# Roadvale State School Queensland State School Reporting 2015 School Annual Report





Postal address	111 Roadvale Road Roadvale 4310
Phone	(07) 5463 5755
Fax	(07) 5463 5025
Email	principal@roadvaless.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <u>My School</u> website and the <u>Queensland Government data</u> website.
Contact person	Mr Troy Churchward

# Principal's foreword

#### Introduction

Roadvale State School is a Heritage listed semi-rural school located 40kms west of Ipswich and 12kms from Boonah in the Scenic Rim. The school was established in 1889. Roadvale State School is a positive, progressive and inclusive school.

Our school community encourages and supports students, staff and parents in attaining excellence in the academic, cultural and sporting arenas. Together we build and promote a sustainable environment – solar, water catchment and reversing salinity with our community.

We provide learning pathways for our students which are supportive of their needs as they take their place in the digital world.

In 2015 the school achieved the best Naplan results for the school with all students above National Minimum Standard and 100% achievement in the Upper 2 Bands for Year 3 Reading, Grammar and Numeracy and significant improvement in Year 5 reading.

The introduction of Great Results Guarantee funding contributed significantly to the literacy improvements and gains made by our students. The targeted intervention programs implemented by trained teacher aides resulted in our students meeting or exceeding our targets.

#### School progress towards its goals in 2015

In 2015 we narrowed our explicit improvement agenda to Reading, Writing within a positive school environment.

#### Reading

- We adopted the the south East Region's Reading Documents and used the reading behaviours as goals for student achievement.
- 2 hour literacy block implemented with additional support from teacher aides and STL&N
- Before school intervention sight words, reading stamina
- Professional Development for Staff using explicit instruction
- Utilised data to iform teaching practice
- Purchased online resources Lesson Zone for teacher and student use

#### Writing

- Develop a whole school writing program including grammar and punctuation
- Teacher mentor and coaching opportunites provided for teachers through Cluster HOC
- · Participate in Cluster moderation

#### **Positive Environment**

- Embed whole school positive and proactive approach to student well being Better Buddies, Kids Matter
- Teach Values Program You Can Do It!
- Recognition and celebration of positive behaviours in all settings Charlie Awards



#### **Future outlook**

In 2016 our explicit agenda will focus on Reading, Number and a Strong Teaching Team.

#### Reading

- Implement Literacy Continuum as tracking tool.
- Using data to drive instruction
- 2 hour literacy block targeted use of staff STLaN, SWD teacher, teacher aides + purchased teacher aide time
- Focused reading strategies taught using data to drive instruction
- Professional development for staff in Explicit Direct Instruction
- Using Complex Texts to develop upper 2 band reading
- Targetting Early Years Literacy
- Purchase Speech Language Pathologist 1 day a fortnight to implement metalinguistic program, support community education
- Upskill staff using Expressive/Receptive Language

#### Number

- Develop whole school numeracy framework
- Collaborate to develop high yield strategies for teaching numeracy, pick signature strategies to be used consistently across the school
- Using warm ups at the beginning of each lesson develop warm ups for each concept for each year level
- Professional development for staff in Explicit Direct Instruction
- Data driven instruction Naplan, PAT M
- Engage children in mathematic vocabulary
- Explicit teaching Problem Solving Strategies

#### **Strong Teaching Team**

- Engage the use of Cluster HOC to drive improvement in teaching
- Professional learning Explicit Direct Instruction
- Regular data discussions students and staff
- Improve community engagement Staff run community workshops Speech Language, Maths, Reading



# Our school at a glance

#### **School Profile**

Coeducational or single sex: Coeducational

**Independent Public School: No** 

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Olds	Door	ladina a con	Enrolment Continuity
	Total	Girls	Boys	Indigenous	(Feb – Nov)
2013	42	16	26	3	84%
2014	36	11	25	1	100%
2015	40	16	24		83%

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

## Characteristics of the student body:

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

#### Average class sizes

	Average Class Size	Average Class Size			
Phase	2013	2014	2015		
Prep – Year 3	23	17	16		
Year 4 – Year 7 Primary		18	18		

<sup>\*</sup>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.

#### **School Disciplinary Absences**

	Count of Incidents	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**	
Short Suspensions - 1 to 5 days	1	1	0	
Long Suspensions - 6 to 20 days	0	0	0	
Exclusions	0	0	0	
Cancellations of Enrolment	0	0	0	

<sup>\*</sup> 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.

<sup>\*\*</sup>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.



<sup>\*</sup>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

SWD, STL&N, LOTE, PE, Music, Library, Speech Pathologist visiting teachers

**Guidance Officer** 

Great Result Guarantee Intervention programs

ICT's - 10 iPads, 15 laptops

Literacy, Numeracy Blocks

Social Skills Program

Community Garden Project

Instrumental music program

Reading/Sight Words before school

Mathletics, Skoolbo, Lesson Zone – online programs

The school has also engaged in a partnership with the Scenic Rim Council and Land Care establishing 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 in partnership with SEQId healthy waterways.

#### Extra curricula activities

Student Leadership Program

Student Council

Days of Excellence at Boonah SHS

Fassifern District Sports, Gala Days, Cross Country

Individually and collectively in the Boonah Show, Fassifern Regional events

Book Week, Clean Up Australia, Under 8's

Curriculum focused excursions

Year 6 Camp

#### How Information and Communication Technologies are used to improve learning

Roadvale State School has been developing its ICT capabilities with an aim of 1:1 ration of students to computer/iPad. The school currently has 10 iPads, 15 laptops and 6 desktops. The school utilizes Mathletics, Skoolbo and Lesson Zone to support its Literacy and Numeracy programs. Staff are committed to developing their skills in order to ensure wide and effective use of resources. All staff have access to interactive whiteboard and make use of a school EdStudio.

The school has been accepted for Wifi upgrade program.

#### **Social Climate**

Roadvale State School is situated approximately 40kms west of Ipswich and 12kms east of Boonah located in the South East Region. The school has approximately 5 hectares of land. The school services the majority of its students from the immediate process.

area with some families driving a short distance from neighbouring suburbs to attend our school. Our 'Better Buddies' program was introduced with the support of the National Bank and helps to foster friendships, social skills and anti bullying.

The parents and students have access to a variety of school support personnel including Advisory Visiting Teachers, Guidance Officer, Speech Language Pathologist and outside agencies.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	91%
this is a good school (S2035)	100%	100%	91%
their child likes being at this school (S2001)	100%	100%	91%
their child feels safe at this school (S2002)	100%	100%	91%
their child's learning needs are being met at this school (S2003)	100%	100%	91%
their child is making good progress at this school (S2004)	100%	100%	91%
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%	91%
teachers at this school motivate their child to learn (S2007)	100%	100%	91%
teachers at this school treat students fairly (S2008)	95%	100%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	91%
this school works with them to support their child's learning (S2010)	100%	100%	91%
this school takes parents' opinions seriously (S2011)	100%	100%	91%
student behaviour is well managed at this school (S2012)	100%	100%	91%
this school looks for ways to improve (S2013)	100%	100%	91%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	88%	100%	89%
they feel safe at their school (S2037)	100%	100%	89%
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)	63%	100%	100%
teachers treat students fairly at their school (S2041)	63%	100%	89%
they can talk to their teachers about their concerns (S2042)	75%	100%	100%
their school takes students' opinions seriously (S2043)	88%	100%	100%
student behaviour is well managed at their school (S2044)	50%	94%	89%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (\$2047)	75%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%
they receive useful feedback about their work at their school (S2071)	100%	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)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

<sup>#&#</sup>x27;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 has an active P & C committee. The school community actively supports all school initiatives. Working bees are well attended. Fortnightly newsletters, School Website, School Facebook page, individual KIT books, Term 1 & 3-3 way conversations, School Phone – group text messages have all been implemented as ways of communication between school and home. Parental involvement in the classroom is always welcome as is parental commitment to special events and functions held at the school.

Regular consultation processes involving the parent, class teacher and Guidance Officer regarding the adjustments made to assist students with diverse needs allowing them to access and participate fully at school.

#### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return.

Strategies employed by all staff and students:

Reduce, reuse, recycle

Switching off all electrical items - lighting, heating/cooling at the end of the session and or day

Using air conditioners at the recommended temperatures for efficient cooling or heating

Solar panels used to generate electricity.

	Environmental footpri	nt indicators
Years	Electricity kWh	Water kL
2012-2013	17,846	184
2013-2014	22,549	134
2014-2015	15,203	324

\*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.

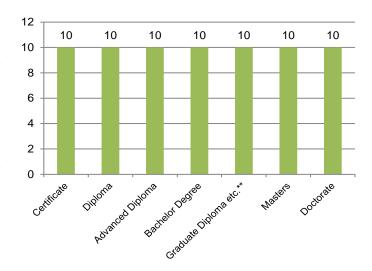
# Our staff profile

#### Staff composition, including Indigenous staff

2015 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	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



# Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$8,070

The major professional development initiatives are as follows:

Anita Archer - Effective and Efficient Teaching

Literacy Solutions - Prep reading, Diverse Learners

Early Learning Conference

French Workshop

Swimming Instruction

Guaranteed & Viable Curriculum

**Developing Classroom Observation** 

Brain Gym

Non Violent Crisis Intervention

iLearn - iPad Day

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.



<sup>\*</sup>Teaching staff includes School Leaders

<sup>\*\*</sup>Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

#### Proportion of staff retained from the previous school year

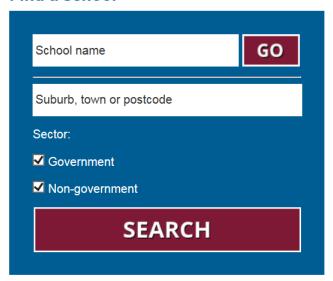
From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

#### 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



Where it says '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.

# Performance of our students

# Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	DW	

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 attendance rate in 2015 for all Queensland Primary schools was 93%.



Student attendance rate for each year level (shown as a percentage)													
	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
2013	97%	95%	91%	95%	98%	100%	99%	98%					
2014	96%	97%	98%	92%	91%	92%	96%	96%					

<sup>\*</sup>From 2013, the-methodology used for calculating attendance rates effectively counts 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.

88%

84%

DW = Data withheld to ensure confidentiality.

2015

95%

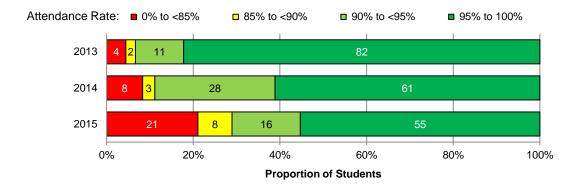
#### Student attendance distribution

The proportions of students by attendance range.

92%

95%

87%



#### 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.

Student absenteeism is managed by a whole school approach. Parents are contacted by a phonecall / text message after 1 day of non-attendance. For persistent, repeated and long term absenteeism the formal processes regarding compulsory schooling begin.

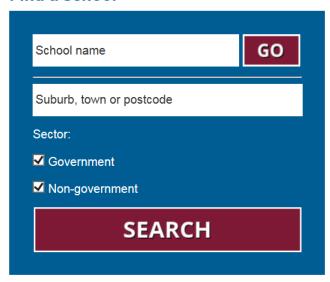
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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 <a href="http://www.myschool.edu.au/">http://www.myschool.edu.au/</a>.

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School NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.

