

Rainworth State School

Queensland State School Reporting

2014 School Annual Report



Postal address	185 Boundary Road Bardonia 4065
Phone	(07) 3514 9444
Fax	(07) 3514 9400
Email	the.principal@rainworthss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal – Mr Adam Mathewson

Principal's foreword

Introduction

In 2014 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.

In 2014 Rainworth State School was selected to become an Independent Public School in 2015. This will provide an exciting time for our school as we strengthen our focus on meeting the needs of our students.

School progress towards its goals in 2014

2014 Annual Implementation Priority	Progress Towards Priority in 2014
Develop instructional leadership with a focus on workforce performance	<p>Principal, Deputy and Instructional coach continued to build their professional knowledge in feedback and effective pedagogical approaches.</p> <p>Staff were provided with an opportunity to engage with Instructional Coach. All teachers participated in classroom observations and classroom profiling.</p> <p>All staff completed a Performance Development Plan that identified areas for development that were aligned with the school's strategic plan.</p>

2014 Annual Implementation Priority	Progress Towards Priority in 2014
Develop productive partnerships with students, staff, parents, and the community	<p>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.</p> <p>An area of focus will be on engaging more helpers and participants for the P&C Association to ensure that we have a transition strategy in place as older existing parents exist the school.</p>
Plan to transition Year 7 to high school (class structure, leadership, annual & biannual events)	The transition of year 7 departing primary school from the end of 2014 was managed very well. We were able to ensure that the departing 2014 Year 6 & 7 students enjoyed a combined final year of primary school.
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. In 2014 the school used 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 National Curriculum.
Consistent classroom pedagogical practices	Classroom Observations were completed to ensure alignment between school Pedagogical Approach and teacher practice. The focus was on Explicit Instruction, Active Participation and Gradual Release of Learning.
Continuous monitoring of student achievement	A revised Whole School Assessment Schedule implemented. Data entered on OneSchool with associated spreadsheets created to allow teachers to drill down deeper into student performance.

Future outlook

1. Consistent Classroom Pedagogical Framework

- Continue to embed our Pedagogical Approach to learning (Explicit Instruction with Gradual Release of Learning). The focus in 2015 will be refining all 4 phases of the learning process (Lesson Focus, Guided Instruction, Collaborative Work & Independent Work).
- Afternoon professional development opportunities will be offered so that staff can view Explicit Instruction vignettes. This will allow staff to participate in a learning community focused on improving instruction.
- Expand the coaching program to employ 2 coaches in 2015, a P-3 coach and 4-6 coach. The focus of the coaching program will be on developing teacher pedagogy aligned with our improvement agenda.

- Provide teachers with the opportunity to visit colleagues and to observe teaching. Classroom visits to have a specific focus reflective of their Performance Plan, audit of skills or previous feedback from admin or colleagues.

2. Instructional Leadership With A Focus on Workforce Performance

- School leadership team to continue to seek, observe and investigate pedagogical practice that is research based and proven to bring about improved student academic outcomes.
- School administration to visit other schools to examine and observe alternative ways to supervise and coach teachers.
- The new Annual Developing Performance Framework will be used to focus teacher and non-teacher development with a focus on our key school priorities.
- Professional development will be provided to allow teachers to develop a clear understanding of the Australian Professional Standards for Teachers (Domains of Teaching & their associated Standards) and to allow them to examine & build upon their professional practice.
- An audit of strengths and areas of development will be undertaken across the whole of staff to align PD with individual and collective needs.
- Administration to conduct term classroom observations and provide feedback to teachers on their data driven planning, pedagogical practice and classroom environment.
- All teachers to participate in the Mt Coot-tha of Schools Instructional Rounds each term. This will allow teachers to engage in PD relevant to their needs and that of the school's improvement agenda.

3. The Teaching of Reading (comprehension & fluency)

- A focus will be on maintaining and strengthening our very good reading comprehension skills and processes across the whole school. Strategies will focus on student intervention, improving teacher pedagogy & discipline knowledge.
- A refocussing on QAR (Question, Answer, Relationship) as a strategy for developing reading comprehension will occur across the whole school.
- Teachers will ensure that they have a balanced reading program where reading comprehension strategies are explicitly taught.
- Teachers will have the opportunity to engage with the online coaching modules "How to Teach Reading" PD via the Learning Place to improve teacher pedagogy & build discipline knowledge.
- Implement the revised Rainworth SS Reading Framework and seek feedback in term 4.

4. The Teaching of Mathematics

- Teachers will have the opportunity to engage with the online coaching modules "How to Teach Mathematics" PD via the Learning Place to improve teacher pedagogy & build discipline knowledge.
- Utilise the Metro Region Problem Solving Edstudio to assist with the planning of quality problem solving activities.
- All students will participate in daily number fact activities as part of warm ups and specific number strategy development.
- Resources and additional teacher and teacher aide time will be purchased to assist with providing extension and support opportunities to maximize and consolidate student mathematical learning.

5. Continuous Monitoring of Student Achievement

- Student achievement data to be used by classroom teachers to help make decisions for individual and cohorts of students during the planning phase. Teachers will be provided time to meet as a year level team to examine the data and identify "where next" in the learning journey.
- Data to be stored centrally (OneSchool) as per our Whole School Assessment Schedule.
- Teachers to maximize the functionality of OneSchool's Classroom Dashboard with a focus on Class Groupings.
- Continue to offer a range of support options (ELF, GEM, Upper 2 Band program, Reading Support, Math Support, and Math Extension etc) to support all learners.

- Align the current support options with the additional funding from the Great Results funding to maximise the potential of all programs.
- Students requiring support to be presented to the Learning Enhancement Team so that appropriate resourcing can be allocated to the child/ren involved.

6. Quality School Curriculum Reflective of ACARA and the Rainworth School Community

- C2C units have been rebranded or “Rainworthed” to meet the needs of our learners, current curriculum offerings and feedback from our teachers. This will occur at the end of each unit and during the curriculum planning phase.
- All teachers to work in their Year Level Planning teams to ensure consistency of learning experiences.
- Teachers to be provided with a half planning day. Teachers to plan in year level teams with HOC.

7. Integration of ICTs and Development of Computer Literacies

- Staff to be provided with professional development to allow them to maximise the technology, apps and selected software in their classrooms so as to enhance teaching and learning opportunities.
- Purchase additional adaptive technologies to assist identified learners.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	492	258	234	97%
2013	509	259	250	97%
2014	522	272	250	96%

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		
	2012	2013	2014
Prep – Year 3	25	25	24
Year 4 – Year 7 Primary	21	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Visual Arts
- Writer and Author-in-Residence Programs
- Italian language and culture programs from Prep to Year 7
- Dance teacher
- Drama teacher
- Art teacher
- 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
- Auskick 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-6 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”, 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, both online resources 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.

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".

In 2014 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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	93%	95%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	96%	97%
their child feels safe at this school* (S2002)	100%	96%	96%
their child's learning needs are being met at this school* (S2003)	97%	89%	93%
their child is making good progress at this school* (S2004)	97%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	92%
teachers at this school motivate their child to learn* (S2007)	100%	89%	90%
teachers at this school treat students fairly* (S2008)	97%	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	94%
this school works with them to support their child's learning* (S2010)	100%	92%	91%
this school takes parents' opinions seriously* (S2011)	97%	88%	94%
student behaviour is well managed at this school* (S2012)	100%	96%	93%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	94%	96%	96%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	99%	99%
they like being at their school* (S2036)	93%	99%	97%
they feel safe at their school* (S2037)	100%	99%	99%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	97%
teachers treat students fairly at their school* (S2041)	94%	97%	91%
they can talk to their teachers about their concerns* (S2042)	90%	93%	92%
their school takes students' opinions seriously* (S2043)	85%	98%	98%
student behaviour is well managed at their school* (S2044)	95%	97%	94%
their school looks for ways to improve* (S2045)	99%	100%	99%
their school is well maintained* (S2046)	96%	99%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		89%	90%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		89%	100%
staff are well supported at their school (S2075)		91%	93%
their school takes staff opinions seriously (S2076)		94%	89%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		92%	93%
their school gives them opportunities to do interesting things (S2079)		94%	98%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	90,064	1,129
2012-2013	128,802	1,323
2013-2014	149,182	1,791

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

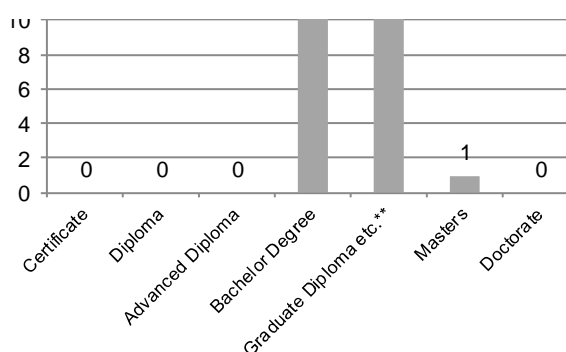
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	22	<5
Full-time equivalents	28	11	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	16
Masters	1
Doctorate	0
Total	32



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was \$33,337.71

The major professional development initiatives are as follows:

- Seven Steps of Writing
- Spelling and THRASS
- Cooperative planning and professional support
- 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
- Pedagogical Approaches to Learning (Explicit Instruction, Dimensions of Teaching & Learning, Gradual Release of Responsibility)
- Positive Education

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

Staff attendance for permanent and temporary staff and school leaders.

2012	2013	2014
96%	97%	96%

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 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

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 webpage.

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

Performance of our students**Key student outcomes****Student attendance**

The overall attendance rate for the students at this school (shown as a percentage).

2012	2013	2014
95%	96%	96%

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

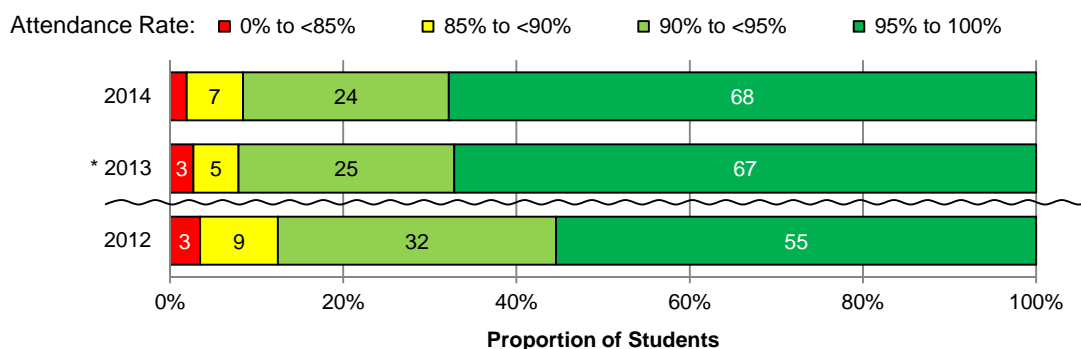
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	95%	95%	96%	95%	96%					
2013	96%	96%	96%	95%	96%	96%	96%					
2014	96%	96%	96%	97%	95%	96%	97%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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.

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 whose NAPLAN results 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 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.