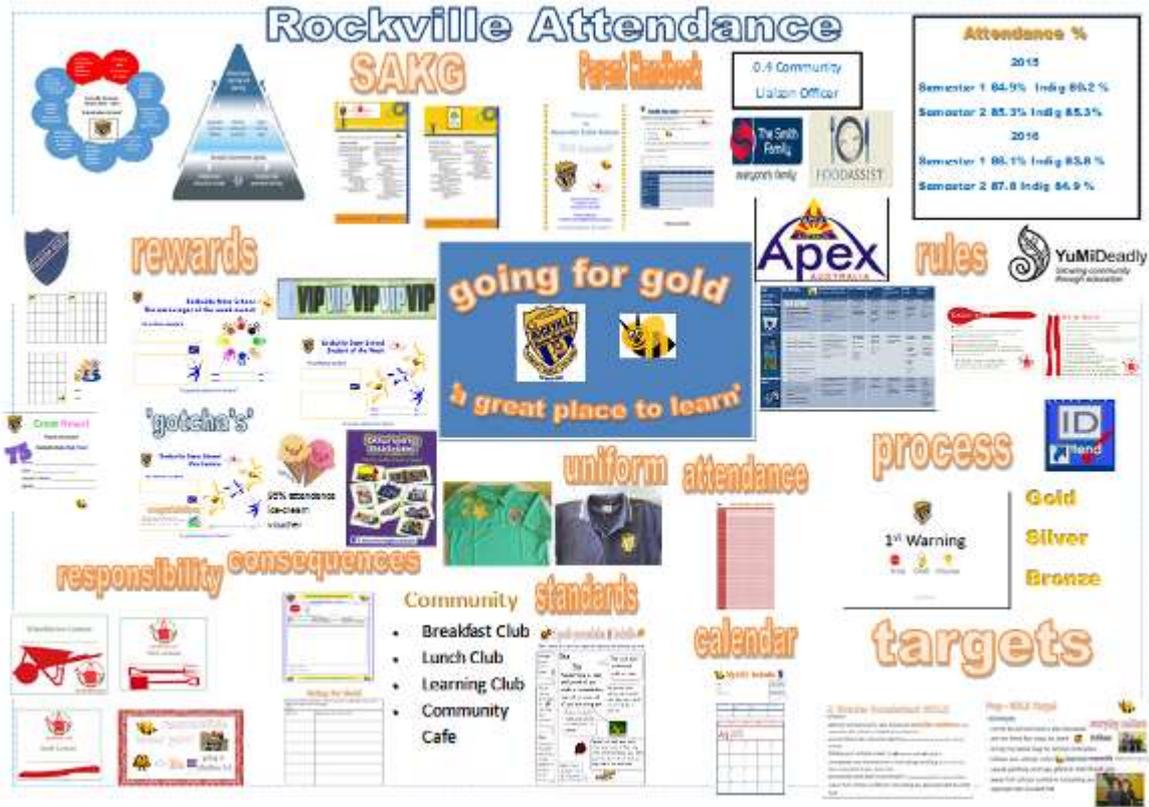
Rolls are marked at 9.15am and 1.45pm daily.

All late attenders are entered onto the system and issued with a pass for the teacher with late explanation.

Students who leave for appointments illness or other reasons are also entered onto ID attend.



We have an established student absence line for parents to phone in with absence explanations
 Students in care guardians are notified by 10am the same day if the student is absent. After students have been absent for 3 days with no explanation a phone call is made for explanation of absence
 If not returned a home visit may take place or a letter will be sent requesting a meeting with the Principal.



NAPLAN

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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by



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