



Roadvale 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

Roadvale State School is a heritage listed semi-rural school located in the Fassifern Valley approximately 40km west of Ipswich and 12 km from Boonah. Roadvale is a caring school strongly connected to its local community of Roadvale, Coulson, Milbong, Teviotville and Hoya since 1898. The school is supported by a committed and enthusiastic parent and community group.

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 is a Positive Behaviour for Learning school. 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.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

In 2016 we narrowed our explicit improvement agenda to Reading, Numeracy with an expert teaching team.

##### Reading

- Before school intervention – Sight Words, Reading Stamina
- 2 hour literacy block, purchased extra Teacher Aide time
- Utilised data to inform teaching practice
- Purchased extra Speech Pathology time
- Professional Learning for all staff – explicit direct instruction
- Purchased online resources – Lesson Zone
- Introduced Complex Texts and Text Dependent Questioning
- Early Start

We achieved 100% NMS across all 5 areas.

##### Numeracy

- Problem Solving strategies explicitly taught
- Whole School Numeracy Framework
- Small group teaching from Prep – 3
- Purchased online Resources – Mathematics

##### Expert Teaching Team

- Professional Learning for all staff – explicit direct instruction
- Planning time as a team
- Regular data discussions

#### Future Outlook

In 2017 our explicit agenda will focus on Reading, Numeracy and Attendance

##### Reading

- Literacy Continuum as a tracking tool
- Data to inform instruction
- Early Start
- 2 hour Literacy Block – targeted use of staff – STL&N, SWD teacher, teacher aides, purchased teacher aide time
- Focused reading strategies taught using data to drive instruction
- Using Complex Texts and Text Dependent Questioning
- Purchase Speech Language Pathologist - vocabulary
- Professional Learning – Book Study - Who's doing the Work? [Burkins, Yaris]
- Gross Motor Program

**Numeracy**

- Data driven instruction – Naplan, PAT M, CQ Benchmarks, Essential Assessment
- Purchase online resources – Mathletics, Essential Assessment
- Trialling Whole School Numeracy Framework
- Explicit teaching – Problem Solving Strategies
- Develop mathematical vocabulary

**Attendance**

- Involve school community – attendance data – in Newsletter, P&C report, Assembly
- Reward daily attendance – Charlie Token – Charlie Award
- Sporting Schools Programs

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	36	11	25	1	100%
<b>2015*</b>	40	16	24		83%
<b>2016</b>	29	11	18		94%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	16	14
Year 4 – Year 7	18	18	15
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

- Explicit Direct Instruction – Literacy & Numeracy
- Literacy, Numeracy Blocks
- Small groups supported by Teacher, Teacher Aide, SWD, STLaN
- Positive Behaviour for Learning
- ICT's – 9 iPads, 22 laptops, BeetBots, Lego Robotics
- Before School Reading Recognition
- Purchased Online Student Resources – Mathletics, Lesson Zone
- Purchased Online Teacher Resources – iMaths
- Data driven instruction

- Cluster Moderation

The school has been in a partnership with Landcare and SE Waterways using the school as a model to reduce soil salinity. We have been involved in a planting program for the past 6 years. Trees have been planted in concentrated numbers to emulate native bushland before farming. The school is a venue for local Landcare workshops.

### Co-curricular Activities

- Student Leadership Program
- Student Council
- Days of Excellence at Boonah SHS
- Fassifern District Sports, Gala Days, Cross Country
- Individually and collectively participate in the Boonah Show, Fassifern Regional events
- Bookweek, Under 8's, Harmony Day, Naidoc Week
- Curriculum focused excursions
- Sporting Schools Incursions – swimming, gymnastics, football
- Year 6 Transition Camp – Boonah SHS, 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 laptop/iPads. The school currently has 9 iPads, 22 Laptops and 4 desktops. The school utilizes Mathletics and Lesson Zone to support Literacy and Numeracy programs. The students and staff use a Team Site for easy access to often used sites. All staff have access to an interactive whiteboard /television. Beetbots and Lego Robotic Kits have been added to as part of our coding program. Staff are committed to developing their skills in order to ensure wide and effective use of resources. Staff make use of a My School EdStudio.

## Social Climate

### Overview

Roadvale State School services the majority of its students from the immediate area with some families driving a short distance from neighbouring suburbs or using the Fassifern Bus service. The school has approximately 5 hectares of land and is bordered by local dairy farms.

Our school uses Kids Matter to develop positive well being for our students as well as teaching Mindfulness. The school became a A Better Buddies School in 2014 [sponsored by NAB] where older students have a younger student to check in with each week. These programs help to provide skills in developing friendship, social skills and anti-bullying.

Roadvale State School has become in partnership with other local schools a Positive behavior for Learning School. Behaviour expectations are taught weekly.

Each child has their own garden in our school community garden and are encouraged to take care of it by planting, watering and harvesting.

We have continued our purchase of extra Speech Pathologist visits and have used the Speech Pathologist to promote community awareness in language development. Parents and students also have access to a Guidance Officer and other support personnel.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	91%	100%
this is a good school (S2035)	100%	91%	100%
their child likes being at this school* (S2001)	100%	91%	100%
their child feels safe at this school* (S2002)	100%	91%	100%
their child's learning needs are being met at this school* (S2003)	100%	91%	100%
their child is making good progress at this school* (S2004)	100%	91%	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%	91%	100%
teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
teachers at this school treat students fairly* (S2008)	100%	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	91%	100%
this school takes parents' opinions seriously* (S2011)	100%	91%	100%
student behaviour is well managed at this school* (S2012)	100%	91%	100%
this school looks for ways to improve* (S2013)	100%	91%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	89%	100%
they feel safe at their school* (S2037)	100%	89%	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%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	89%	77%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	92%
student behaviour is well managed at their school* (S2044)	94%	89%	92%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	100%	100%	75%
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%	88%
students are treated fairly at their school (S2073)	100%	100%	75%
student behaviour is well managed at their school (S2074)	100%	100%	75%
staff are well supported at their school (S2075)	100%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	75%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	63%
their school gives them opportunities to do interesting	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
things (S2079)			

\* 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 has an active P&C who are engaged in improving the facilities for their child's learning. The school community actively supports all school initiatives; Working Bee, Open Days, Tree Days and ANZAC ceremonies are well attended. The school provides a newsletter fortnightly which is available in hard copy and is also uploaded to our Website. Class newsletters are sent home each term. Reporting in Semester 1 & 2 is supported by 3 way conversations – students, parents and teachers are held in Term 1 & 3, written reports in Term 2 & 4. Students needing educational adjustments have an ICP prepared in consultation with parents and staff. KIT books and individual text messages are also used to keep our community informed.

## Respectful Relationships Programs

Our school uses Kids Matter to develop positive well-being for our students as well as teaching Mindfulness. The school became a A Better Buddies School in 2014 [sponsored by NAB] where older students have a younger student to check in with each week. These programs help to provide skills in developing friendship, social skills and anti-bullying. All students are taught the Hi 5 strategy.

Personal safety message is promoted through our Bravehearts program.

Roadvale State School is working towards being a Positive behavior for Learning School. Behaviour expectations are taught weekly.

Cyberbullying and cyber safety awareness campaign is delivered annually.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	1	0	5
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

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, equipment at the end of the day

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

Solar panels used to generate electricity

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,549	134
2014-2015	15,203	324
2015-2016	17,603	205

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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

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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 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	7	7	0
Full-time Equivalents	3	3	0

### Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	1
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 \$9,729

The major professional development initiatives are as follows:

- Explicit Direct Instruction
- Pedagogical Change
- Coaching
- Vocabulary
- Literacy – Magic 100
- Phonemic Awareness
- Knowledge is Power - Autism

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%	99%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 66% 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).	94%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

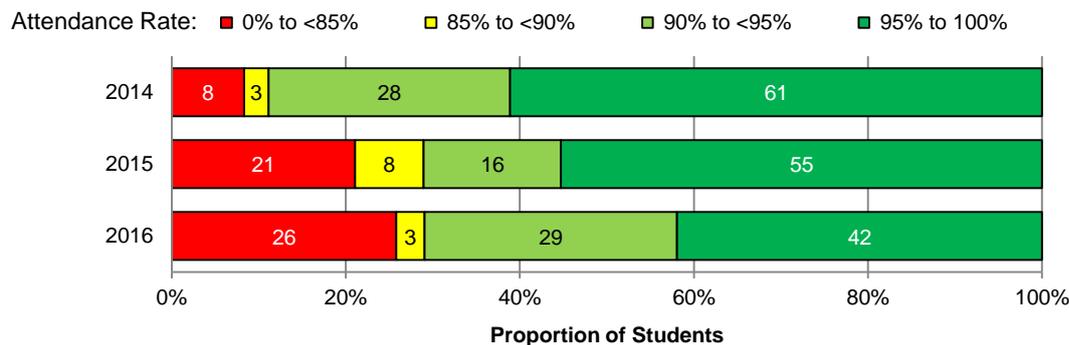
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	98%	92%	91%	92%	96%	96%					
2015	95%	94%	92%	95%	87%	84%	88%						
2016	84%	96%	87%	91%	96%	88%	88%						

\*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.

Electronic rolls are marked at 9.15am and 2.00pm daily.

Parents are encouraged to use text to notify school of absences alternatively email or phone.

School follows up unknown absences with a text within the hour.

High level of absences, parents are contacted either by phone, email or letter. This letter informs parents of their legal obligations for their children to attend school.

All children who attend school are given a reward token that is collected and counted each week, recipient with highest tokens receives a trophy on Assembly and recognized in school Newsletter.

Attendance figures are regularly informed to students, staff and community.

Students with 95% and greater attendance are invited to have lunch 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

School name

Suburb, town or postcode

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 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 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.

