

Rossville State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Rossville State School is a small school located approximately 40km south of Cooktown, tucked away in the coastal ranges adjacent to Cedar Bay National Park. The school services the localities of Rossville, Helenvale and Mungumby, and has a close relationship with other schools in the Southern Cape Cluster. Rossville State School centres around positive learning experiences for all of its students and maintaining and improving their outcomes through a focus on quality teaching and learning.

School progress towards its goals in 2015

Rossville State School made considerable movement towards achieving its goals of raising standards in Numeracy, Literacy and Science. This growth is evident in much of the school data as well as NAPLAN testing results.

In 2015, our improvement agenda was significantly driven by our enhanced whole school pedagogical framework and through a range of evidence, including the Regional Showcase Award for Excellence in Inclusive Education, we are able to demonstrate that we are in fact empowering confident, connected and creative citizens.

Future outlook

Rossville State School's Annual Implementation Plan has made the following areas, the schools key priorities for 2016:

Successful Learners

a) A culture that promotes learning

Strategically implement evidence based whole school learning and wellbeing framework (BOOST).

Develop early childhood intervention and transition programs to promote developmentally appropriate literacy, numeracy and social opportunities.

Embed Response to Intervention for attendance and behaviour support and intervention.

Review Responsible Behaviour Plan with evidence framework to further enhance student learning engagement.

b) Targeted use of school resources

- Use Targeted Funds to provide a continuum of literacy/numeracy support with personalised teaching and intervention.
- Use Targeted Funds to deliver Science, Technology, Engineering, Arts & Mathematics (STEAM) extension program.
- Use Targeted Funds to enhance school wide strategies for the teaching of writing.
- Use Targeted Funds to deliver small group targeted foundation learning programs in literacy and numeracy.
- Explore opportunities to further maximise school grounds to create appropriate outdoor learning environments.

c) Analysis and discussion of data

- Use National School Improvement tool to audit data collection, use and analysis practices for clarity, coherence and consistency to ensure that it effectively supports optimal learning and wellbeing.
- Review School Data Plan to develop a set of short, medium and long term goals and a "cycle of review" that provides opportunities for analysis of data and outcomes and review of accountabilities.

Great People**a) An expert teaching team**

- Develop a shared vision of what quality teaching and learning looks like at the school and identify values necessary to support that vision.
- Enhance capacity with evidence based innovation through Effective Age Appropriate Pedagogies Program.
- Further develop Professional Learning Community where all staff participate in collegial coaching and feedback to improve professional practice.
- Implement differentiated Professional Learning Plan aligned to AIP and Developing Performance Plans.
- Implement 3 phased Annual Performance and Development Plans for teaching staff aligned to AITSL Standards and School AIP.

b) An explicit improvement agenda

- Consolidate Rossville Numeracy Plan with consistent classroom strategies to support and extend problem solving and mathematical reasoning.
- Consolidate Rossville Literacy Plan with consistent classroom strategies to support and extend reading comprehension.
- Implement Annual Improvement Plan to develop whole school strategies to improve student effort and achievement in writing.
- Consolidate Responsible Behaviour Plan with consistent classroom strategies to support positive behaviour for learning (PBL & Circle of Security)
- Implement Annual Improvement Plan to develop whole school strategies to promote a Growth Mindset in staff, students and community.

High Standards**a) Systematic Curriculum Delivery**

- Use National School Improvement tool to audit the school curriculum for a strong focus on the development of cross-curricular skills and attributes (21st century fluencies).
- Enhance strengths based, locally relevant and universally designed delivery of Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences.
- Deliver Languages Curriculum in French and explore opportunities to deliver Language Curriculum in Kuku Yalanji or Kuku Nyungul.
- Introduce Coding Counts and Technologies Curriculum by offering coding and robotics to all students.
- Implement Australian Curriculum in Arts and HPE

b) Effective Pedagogical Practices

- Select and implement effective age appropriate pedagogies across the school to secure targeted and measurable improvements in academic achievement.
- Embed Pedagogical Framework and Advancement Plan to support the continuous improvement and extension of students.

Engaged Partners**a) School Community Partnerships**

- Develop shared vision of what quality home school partnerships look like and identify values necessary to support that vision.
- Participate in Cluster Network to develop shared vision and enact strategic plan.
- Enhance opportunities for caregivers to be connected with their child's learning.
- Further develop community partnerships to enhance opportunities for students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	44	23	21	10	89%
2014	41	20	21	11	84%
2015	40	22	18	11	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

Schools may choose to describe their programs under the 'Curriculum Delivery' section below.

*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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

For the 'Characteristics of the student body', provide a broad statement that outlines the demographic/ socio-economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, remote/rural/urban, indigenous/non-indigenous, diversity, disability, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of English as an Additional Language or Dialect, etc.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	22	11
Year 4 – Year 7 Primary	12	18	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	12	2

Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

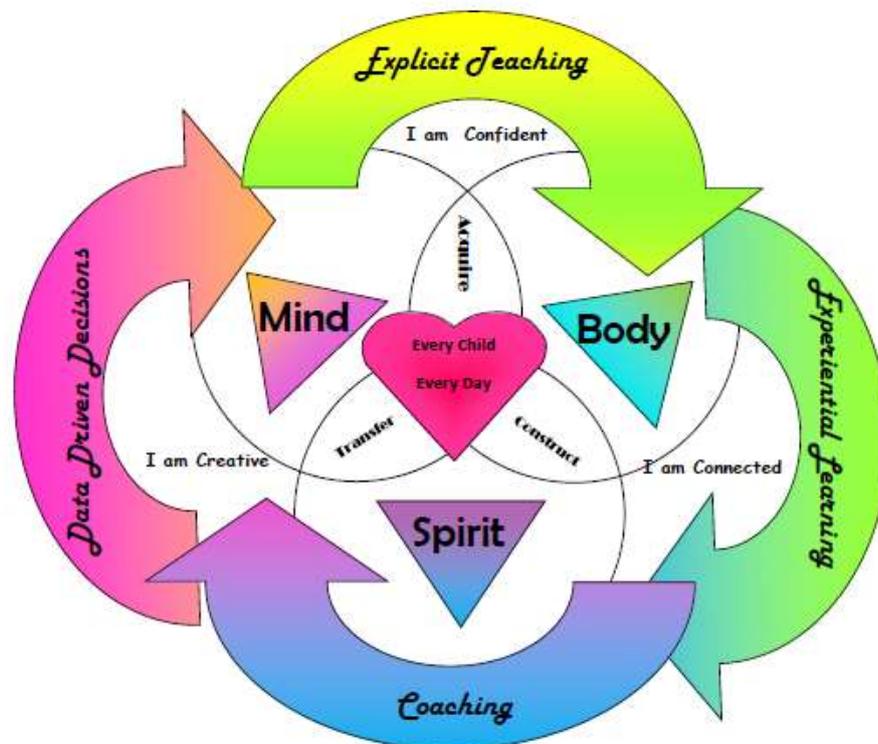
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Rossville State School provides a myriad of programs and opportunities for students to extend their talents and become life- long learners. Pride is taken in caring for each child as an individual - as we set individual learning Goals/Targets while offering a challenging and inclusive curriculum that reflects the rural context of the school while teaching 21st century skills in a whole school Science, Technology, Engineering, Arts & Mathematics (STEAM) program. We also pride ourselves on our holistic curriculum and teaching practices which enhance the academic as well as physical and social-emotional competencies of each child.

Rossville State School uses evidenced based teaching practices to promote high levels of learning using the following pedagogical cycle:



Rossville State School offers the following specialist programs:

- LOTE – French and cultural studies from years 4-6
- Participation in the Southern Cape Cluster Small Schools Sports Tournaments including AFL, Cross Country, Track and Field, Soccer and Swimming.
- Annual Leadership and Transition Camp for students from Years 3-7
- Daily literacy and numeracy blocks
- Foundation Learning Programs in literacy and numeracy
- Specialised science, arts, humanities and philosophy programs
- Evidence based support and extension programs
- An innovative evidence based positive education program: Boost!
- Weekly Arts & Technology electives: #Innovation Hour

Extra curricula activities

- AFL and NRL Clinics
- Drama Club
- Culture Club
- Nature Play
- School Choir
- Art Club
- Knitting Club
- Garden Club

How Information and Communication Technologies are used to improve learning

Computers and other Information Technologies are used by teachers and teacher aides to effectively plan, prepare and deliver learning activities. Students use computers and other Information Technologies in a variety of ways including presenting or consolidating their learning. ICTs and in particular computer processing, design and internet researching skills are explicitly taught. Each classroom has an Interactive Whiteboard and teachers also use MP3 players and IPAD's as part of student learning.

Digital Technologies are actively taught and promoted through the school's award winning Science, Technology, Engineering, Arts & Mathematics (STEAM) programs. Students from prep have opportunities to further enhance their coding and robotics skills in the weekly arts and technology electives #InnovationHour.

Social Climate

Social climate is highly valued at Rossville State School and social-emotional development is embedded in the school's pedagogical framework. The whole school positive education BOOST! is highly valued by staff, students and parents. Weekly visits from Chappy Dave further enhance the positive learning environment.

Rossville State School has a very strong and active school community. Parents regularly attend Friday Parades and the P&C regularly sponsors community events such as the fortnightly Rossville Markets, Working Bees, Discos and Community Picnics.

The staff share positive working relationships with both the students and each other, and enjoy a high level of trust and autonomy, resulting in shared ownership of positive learning outcomes.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	95%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	95%	100%	100%
teachers at this school treat students fairly (S2008)	91%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	100%
this school works with them to support their child's learning (S2010)	95%	100%	100%
this school takes parents' opinions seriously (S2011)	91%	100%	100%
student behaviour is well managed at this school (S2012)	100%	80%	100%
this school looks for ways to improve (S2013)	95%	100%	100%
this school is well maintained (S2014)	86%	70%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	92%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	85%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	92%	100%
teachers treat students fairly at their school (S2041)	90%	62%	100%
they can talk to their teachers about their concerns (S2042)	100%	92%	100%
their school takes students' opinions seriously (S2043)	100%	69%	100%
student behaviour is well managed at their school (S2044)	100%	77%	100%
their school looks for ways to improve (S2045)	100%	92%	100%
their school is well maintained (S2046)	100%	77%	100%
their school gives them opportunities to do interesting things (S2047)	100%	77%	100%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
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%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	83%
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%	86%	100%
staff are well supported at their school (S2075)	100%	86%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

'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

The small size of the Rossville community and school means that parents are very involved in their children's education and social development. We are lucky to have active and welcoming Parents and Citizens Association, as well as volunteers with reading, camps and sports days. The school also holds community events and communicates regularly with parents through school newsletters, weekly parades and notes.

Reducing the school's environmental footprint

Staff and students are aware of their environmental impact at Rossville State School. The Project Club works to maintain and beautify the school gardens and the Student Council promotes recycling. Sustainability is promoted across all areas of the curriculum.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	15,866	0
2013-2014	8,885	0
2014-2015	6,859	

*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.

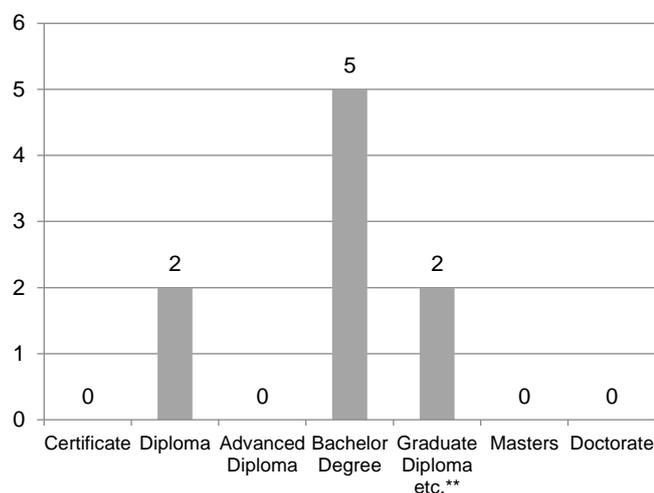
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	8	<5
Full-time equivalents	3	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
Total	9



*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 2015 were \$12,717.03

The major professional development initiatives are as follows:

- Effective age appropriate pedagogies
- Professional Learning Community: Understanding neuroscience, positive psychology, attachment theory and trauma to improve student engagement and achievement
- Professional Learning Community: Science, Technology, Engineering, Arts & Mathematics (STEAM) curriculum and pedagogies
- Effective feedback
- Instructional leadership

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

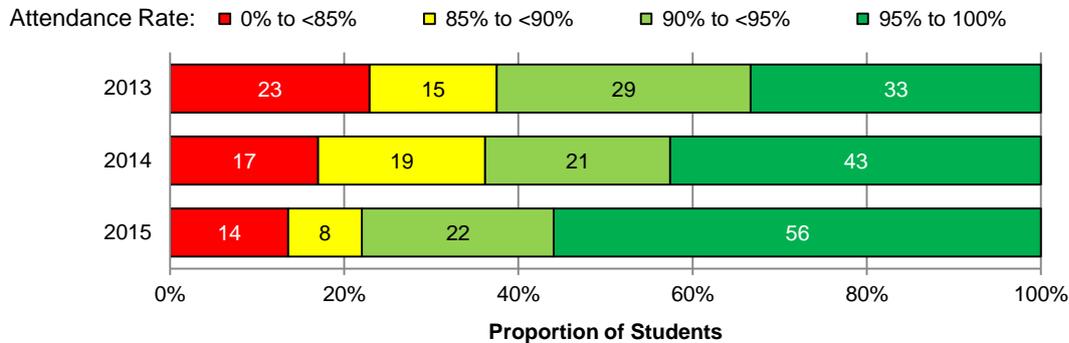
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	92%	90%	87%	84%	91%	83%	90%					
2014	95%	89%	97%	92%	91%	83%	91%	83%					
2015	91%	96%	90%	95%	94%	91%	89%	N/A					

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

Rossville State School also manages attendance proactively by promoting our Every Day Counts Attendance Policy that rewards high attendance, promotes engagement and attendance and puts supportive strategies in place to reduce absenteeism.

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

Sector:

Government

Non-government

Where it says '**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.