Rainworth State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

Contact information

Postal address	185 Boundary Road Bardon 4065
Phone	(07) 3514 9444
Fax	(07) 3514 9400
Email	principal@rainworthss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Ms. Richenda Wagener (Principal)

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 2018, 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.

School overview

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 2018
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: The Teaching of Writing
- Administration conducted term classroom observations and provided feedback to teachers to ensure consistent delivery of teaching practices.
- Developed document the school's approach to the explicit teaching of Writing

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 to enhance teaching and learning opportunities.
- Additional adaptive technologies were purchased to assist identified learners

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

School progress towards its goals in 2018

Rainworth State School continued to make outstanding results in the NAPLAN tests across both year 3 and Year 5. We have made excellent progress with our Social and Emotional Learning Program and look forward to full implementation of our UR Strong Friendology Program in 2019.

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

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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	546	547	564
Girls	286	286	295
Boys	260	261	269
Indigenous	1	3	3
Enrolment continuity (Feb. – Nov.)	100%	97%	98%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	25	26
Year 4 – Year 6	24	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to 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

- 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

- Rainworth Nest (Pre-prep playgroup program)

How information and communication technologies are used to assist learning

All classes across P-6 at Rainworth are actively engaged in using ICTs. 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 laptops and iPad used to support learning in their classrooms. Laptops and iPads 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
- their child is getting a good education at school (S2016)	96%	95%	98%
- this is a good school (S2035)	100%	94%	100%
- their child likes being at this school* (S2001)	97%	99%	100%
- their child feels safe at this school* (S2002)	99%	99%	99%
- their child's learning needs are being met at this school* (S2003)	91%	89%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	97%	93%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	96%
• teachers at this school motivate their child to learn* (S2007)	91%	93%	95%
• teachers at this school treat students fairly* (S2008)	96%	89%	91%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	99%
• this school works with them to support their child's learning* (S2010)	95%	89%	97%
• this school takes parents' opinions seriously* (S2011)	93%	88%	93%
• student behaviour is well managed at this school* (S2012)	91%	90%	89%
• this school looks for ways to improve* (S2013)	99%	94%	95%
• this school is well maintained* (S2014)	99%	100%	99%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	99%
• they like being at their school* (S2036)	98%	98%	98%
• they feel safe at their school* (S2037)	98%	98%	100%
• their teachers motivate them to learn* (S2038)	96%	98%	97%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
• teachers treat students fairly at their school* (S2041)	97%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	86%	95%	97%
• their school takes students' opinions seriously* (S2043)	93%	97%	96%
• student behaviour is well managed at their school* (S2044)	89%	90%	97%
• their school looks for ways to improve* (S2045)	98%	99%	100%
• their school is well maintained* (S2046)	99%	98%	99%
• their school gives them opportunities to do interesting things* (S2047)	96%	94%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
• they receive useful feedback about their work at their school (S2071)	97%	97%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	94%

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	100%	94%
• staff are well supported at their school (S2075)	97%	100%	91%
• their school takes staff opinions seriously (S2076)	97%	100%	91%
• their school looks for ways to improve (S2077)	97%	100%	97%
• their school is well maintained (S2078)	94%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	94%

* 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 education programs

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2019 we are embedding the use of a Social and Emotional Learning program for all students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	167,128	185,005	174,072
Water (kL)	2,571	3,081	2,273

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	38	26	<5
Full-time equivalents	33	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	15
Bachelor degree	21
Diploma	0
Certificate	0

*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 2018 were $34 018

The major professional development initiatives are as follows:

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 (Spelling Mastery, MaqLit suite of resources)
- In-school coaching and mentoring programs
- Cluster based curriculum conferences
- Cluster moderation afternoons
- Pedagogical Approaches to Learning (Explicit Instruction)
- Coding, Robotics
- Using ICTs in the classroom

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	DW	97%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	95%	95%	Year 7			
Year 1	95%	95%	94%	Year 8			
Year 2	94%	95%	95%	Year 9			
Year 3	96%	95%	95%	Year 10			
Year 4	95%	96%	94%	Year 11			
Year 5	95%	95%	96%	Year 12			
Year 6	94%	94%	95%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	3	10	27	60
2017	2	9	27	62
2018	3	9	26	61

Proportion of Students
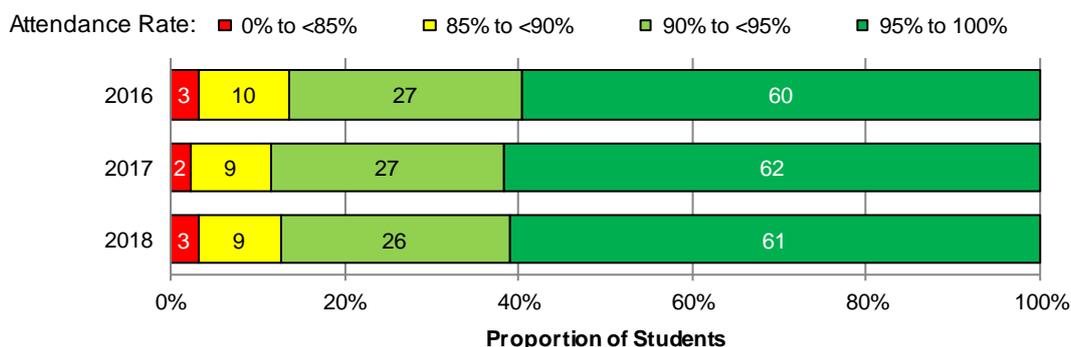
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.