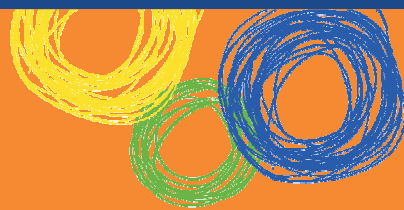


Rainworth State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Adam Mathewson – Principal

Principal's foreword

Introduction

In 2013 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 2013

2013 Annual Implementation Priority	Progress Towards Priority in 2013
Develop instructional leadership with a focus on workforce performance	Principal, Deputy and Instructional coach continued to build their professional knowledge in feedback and effective pedagogical approaches. P-3 staff engaged with Instructional Coach. All teachers participated in classroom observations and classroom profiling.
Develop productive partnerships with students, staff, parents, and the 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.
Plan to transition Year 7 to high school (class structure, leadership, annual	Implemented in readiness for the departure of Year 7 to high school in 2015. 2014 will

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& bi-annual events)	see 3 X Year 7/6 classes in place.
The Explicit Teaching of English & Numeracy	Teachers used the Explicit Teaching approach with English and Mathematics. Teachers followed the I Do, We Do and You Do approach. Providing students with the required scaffolding to maximise learning was a focus. The explicit teaching of reading, writing, spelling, and grammar was evident throughout the school.
Focus on Science	The Science curriculum allowed for active participation. The Science Expo was very successful with community engagement high. In 2014 the school will be using Primary Investigations to develop knowledge, skills and working scientifically.
Quality School Curriculum reflective of ACARA.	Units of work were modified to ensure that curriculum meets the needs of the learners of Rainworth State School. Staff will continue to refine and develop units of work reflective of the Australian Curriculum.
Consistent classroom pedagogical practices	Classroom Observations were completed to ensure alignment between school Pedagogical Approach and teacher practice. The focus has been on Explicit Instruction, Active Participation and Gradual Release of Responsibility. This will remain a focus in 2014.
Continuous monitoring of student achievement	A revised Whole School Assessment Schedule was implemented. Data entered on OneSchool, along with associated spread sheets, allowed teachers to drill down deeper into student performance.

Future outlook Strategic Plan 2013 - 2016

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 Independent Learning 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, Read It Again Foundation Q

Mathematics

- Consistent approach to the teaching of mathematics with a focus on number facts

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- Develop and implement a whole school approach to mathematics problem solving
- 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 and Archer & Hughes 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.

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

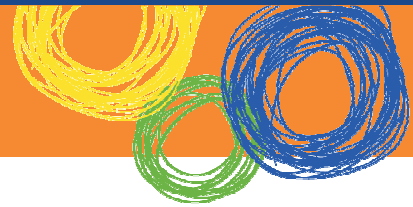
- Develop the capacity and involvement of the school leadership team in supervising and coaching teachers to deliver high quality teaching & learning strategies for all students, in all classrooms.

School Community Partnerships

- Provide parent skilling sessions to support student learning at home in the areas of English and Mathematics.

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- 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 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	465	239	226	99%
2012	492	258	234	97%
2013	509	259	250	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		
	2011	2012	2013
Prep – Year 3	24	25	25
Year 4 – Year 7 Primary	24	21	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	2
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

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

Science Club

Readers Cup

Bardon Young Writers Workshop

GRIPPS – Gap Region Instrumental Primary Performers Schools

Various district, regional and state sporting opportunities

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, reading and spelling 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.

All classes have a mix of lap tops and ipads to be used to support learning in their classrooms. Lap tops and ipads can also be borrowed from the library during class time and during lunch breaks.

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 2013 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 2013 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	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	100%	96%
their child's learning needs are being met at this school* (S2003)	97%	89%
their child is making good progress at this school* (S2004)	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%
teachers at this school motivate their child to learn* (S2007)	100%	89%
teachers at this school treat students fairly* (S2008)	97%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	100%	92%
this school takes parents' opinions seriously* (S2011)	97%	88%
student behaviour is well managed at this school* (S2012)	100%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	94%	96%

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	99%
they like being at their school* (S2036)	93%	99%
they feel safe at their school* (S2037)	100%	99%
their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%
teachers treat students fairly at their school* (S2041)	94%	97%
they can talk to their teachers about their concerns* (S2042)	90%	93%
their school takes students' opinions seriously* (S2043)	85%	98%
student behaviour is well managed at their school* (S2044)	95%	97%
their school looks for ways to improve* (S2045)	99%	100%
their school is well maintained* (S2046)	96%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	96%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	89%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	94%

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

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.

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 7 Musical, Italian cultural events as well as a variety of other cultural celebrations.

Reducing the school's environmental footprint

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 tank with a capacity of 3000 litre in the Prep precinct used for cleaning and gardening

1 tank with a capacity of 3000 litre plumbed into the new building for toilet use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	141,344	1,147
2011-2012	90,064	1,129
2012-2013	128,802	1,323

Our school at a glance

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

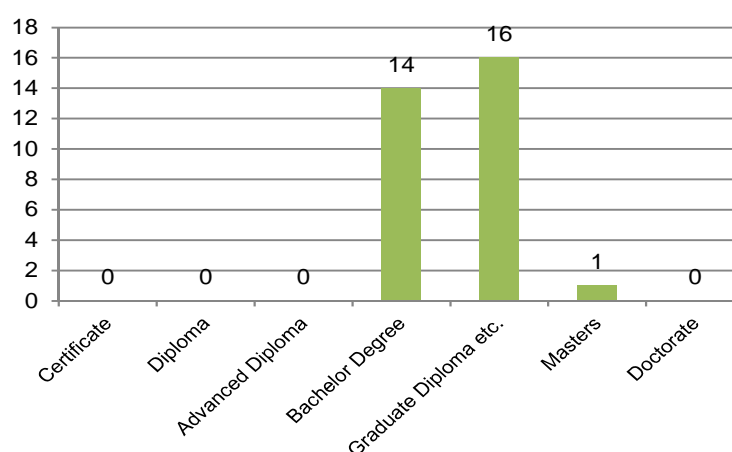
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	31	20	0
Full-time equivalents	28	11	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	16
Masters	1
Doctorate	0
Total	31



* 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 2013 were \$27 400.

The major professional development initiatives are as follows:

Upper School Literacy

Spelling and THRASS

Cooperative planning and professional support

First Aid

Regional coaching programs

Our staff profile

Work Place Health and Safety

Curriculum conferences

Literacy and Numeracy

In-school coaching and mentoring programs

Cluster based curriculum conferences

Cluster moderation afternoons

Pedagogical Approaches to Learning (Explicit Instruction, Dimensions of Teaching & Learning, Gradual Release of Responsibility)

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	96%

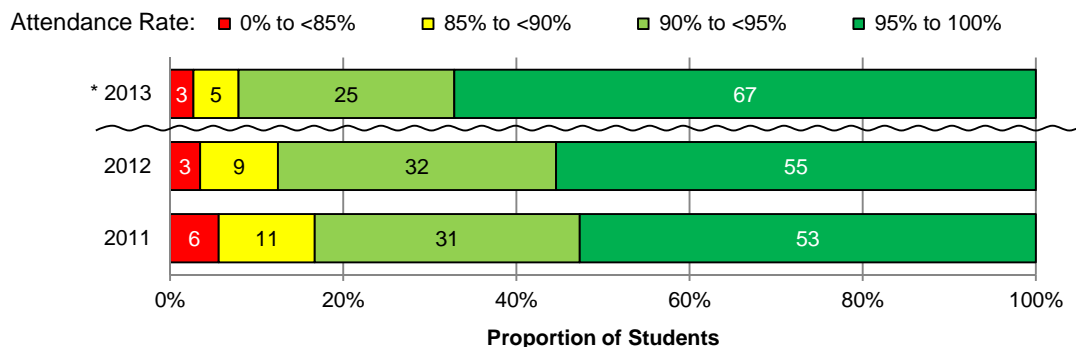
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	94%	94%	95%	95%	95%	94%	94%
2012	94%	95%	95%	95%	96%	95%	96%
2013	96%	96%	96%	95%	96%	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 from 2013 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 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

Performance of our students

or high absences reported. Our school supports the Everyday, Every Lesson Counts initiative by the Department of Education and Employment.

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.