



Rainworth State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

At Rainworth State School we aim for each individual to achieve the best educational outcomes through a rich, diverse and engaging curriculum in a happy, safe and healthy community. Our school is built on strong traditions and high expectations. Our culture is one that has a strong foundation in academic achievement, creativity, trust and community.

Rainworth State School is a friendly and encouraging school that strives to develop each child's unique talents. Our enthusiastic and dedicated teachers work closely with parents to help students achieve their personal goals. Rainworth sets a high academic standard. We provide activities to extend students with special talents and to support those with special needs. Our comprehensive curriculum includes Maths, English, Science, History, Geography, The Arts (dance, drama, visual art, and music), Technology, Health and Physical Education and Italian language and culture. Our school is very proud of its state education history. We cater for children from prep in the early years to Year 6 in the middle years.

In 2017 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.

Our 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.

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

Principal's Foreword

Introduction

At Rainworth State School, we are very proud of the achievements we have made in making Rainworth a safe and positive learning environment for all of our students.

Our focus is strongly centred on providing the best educational outcomes through a rich, diverse, engaging curriculum in a happy, safe and healthy environment.

We value:

- A holistic approach to childhood development - emotionally, intellectually, physically & socially
- A focus on children reaching their full academic potential.
- A balanced curriculum focusing on Clever, Skilled, Creative
- A strong sense of community
- Supporting quality professional staff

School Progress towards its goals in 2017

Core Priority: Consistent Classroom Pedagogical Framework

- 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.
- Teachers were given the opportunity to visit colleagues and to observe others teaching in order to reflect and improve their own practice.

Core Priority: The Teaching of Reading (comprehension & fluency)

- Administration conducted term classroom observations and provided feedback to teachers on their data driven planning, pedagogical practice and classroom environment.
- All teachers participated in the Mt Coot-tha of Schools Instructional Rounds each term. This allowed teachers to engage in PD relevant to their needs and that of the school's improvement agenda.

Core Priority: Continuous Monitoring of Student Achievement

- Teachers were provided time to meet as a year level team to examine the data and identify "where next" in the learning journey
- Data stored centrally (OneSchool) as per our Whole School Assessment Schedule.
- The school continued 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.
- The current support options were aligned with the additional funding from the Great Results funding to maximise the potential of all programs

Core Priority: Quality School Curriculum Reflective of ACARA and the Rainworth School Community

- C2C units were adjusted or "personalised" to meet the needs of our learners, current curriculum offerings and feedback from our teachers. This occurred at the end of each unit and during the curriculum planning phase.
- All teachers worked in their Year Level Planning teams to ensure consistency of learning experiences.
- Teachers were provided with a half planning day. Teachers planned in year level teams with our Curriculum Co-Ordinator

Core Priority: Integration of ICTs and Development of Computer Literacies

- Staff were 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.
- Additional adaptive technologies were purchased to assist identified learners

Future Outlook

At Rainworth State School we believe that all students are capable of success. The beliefs that drive our future planning are:

- We believe that each of our students matter, every day.
- We share collective accountability for all student outcomes – we all own the data
- Curriculum delivery is underpinned by explicit instruction pedagogy and is a feature of every lesson in every classroom
- We have a school culture of high expectations
- Our school provides a range of opportunities for children both inside and outside the classroom to enhance and engage learning
- We believe in the collegial sharing of classroom practices to provide best practice

Core Priority: The teaching of Writing:

- Consistent delivery of teaching practices in writing.
- Develop and document the school's approach to the explicit teaching of writing.
- Review and reflection on whole school data (NAPLAN, diagnostic and A-E) to track student improvement in writing.
- Create a shared vision for U2B targets and NMS in writing.
- Assessment and Moderation in writing - opportunities for horizontal (within year level) and vertical (across year levels).

Core Priority: The teaching of Reading

- Consistent delivery of the teaching of reading.
- Create a shared vision for U2B targets and NMS in reading.
- Review and update the school's approach to the explicit teaching of reading.
- Analysis of whole school data (NAPLAN, diagnostic and A-E) to determine areas requiring development
- Targeted intervention in reading with the continuation of MiniLit programs for the provision of targeted support in reading (Fly-in-Squad).

Core Priority: Integration of the core competencies of Social and Emotional Learning (SEL)

- Engage expert personnel (Mental Health Coach and Well-being Advisor) to support staff to embed SEL into daily practice
- All staff to be provided with professional development opportunities to allow them to maximise their knowledge and understanding of mental health issues and well-being framework
- Engage with community to understand their core values and beliefs in relation to positive mental well-being
- Implementation of a Whole School Framework for Social and Emotional Learning

Core Priority: The Development of Pedagogy

- Provision of ongoing professional development for all staff (teachers and teacher aides) in Explicit Instruction (Archer and Hughes/ Fleming)
- Develop a resource bank of 'warm ups' to support Explicit Instruction
- Data is used and analysed purposefully to ensure that every child experiences an effect size greater than 0.4
- Ongoing professional conversations regarding data are integral to student success and are timetabled termly.
- Provide a staged process of professional development to all staff based on a consistent coaching model.
- Embed the delivery of ICT into daily teaching practice.

Priority: The Development Technology and Innovation

- Continue to engage an expert teacher as an ICT Coach to support staff to embed ICT into daily practice
- Implement the Technology Curriculum (Design & Digital Technology)

- 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 (increasing knowledge of 2020 curriculum requirements).
- Continue to engage with community around technology in the classroom and to provide a range of opportunities for parents to participate, contribute to the discussion and have access to information. (Continuation of PET Group – Parent Engagement in Technology).

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	524	263	261		98%
2016	546	286	260	1	100%
2017	547	286	261	3	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	26	25
Year 4 – Year 6	24	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our distinctive curriculum offerings

- Visual Arts - Art teacher
- Writer and Author-in-Residence Programs
- Italian language and culture programs from Prep to Year 6
- Dance teacher
- Drama 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
- Aus Kick and Go-Sports
- Various district, regional and state sporting opportunities
- Instrumental Music—Strings, Brass, Woodwind and Percussion
- Junior and Senior Choirs
- Creative Generation State Schools on Stage
- Maths Tournament
- Enrichment programs in Maths and Visual Art linked to The Gap State High School
- Science Club
- Readers Cup
- Mt Coot-tha Young Writers Workshop
- GRIPPS – Gap Region Instrumental Primary Performers Schools
- Rainbow Nest (Pre-prep playgroup program)

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, 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 iPad to be used to support learning in their classrooms. Laptops and iPad can also be borrowed from the library during class time and during lunch breaks.

Teachers are working on embedding the learning area of Digital Technology across other learning areas (such as English, Maths, Science and Humanities) in order to fully utilise the potential of device use and device knowledge..

Social Climate

Overview

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 2017 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”.

Parent, Student and Staff Satisfaction



Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	99%	96%	96%
this is a good school (S2035)	99%	100%	94%
their child likes being at this school* (S2001)	99%	97%	99%
their child feels safe at this school* (S2002)	97%	99%	99%
their child's learning needs are being met at this school* (S2003)	90%	91%	89%
their child is making good progress at this school* (S2004)	93%	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	92%
teachers at this school motivate their child to learn* (S2007)	91%	91%	93%
teachers at this school treat students fairly* (S2008)	94%	96%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	95%
this school works with them to support their child's learning* (S2010)	90%	95%	89%
this school takes parents' opinions seriously* (S2011)	89%	93%	88%
student behaviour is well managed at this school* (S2012)	91%	91%	90%
this school looks for ways to improve* (S2013)	96%	99%	94%
this school is well maintained* (S2014)	99%	99%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	95%	98%	98%
they feel safe at their school* (S2037)	96%	98%	98%
their teachers motivate them to learn* (S2038)	99%	96%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	99%
teachers treat students fairly at their school* (S2041)	90%	97%	96%
they can talk to their teachers about their concerns* (S2042)	94%	86%	95%
their school takes students' opinions seriously* (S2043)	95%	93%	97%
student behaviour is well managed at their school* (S2044)	94%	89%	90%
their school looks for ways to improve* (S2045)	97%	98%	99%
their school is well maintained* (S2046)	98%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	95%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	100%	97%	100%
their school takes staff opinions seriously (S2076)	97%	97%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	100%

* 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

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
- Kilometer Club
- Creative Generation State Schools on Stage
- School Theatrical Production
- Providing specialist assistance with aspects of the curriculum that align with their personal or professional expertise
- Rainworth Nest

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 Theatrical Production, Italian cultural events as well as a variety of other cultural celebrations.

Children with diverse needs are referred to the Student Support Services committee and appropriate support is decided upon and actioned as needed.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2018 we are exploring the use of a Social and Emotional Learning program for all students.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	4	3	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	148,819	1,988
2015-2016	167,128	2,571
2016-2017	185,005	3,081

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	23	<5
Full-time Equivalents	31	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	16
Bachelor degree	19
Diploma	1
Certificate	0

*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 2017 were \$41,162.90

The major professional development initiatives are as follows:

- Growth Mindset
- Cooperative planning and professional support
- First Aid
- Regional coaching programs
- Work, Health and Safety and Wellbeing
- 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)
- Coding, Robotics
- Using ICTs in the classroom

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	97%

*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 2017 for all Queensland Primary schools was 93%.

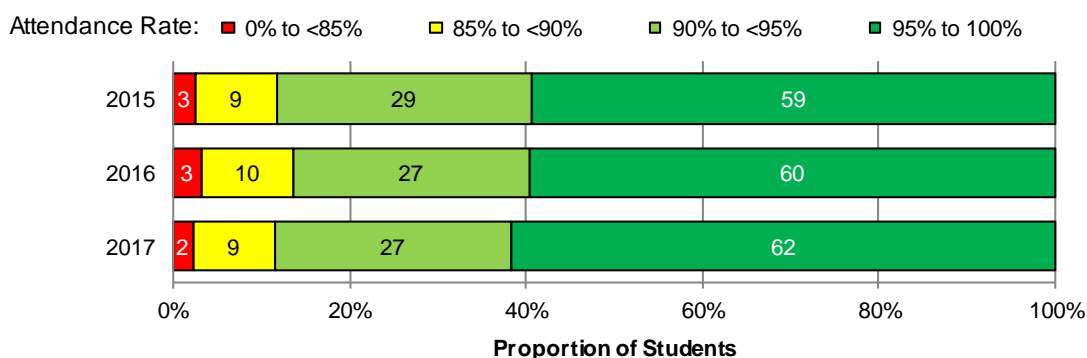
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	95%	95%	96%	95%						
2016	94%	95%	94%	96%	95%	95%	94%						
2017	95%	95%	95%	95%	96%	95%	94%						

*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 Department of Education 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.

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.

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.

Find a school

Sector:

Government

Non-government

