

Roadvale State School

Queensland State School Reporting

2014 School Annual Report



ROADVALE



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Principal's foreword

Introduction

Roadvale State School is a positive, vibrant, progressive and inclusive school community that encourages and supports students, staff, parents in attaining excellence in the academic, cultural and sporting arenas. Together we build and promote a sustainable environment with our community. We provide learning pathways for our students which are supportive of their needs as they take their place in the global community. Roadvale State School is a Heritage listed semi-rural school located west of Ipswich.

Roadvale State School aims to provide an enjoyable and safe educational setting that:

- Fosters acceptance and respect for all members of society;
- Recognizes and accepts that everybody has rights and responsibilities;
- Demonstrates fair and equitable practices; and
- Develops intellectual processes that facilitate independent learning.

School progress towards its goals in 2014

Due to our vision and planning we have been able to successfully attain many of the goals we set ourselves for 2014. 2014 Goals achieved:

Implemented whole school pedagogical practices –Roadvale Pedagogical Framework;

Developed a whole school Reading Framework;

Teacher mentor and coaching opportunity provided to teachers;

Utilised Data to inform teaching practice and developed a whole school Assessment Plan;

iPads purchased for classroom and teacher use. Staff attended professional development on the use of iPads. ICT infrastructure improved within the school through planned maintenance;

Reviewed and Implemented School Responsible Behaviour Plan and embed a whole school positive and proactive approach to student wellbeing; and

Continue to refine school wide approach to recognition and celebration of positive behaviours in all settings.

Future outlook

Throughout 2015 we will continue to:

- Effectively implement the National Curriculum through the consistent school wide use of Curriculum into the Classroom (C2C) units for English, Mathematics, Science, History and Geography.
- Implement School Wide Positive Behaviour Support strategies and consolidate student management processes and provide targeted intensive intervention for identified students.
- Implement school-wide framework for pedagogy.
- Continue to develop inclusive practices and personalise learning for identified students group.

During the 2015 our key priorities/areas for improvement are under these five strategies:

1. Implement our pedagogical framework. e.g. clearly imbedding our Explicit Instruction Model, including inclusive education practices
2. Improve student Literacy and Numeracy results across all year levels. e.g. spelling, reading comprehension and number fact programs.
3. Improve attendance, punctuality and engagement. e.g. student initiatives, attendance awards and acknowledgement.
4. Improve Community Engagement. e.g. update school website, QSchools app, student-managed parades and presentations, community events, celebration days.
5. Smart Classrooms. e.g. develop Edstudios for greater student engagement and differentiation of instruction, implement iPad use as assistive devices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	42	21	21	98%
2013	42	16	26	84%
2014	36	11	25	100%

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

Characteristics of the student body:

Roadvale State School is a co-educational school from Prep to Year 7. Our student cohort is well supported by our parent body who, in partnership, work with us to contribute to enhancing school resources and facilities.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	17
Year 4 – Year 7 Primary			18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	1
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

- Specialist SEP (Special Education Program) staff
- The school has a visiting Physical Education teacher, Music teacher and French teacher
- Literacy and Numeracy blocks
- Access to a Guidance Officer upon request
- Advisory Visiting Teachers in specialist areas such as hearing impairment
- An instrumental music programs on site
- Social Skills program
- School Chaplain.
- Community garden project

The school has also engaged in a partnership with the Scenic Rim Council and Land Care and established a corridor for native animals and reducing the salinity in the area with tree planting. The school is in a high salinity area which has been identified through local studies. This is part of the healthy water ways initiative.

Extra curricula activities

In addition to set curriculum, the students at Roadvale State School have access to a range of other opportunities. Students participated:

- in Regional Sports as members of Fassifern District teams;
- individually and collectively in the local Boonah show, academic competitions and Fassifern regional events;
- in activities such as Book Week, Clean Up Australia, Under 8s activities and Get Active Queensland;
- in school camps and curriculum focused excursions;
- in a leadership program to build team skills, develop confidence and encourage students to reach their goals; and
- in sports days, cross country events and other active pursuits.

How Information and Communication Technologies are used to assist learning

Roadvale State School has been developing its ICT capabilities with 1:2 ratio of computers to students availability across the school. The school utilises 10 iPads in our educational programs and continues to develop its banks of learning apps on these devices. The school utilises Mathletics as a resource to support its numeracy program. Staff are committed to developing their skills in order to ensure wide and effective use of resources. All staff have access to an interactive whiteboard and we have developed a school EdStudio.

Social Climate

Roadvale State School is situated approximately 40kms west of Ipswich and 12kms east of Boonah, in the South East Region. The school has approximately 5hectares of land. The school services the majority of its students from the immediate area with some families driving a short distance from neighbouring suburbs to attend our school.

In 2014 we had 2 multi-age classes consisting of:

A Prep – 3 class and a 4 – 7 class.

Our teaching staff consists of a Teaching Principal, 1 full time teacher, Principal Relief Teacher, 2 full time Teacher aides, an AO2, School Cleaner and Schools Officer.

Specialist Teachers also serviced our school and consisted of a Physical Education Teacher, Music Teacher, Librarian, French [LOTE] Teacher, STL&N, SWD Teacher, Guidance Officer and Speech Therapist.

Ramps and disabled toilet facilities provide access for students with physical disabilities.

Individual Education Program [IEP's] is developed as necessary to support learning and all students are developing learning goals.

Students are happy to come to school as is reflected in our attendance data. Student wellbeing is paramount in our educational setting at Roadvale State School.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
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%	95%	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%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	88%	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%
their teachers provide them with useful feedback about their school work* (S2040)	100%	63%	100%
teachers treat students fairly at their school* (S2041)	100%	63%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	100%	75%	100%
their school takes students' opinions seriously* (S2043)	100%	88%	100%
student behaviour is well managed at their school* (S2044)	100%	50%	94%
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)	100%	75%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
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)		83%	100%
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

Roadvale State School has an active P & C committee. The school community support all school initiatives.

Fortnightly newsletter communication and KIT entries ensure that parents are informed as to what is happening at Roadvale State School and with their child's progress. This continual communication assists us in developing positive, effective relationships.

Parental involvement in the classroom is always welcome as is parental commitment to special events and functions held at the school.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Roadvale State School encourages staff and students to reduce, reuse and recycle where possible. Staff are encouraged to turn off all electrical items, lighting and heating at the end of each session and/or day, use air-conditioners at the recommended temperatures for efficient cooling or heating and manage water usage on a weekly basis. The solar schools program continues to be a focus for the school through the management of our solar panels.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	15,799	339
2012-2013	17,846	184
2013-2014	22,549	134

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.

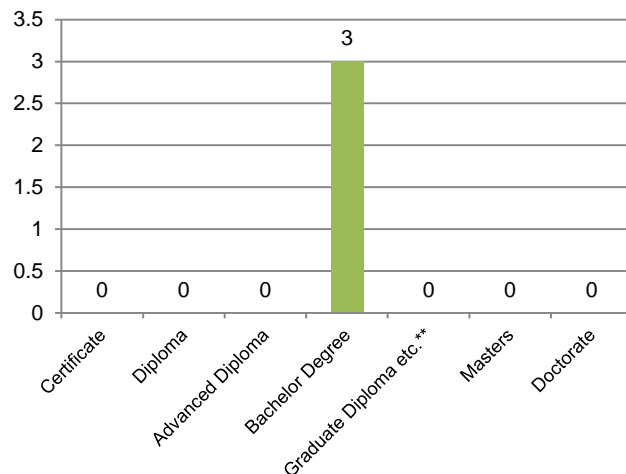
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 \$10,990

The major professional development initiatives are as follows:

- Supporting students with disability
- Words their Way spelling program
- Watching others work teacher coaching and mentoring program
- Seven Steps to writing success.
- Kids matter
- First Aide training
- Reading Comprehension

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.	99%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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).	97%	96%	94%

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

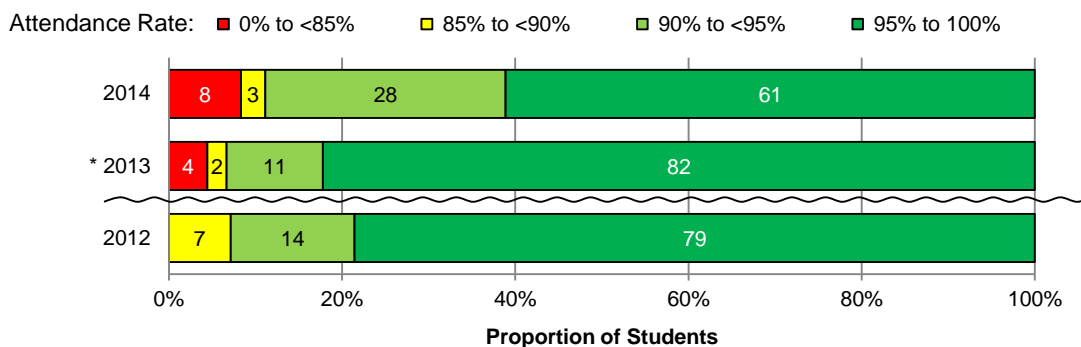
Student attendance rate for each year level (shown as a percentage)

	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	96%	95%	96%	100%	99%	98%	99%					
2013	95%	91%	95%	98%	100%	99%	98%					
2014	97%	98%	92%	91%	92%	96%	96%					

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.

Student absenteeism is managed by a whole school approach. Parents are contacted by a phone call after 3 days of no-attendance. For persistent, repeated and long term absenteeism the formal processes regarding compulsory schooling begin.

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.

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