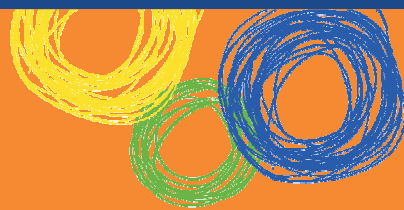


# Rainworth State School (1491)

## Queensland State School Reporting

### 2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Adam Mathewson - Principal

## Principal's foreword

### Introduction

In 2012 Rainworth State School students achieved very high academic results on national testing. These very high results were reflected in our percentage of students above the national benchmarks, state averages and the percentage of students in the top two achievement bands.

The school has worked towards maintaining these high standards through providing exciting opportunities to engage children in learning activities, continued purchase of Information and Communication Technologies and providing a wide range of co-curricular activities to enrich and extend our more able students.

The school continues to develop a happy safe environment which promotes overall wellbeing of the child through academic and creative pursuits.

### School progress towards its goals in 2012

2012 Annual Implementation Priority	Progress Towards Priority in 2012
Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.	All recommendations actioned. Actions to be strengthened in 2013.
Dimensions of Teaching & Learning (DOTL) to be implemented as our whole school pedagogical approach.	DOTL implemented. Whole of School Pedagogical approach will be a focus in 2013.
All teachers to engage in explicit teaching: high yield / high impact with a consistent focus on English, mathematics and science as "core business" and whole of school priority.	Implemented and ongoing.
Implementation of the Australian Curriculum and mandatory Language Other Than English (Italian).	Italian is taught from P-7. Italian program continued to focus on language proficiency and cultural awareness.
Curriculum consistency across all year levels in the areas of English (focus on the teaching of Spelling / Comprehension - Question Answer Relationship), Mathematics & Science. Rainworth SS will embrace and empower the system	C2C implemented across all year levels. C2C units were modified and compacted where required to meet the needs of the

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generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations.	children.
Continue to offer the students of Rainworth SS a comprehensive education with a focus on high achievement in all areas of the curriculum emphasising The Arts and cultural pursuits in the life of the school. The curriculum will cater for the needs of all students, including gifted and talented.	<p>The Arts continue to be an integral part of our school curriculum with dance and drama teachers employed.</p> <p>A portion of our staffing was also allocated to employ a Gifted Education Mentor 1 day per fortnight.</p> <p>Student results (using NAPLAN and Student Report Card data) indicate high achievement across all curriculum areas.</p> <p>A successful Art Show was conducted in 2012.</p>
Differentiation of teaching activities will be a focus during the planning of units and the teaching and learning phase. Differentiation will be evident in planning and staff will be supported by the ST:LaN, GEM, Curriculum Co-ordinator and school administration to ensure that differentiation gains traction and supports the learning needs of all students.	<p>Differentiation evident in all classrooms. Teachers differentiate for the process, content and product. A differentiation placement was adopted to assist teachers meet the needs of all students.</p> <p>Support staff (Support Teacher: Literacy &amp; Numeracy, GEM, Advisory Visiting Teachers, Guidance Officers etc) effectively used to support student learning.</p>
Staff will utilise their ICT Certificates and ICT Pedagogical licence to maximise the learning opportunities embedded in the C2C units and Distance Education offerings.	<p>Teachers utilised the technology component of C2C and Brisbane School of Distance Education to maximise learning opportunities.</p> <p>Extension projects were offered to students using Distance Education materials. The school also participated in Regional online learning initiatives.</p>
Implementation of the Developing Performance Plans for administrators and teaching staff.	All teaching and administration staff developed a Performance Plan to assist with their professional development.
Consolidation of OneSchool as the operational environment for school data, plans and financial operations.	Completed.
Provide a safe, supportive, and enriching environment in which all students can learn and grow.	Parent and Students School Opinion Survey data indicate that in 2012 Rainworth SS maintained a safe, supportive and enriching environment for students.
Enhance the standard of technology, facilities and grounds.	Started but will remain a focus in 2013 as the school will have a new 12 classroom general learning area built. Additional technology devices will also be purchased in 2013 (eg ipads and increased bandwidth)
Rainworth SS to maintain a strong sense of community.	Parents indicated that our school has a strong sense of community. There is a strong relationship between teachers and parents / admin and school and P&C Association.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook (From 2013 – 2016 Quadrennial School Review )

#### Whole School Curriculum Plan

- Rainworth State School to continue to offer a well-balanced school curriculum to reflect the ethos of DETE: Skilled, Clever and Creative.
- Consistent curriculum programs implemented across all year levels. Intended curriculum = enacted curriculum
- All Key Learning Areas are delivered to meet the diverse learning needs of students with a strong focus on English, Mathematics and Science.
- Consolidation of units of work developed to deliver the Australian Curriculum and QSA syllabus. This will include refining C2C units and adopting Distance Education material to suit our clientele and student needs.
- Continuation of enrichment opportunities within the curriculum to emphasis The Arts and cultural pursuits eg LOTE – Italian (P-7) and dance and drama (Yr1-7)
- Resource acquisition to support the delivery of the Key Learning Areas and intervention and extension programs.

#### English

- The teaching of Reading will be explicitly taught across all year levels. A focus will be on developing the higher levels of comprehension. (QAR: make inferences, interpret & evaluate or Blooms: Analysis, Synthesis & Evaluation)
- Revise and implement a spelling program that is developed from a research base
- Implement programs that will support spelling and phonological awareness such as Thrass, Elf, Jolly Phonics

#### Mathematics

- Consistent approach to the teaching of mathematics with a focus on number facts e.g. First Steps
- Develop and implement a whole school approach to mathematics problem solving e.g. SCOPE
- Provide mathematics extension programs for those who require extension or consolidation.



#### Science

- The teaching of science to be a balance of explicit teaching and activity based enquiry.

#### Consistent Pedagogical Practice

- The pedagogical approach to teaching will focus on the Dimensions of Teaching & Learning:
  - Curriculum Intent
  - Assessment
  - Sequencing teaching & learning
  - Making Judgements
  - Feedback
- Adopt elements of the Fleming Approach (I Do, We Do, You Do; strong phonemic approach, warm-ups prior to learning experiences)
- Embrace concepts of effective teaching – High expectations, academic rigour and reflection strategies are prioritised to ensure students are engaged and challenged for improved learning outcomes.



#### Evidence Based Decision Making

- Continue to provide ongoing professional develop to build a culture of data where all teachers have the skills necessary to integrate data to assist student learning needs.
- School administration and leadership team to develop capacity to lead discussions through more detailed interrogation of a full range of data to establish “next step” in student learning.
- Moderation of student work to occur at a school level and with Mt Coot-tha Cluster colleagues to ensure consistency of judgements.

#### Planning – Understanding the Curriculum

- Staff and Curriculum Leader to continue to engage in term planning days. Staff will also continue to be provided with regular time as part of our Staff Meeting / Professional Learning Team afternoon sessions to work in their year level planning teams.

#### Differentiated Classroom Learning

- Continued professional discussion around how best to differentiate for students.
- Teachers to continue to differentiate the content, process, product and environment to meet the needs of all learners.
- Research, develop and implement a defined strategy for middle phase students that addresses student learning needs, teacher strengths and pedagogy. Provide specific program differentiation in years 4-7 with a focus on boys in education.

# Queensland State School Reporting

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### **Learning Enhancement**

- Continue to refine Learning Enhancement processes and articulate the range and balance of support strategies (eg ELF, BSDE Booster Projects) that attend to the diverse learning needs of students. (special needs, gifted and talented)

### **Developing Workforce Performance**

- Staff Performance Development Plans implemented to cater for professional and personal growth.

### **Collaborative Practices**

- Continue Collegial Approach to enhance teaching pedagogy. This will involve visits from administration as well as colleagues. The focus will be on sharing and refining best practice.
- Mentoring opportunities provided to allow teachers to view and adopt best practice.

### **Professional Development**

- Professional Development to focus on a small number of initiatives. This will allow depth of knowledge to be developed and time to implement newly acquired skills.
- Professional Development and In-service Plan to cater for both administration, teaching and non-teaching staff. PD to reflect objectives of the Strategic Improvement Plan.
- Optional Thursday afternoon Professional Development opportunities to continue.
- A focus on all staff having competent computer literacies.
- Investment in ICT resources and teacher training to maximise the benefits of technology.

### **Instructional Leadership**

- Develop the capacity and involvement of the school leadership team in supervising and coaching teachers to deliver high quality teaching & learning strategies for all students, in all classrooms.

### **School Community Partnerships**

- Provide parent skilling sessions to support student learning at home in the areas of English and Mathematics.
- Rainworth State School community to continue to work together to provide distinctive offerings for our students:
  - Kilometre Club, Carnavale, Christmas Capers, Rainbow Carnival, Art Show
- Student Council to continue to support community endeavours.

### **Communication**

- P&C Parent Reps utilised to assist with providing timely and efficient distribution of communication to the school community.

### **Student Welfare**

- Review the school Responsible Behaviour Plan and ensure that it is embraced consistently by all staff members. Responsible Behaviour Plan is reflective of the community values and standards.
- Continue the "You Can Do It" program to optimise the social, emotional, and academic outcomes of all young people.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	419	229	190	97%
2011	465	239	226	99%
2012	492	258	234	97%

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

## Characteristics of the student body:

Our students come predominantly from our catchment area. As a result our students are well supported by their parents and the local community instilling a strong community focus within our school.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	25
Year 4 – Year 10	27	24	21

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Visual Arts

Writer- and Author-in-Residence Programs

Italian language and culture programs from Prep to Year 7

Dance

Drama

Dedicated extension programs in Science, Writing, Mathematics, Visual Art and Music for selected students

Academic and Cultural Extension Programs

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### Extra curricula activities

Chess Club and Coaching

Tennis Club and Coaching

OZ Kick and Go-Sports

Instrumental Music—Strings, Brass, Woodwind and Percussion

Junior and Senior Choirs

Creative Generation State Schools on Stage

Murder Under the Microscope

Maths Tournament

Enrichment programs in Maths and Visual Art linked to The Gap State High School

Drama Club

Science Club

Readers Cup

Bardon Young Writers Workshop

GRIPPS – Gap Region Instrumental Primary Performers Schools

Various district, regional and state sporting opportunities

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

All classes P-7 at Rainworth are actively engaged in using Interactive Whiteboards (IWB). Within their planning, teachers embed learning episodes that involve the use of computers and the interactive whiteboard. The IWB enables students to receive instant feedback promoting discussion, deep learning and conversation. The world is at the teachers and students fingertips via the Internet and the educational use of you-tube, Google earth and research sites.

“Virtual Classrooms or Ed Studios”, which are basically safe DETE approved sites, have been set up by several teachers whereby teacher and students have a dedicated safe web space to share their learning among all class members. The teacher places homework, class assignments, and weekly and daily work expectations on the virtual classroom site for the students to access.

Online mathematics resources are used to support skill development. Access to the Internet provides a rich source of research material for students across all curriculum areas.

All classes use Mathletics and Reading Eggs, an online resource available for access by students at home and school to improve individual skills and competencies in the area of literacy and numeracy.

A range of software is available for students to access. These include multimedia and movie making applications.

# Our school at a glance

## Social climate

At Rainworth State School we have a proud history of working together as a community. This is reflected in the structure of the school Parents and Citizens Association as well as through the school's planning documents.

Our Responsible Behaviour Plan was created in consultation with the school community and was reviewed in 2012 in line with our Quadrennial School Review. The plan sets out the expectations for all students and sets a zero tolerance towards bullying. It aims for all stakeholders (students, parents, teachers, administration and the community) to work towards early resolutions of problems and disputes.

Our school's supportive school environment initiatives are based on this community notion to assist students in working together and learning about the value of each individual. This is supported by programs undertaken in the school such as "You can Do It" and the "Friends for Life program".

In 2012 students expressed their approval of student behaviour and acknowledged their personal safety through school opinion survey results that were significantly above the state mean scores.

## Parent, student and staff satisfaction with the school

The vast majority of parents / caregivers are satisfied that their child is receiving a good education at Rainworth State School. Parent concerns are attended to with a personal interview and regular feedback. Information regarding students leaving the school informs us that families generally do so for reasons other than dissatisfaction with the school. Parents indicated that they were very satisfied with their child's school.

The student body show their satisfaction through high student attendance figures and low school disciplinary absences. Students also indicated that they were very satisfied that they were getting a good education at Rainworth State School.

In 2012 staff members were satisfied with school morale and professional development opportunities. All staff has access to professional development that enables them to keep abreast of current educational trends.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.1%
their child is making good progress at this school*	97.1%
teachers at this school expect their child to do his or her best*	97.1%
teachers at this school provide their child with useful feedback about his or her school work*	97.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	97.1%
they can talk to their child's teachers about their concerns*	97.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	96.9%

# Our school at a glance

student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.4%
they like being at their school*	92.8%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	96.4%
their teachers expect them to do their best*	98.8%
their teachers provide them with useful feedback about their school work*	94.0%
teachers treat students fairly at their school*	94.0%
they can talk to their teachers about their concerns*	90.4%
their school takes students' opinions seriously*	85.4%
student behaviour is well managed at their school*	95.1%
their school looks for ways to improve*	98.8%
their school is well maintained*	96.3%
their school gives them opportunities to do interesting things*	94.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	92.9%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

Parents and other community members are involved in the education of children at our school through a number of initiatives. This includes parent helpers in class to support aspects of our literacy, numeracy and Arts programs.

Parents also support early literacy through their involvement in the Support-A-Reader and Ready Reader Program.

Other aspects of our curriculum offerings are supported through the active involvement of parents in:

The Instrumental and Choral Music programs

Kilometre Club

Creative Generation State Schools on Stage

School Musical

Providing specialist assistance with aspects of the curriculum that align with their personal or professional expertise

Parents and community members also contributed significantly to the design and implementation of our school leadership program, responsible behaviour program and enrolment management plan.

Class groups provide opportunities for families to participate in culminating events for specific class units. Throughout the school year community members and parents were also invited to attend numerous community events including Graduation, Easter Parade, Music Evenings and Year 6/7 Musical, Italian cultural events as well as a variety of other cultural celebrations.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2011 is the second year that data for sewerage and waste has been incorporated in the School Annual Report.

### Electricity

Rainworth has an established Whole School Environmental Management Plan (SEMP) to focus on the schools waste management, environment and water / energy audits.

Rainworth has many solar panels fitted to lighten our environmental footprint. Our responsible use of electricity ensures that we work towards conserving this resource. Students also participate in curriculum activities which allow them to identify ways to reduce electricity usage at school and at home.

All rooms are fitted with low voltage lighting

The school actively encourages the use of natural light with artificial lighting only to be used when natural light is insufficient

Fans and air conditioners to be used only when required

### Water

4 tanks with a total capacity of 125 000 litres for watering and cleaning the school

2 tanks with a total capacity of 18 000 litres plumbed into the hall for all kitchens and toilet use

1 x 3000 litre in the Prep precinct used for cleaning and gardening

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	79,369	1,216
2010-2011	141,344	1,147
2011-2012	90,064	1,129

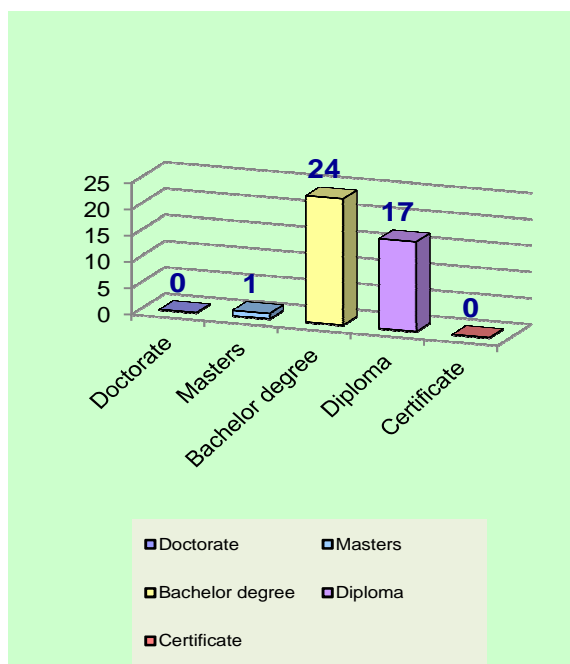
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	17	0
Full-time equivalents	26.8	10.3	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	24
Diploma	17
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$54 648

The major professional development initiatives are as follows:

Upper School Literacy

Spelling and THRASS

Cooperative planning and professional support

## Our staff profile

First Aid

Regional coaching programs

Work Place Health and Safety

Curriculum conferences

Literacy and Numeracy

In-school coaching and mentoring programs

Cluster based curriculum conferences

Cluster moderation afternoons

ACARA and Curriculum into the Classroom (C2C)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	96%	96.2%

### 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 2012 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 web page.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

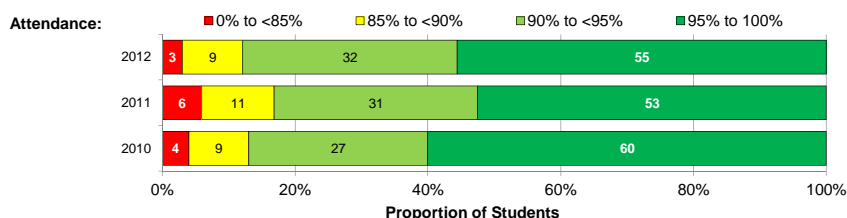
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	95%	96%	95%	96%	94%	96%
2011	94%	94%	95%	95%	95%	94%	94%
2012	94%	95%	95%	95%	96%	95%	96%

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 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.

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the lunch break. Children who arrive after school has commenced (8.50am) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents are able to notify the school via a written note, the office phone number, absenteeism phone number or Absent Email link on our website. The school will contact parent/carers if there have been a number of unexplained or high absences reported. Our school supports the Everyday, Every Lesson Counts initiative by the Department of Education and Employment.

## Performance of our students

### 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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Rainworth State School has an enrolment of less than 5 indigenous students at our school. The attendance, attainment and retention of indigenous students is monitored in a similar way to non-indigenous students.