



Roadvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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School overview

Roadvale State school is committed to delivering a relevant, quality education for every student from Prep to Year 6. We believe for our students to make responsible behaviour choices they need a safe, tolerant and disciplined learning environment. Roadvale State school offers our students a curriculum which engages and empowers students to think, create, communicate, participate and reflect upon the changing society in which they live. We value the direct involvement of our staff to develop skills and attitudes and encourage our students to become lifelong learners with skills of self-management, organisation and ICT knowledge and skills. We encourage our students to achieve their full potential through working collaboratively with others to achieve negotiated goals.

School progress towards its goals in 2018

Strategy: Reading

- Before school intervention – Sight words, Reading Stamina
- 2 hour literacy block
- Purchased additional teacher-aide time to facilitate small group learning
- Utilised data to inform teaching practice
- Purchased extra Speech Pathology time
- Purchased online resources – Sunshine Online
- Focused reading strategies and reading goals for every student
- Early Start
- Literacy Continuum

Strategy: Numeracy

- Problem Solving strategies explicitly taught
- Whole school numeracy framework
- Small group teacher from Prep-6 through extra teacher-aide hours
- Purchased online resources – Mathletics

Strategy: Expert Teaching Team

- Purchased planning time with Regional HOC
- Regular data discussions

Future outlook

2019 Curriculum Foci:

- Teachers to engage in curriculum planning, moderation and professional learning through regional networking opportunities
- Consolidate the teaching of digital technologies in Prep-6, purchasing resources to enable opportunities for coding
- Prepare students and staff for, and participate in, NAPLAN online assessment
- Use data to inform instruction
- Formulate and implement a whole-school feedback cycle for students and staff to improve learning outcomes across the curriculum

- Focused reading strategies taught using data to drive instruction
- Purchase additional support staff (Speech Language Pathologist & teacher-aides) to implement language and numeracy small group instruction and intervention
- 2 hour Literacy Block with targeted use of staff
- Continued purchase of online numeracy and literacy resources
- Sporting Schools Programs to increase physical activity – purchasing instructors and equipment for ongoing benefits
- Before school reading / sight words program
- Before school physical activity program
- Outdoor Education Program to facilitate skills such as teamwork, co-operation, problem solving and resilience

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	29	31	39
Girls	11	13	17
Boys	18	18	22
Indigenous			
Enrolment continuity (Feb. – Nov.)	94%	97%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Roadvale State School community is a co-educational rural school from Prep to Yr 6. Many of our students are generational students, having their parents, grandparents attend the school previously. Our student cohort is well supported by our parent body.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	14	18	19
Year 4 – Year 6	15	14	
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Roadvale State School implements the Australian Curriculum across all year levels. The school offers LOTE (German), Music and PE amongst other extra curricula activities such as camps, excursions and incursions.

Foci include:

- Small group instruction supported by Teachers, Support Staff and Specialists
- Positive Behaviour for Learning
- High ratio of ICT's : student
- Before school support programs
- Online curriculum support resources
- Building an Outdoor Learning Area to expand teaching and learning opportunities

Roadvale State School is involved in an ongoing long-term partnership with Landcare and Healthy Land and Water, using our school as a model to reduce soil salinity. We are involved in a tree planting program and are a venue for local Landcare workshops.

Co-curricular activities

Roadvale provides a wide range of co-curricular activities for students to engage with including:

- Student Leadership Programs
- Student Council
- Experience Days at Boonah SHS
- Fassifern Zone sports events and gala days
- Boonah Show Education program
- Locally and nationally run events such as Bookweek, Under 8's Day, Harmony Day, Naidoc Week
- Outdoor Education Program at Maroon Outdoor Education Centre
- Curriculum focused excursions
- Incursions such as those funded through the Sporting Schools Grants
- Year 6 Transition Camp with other schools in our cluster at Maroon Outdoor Education Centre

How information and communication technologies are used to assist learning

Roadvale State School has been developing its ICT capabilities with an aim of 1:1 ratio of students to devices. We currently exceed this goal. We utilise various online resources to support curriculum implementation and have boosted our resources to support the coding area of the National Curriculum. Staff are committed to developing their skills in order to effectively utilise these resources and programs.

Social climate

Overview

Roadvale State School offers a safe and supportive environment on a rural 5 hectare setting, bordered by local dairy farms. The school climate is very positive with a supportive P&C and parent body that work together with all staff to maximise the learning opportunities for all our students. Our parents often donate their time to tend to the school gardens, showing pride in our appearance. We are a Positive Behaviour for Learning school, offering a buddy program which fosters supportive relationships between the older and younger students of this small school. Zones of Regulation is also focused on in our lower grades, fostering a positive climate for learning to take place within.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	77%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	92%	100%	100%
• student behaviour is well managed at their school* (S2044)	92%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	92%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
• they receive useful feedback about their work at their school (S2071)	75%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	88%	100%	100%
• students are treated fairly at their school (S2073)	75%	100%	100%
• student behaviour is well managed at their school (S2074)	75%	100%	100%
• staff are well supported at their school (S2075)	75%	100%	100%
• their school takes staff opinions seriously (S2076)	75%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	63%	100%	100%
• 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

Roadvale State School values the involvement our parents / carers play in the direction and running of our school. They are actively involved and kept informed of progress of students and the school through:

- P&C meetings and fund-raising initiatives
- Parent classroom helpers
- Working Bees
- Open Days
- Special Occasion Days such as Mother's Day and ANZAC Day are well supported and attended
- A fortnightly newsletter available in print and hardcopy keeps staff and parents informed

- Class newsletters each term
- Reporting to parents each term via face-to-face meetings and written report cards
- Parent endorsed ICP's
- Text messaging to parents to keep the community informed

Respectful relationships education programs

Our school runs a series of programs designed to facilitate and promote respectful relationships such as:

- Zones of Regulation – teaching students mindfulness strategies
- Positive Behaviour for Learning – explicit teaching of behaviour expectations
- Buddies –friendship, social skills and anti-bullying strategies
- Outdoor Education Program (offsite) – team building, leadership, conflict resolution, group work and resilience

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and strategies are devised and employed by all staff and students to reduce, reuse and recycle.

Use of all electrical items such as air conditioners and computer monitors is assessed to maximise their efficiency and minimise their environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,603	13,664	11,351
Water (kL)	205		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

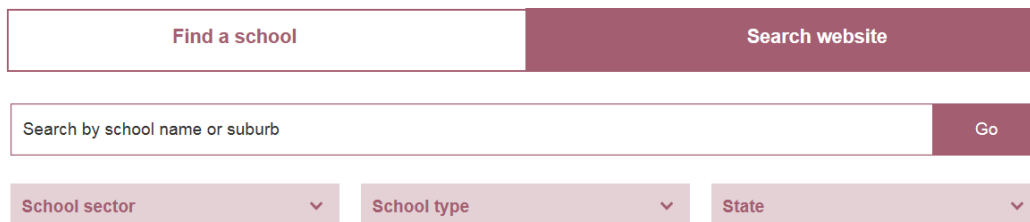
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a header bar containing 'Find a school' and 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the input field are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	5	0
Full-time equivalents	3	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were \$15 545.12.

The major professional development initiatives are as follows:

- Implementing the National Curriculum – GTMJ initiative
- Early Year's initiatives such as Abecedarian Training
- Explicit Instruction
- Leadership training
- Assessment and Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	93%	93%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

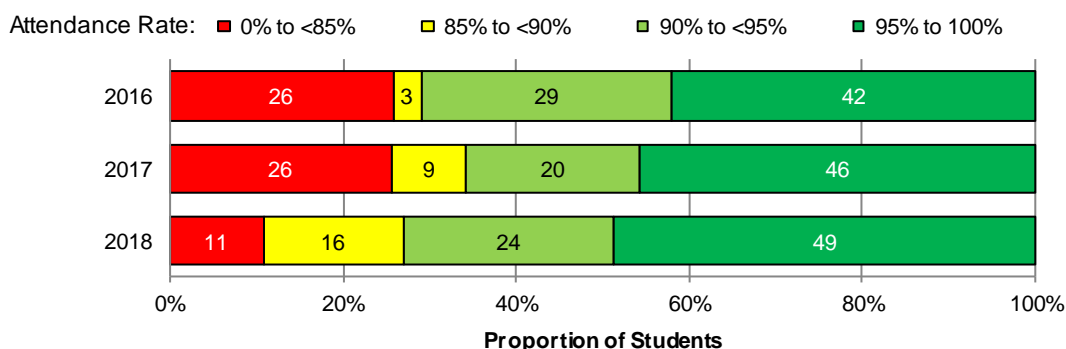
Year level	2016	2017	2018
Prep	84%	97%	91%
Year 1	96%	91%	96%
Year 2	87%	90%	89%
Year 3	91%	90%	95%
Year 4	96%	91%	93%
Year 5	88%	96%	90%
Year 6	88%	91%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Electronic rolls are marked at 9:15 a.m. and 2:00 p.m. daily. Parents are encouraged to use text to notify the school of absences – email or phone options are also available. School follows up unknown absences with a text within the hour. High levels of absences are followed up with the parents by phone, email or letter, informing them of their legal obligation for their children to attend school. Attendance figures are communicated with staff, students and the parent body.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.