



Rossville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Rossville State School is a small school situated approximately 40km south-west of Cooktown, nestled in beautiful rainforest surroundings near Black Mountain National Park. This picturesque environment contributes to the welcoming feel of our school, as well as our friendly, supportive, family-like atmosphere. Our school ethos is built on high expectations, mutual respect and community involvement. Rossville is traditionally a high performing school, with our students demonstrating excellent academic and extra-curricular achievements, thanks to engaging teaching, consistent student effort and a highly supportive parent body. Our Parents and Citizens Committee is very active, holding fortnightly markets and other fundraising and school support activities. We currently have about 27 students across two classes, and our staff includes a teaching principal, a classroom teacher, two part-time teachers, three teacher aides, an administration officer, cleaner and groundsman.

## School progress towards its goals in 2018

<b>Improvement Priority 1. Successful Learners</b>	
<b>A culture that promotes learning</b>	
Implementation of classroom practices designed to focus student's attention on ownership of their learning.	IMPLEMENTED
Extend Behaviour Rewards program to include satisfactory attendance.	IMPLEMENTED
<b>Targeted use of school resources</b>	
Investment in professional development in teaching writing and higher order mathematics.	ONGOING
Timetabling and curriculum focus to reflect an emphasis on reading and cognitive verbs used in assessment for higher order thinking.	ONGOING
<b>Analysis and discussion of data</b>	
Creation of portfolios for each student stored securely.	IMPLEMENTED/ ONGOING
Development of system of clear, consistent annotation for giving feedback, based on ACARA curriculum.	Implemented
Implement PAT testing online (ACER), in line with school's assessment policy.	ONGOING
Develop procedures for analysing and sharing trends in data from PAT testing.	ONGOING
<b>Improvement Priority 2. High Standards</b>	
Review effectiveness of purchased programs and investigate alternatives.	IMPLEMENTED
Identify students requiring differentiation strategies and embed strategies into curriculum planning and student's digital profile.	IMPLEMENTED
<b>IMPROVEMENT PRIORITY 3. ENGAGED PARTNERS</b>	
<b>Strategy: School community partnerships</b>	
Work with Traditional Owners to establish a NAIDOC day committee; work with committee to host a harmonious NAIDOC day, further building relationships within and between the school community.	ONGOING/IMPLEMENTED

## Future outlook

As we move into 2019 the School Improvement Unit recommendations (SIU) were implemented into our four year strategic plan. The following recommendations outline our improvement over the next three years. Attendance was added as a sixth area of improvement in our four-year vision.

1. Maintain and communicate the sharp and narrow focus of the current Explicit Improvement Agenda (EIA) including a process to monitor and evaluate the effectiveness of strategies aligned to implementation timelines.
2. Develop and implement a whole-school, sequenced curriculum and assessment plan that includes the school-agreed reading framework, aligned to the AC.
3. Review the pedagogical framework to enable the delivery of a sharp, narrow and coherent approach to teaching and learning across the school.
4. Further develop and embed a detailed feedback/observation and coaching/mentoring model for school staff members, focusing on classroom teaching practices.
5. Develop a culture of self-evaluation and reflection that enables deep discussion of data to generate strategies for continuous student learning improvement, monitoring progress over time.
6. Improve attendance with a goal of > 90% by the end of 2019

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	30	32	28
Girls	17	13	13
Boys	13	19	15
Indigenous	6	9	3
Enrolment continuity (Feb. – Nov.)	71%	93%	87%

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

Rossville State School caters for a diverse community nestled in the rainforest just south of Cooktown. In 2018 approximately 10% of our students identified as Indigenous. Rossville students travel to school from a range of areas in the Cook Shire including Hopevale, Wujal Wujal, Cooktown, Bloomfield, Ayton and Rossville.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	10	9	16
Year 4 – Year 6	12	10	12
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

We plan using school -based cohesive units of work and C2C aligned units, using the ACARA Australian curriculum, and reflecting local interests and events. As with all schools in the region Rossville State School uses the Explicit Teaching and Learning Model, but with additional emphasis on Age Appropriate active learning. We believe in children being actively involved in their learning.

Our Curriculum is:

- School-based units, reflecting local interests and priorities
- Directly developed from ACARA curriculum documents.
- Delivered using the Explicit Teaching pedagogical model
- Built on a foundation of Age Appropriate approaches; and
- Peer mentoring and tutoring in multi-age settings.
- Targeted use of proven programs such as Spelling Mastery and STARS reading program

### Co-curricular activities

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 4-6

- AFL and NRL Clinics
- Cluster Sports programs
- Drama Club
- School Music Program (term 3 or 4 depending on availability of teacher)
- Art Club (Art Electives taught in school every Wednesday afternoon)
- Garden Club

### How information and communication technologies are used to assist learning

Rossville State School has made significant investment in robotics and stop-motion animation. Digital Technologies are actively taught and promoted through the school's Science, Technology, Engineering, Arts & Mathematics (STEAM) programs. Students from Prep have opportunities to enhance their coding and robotics skills in the weekly Arts and Technology Electives. 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 in term 3 by a specialized Digital Technologies teacher. Computers and other Information technologies are used by teachers and teacher aides to effectively plan, prepare and deliver learning activities. Each classroom has an Interactive Whiteboard and teachers use MP3 players and IPAD's as part of student learning.

## Social climate

### Overview

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 Chaplain 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 participation in local festivals, Working Bees and discos. Families and community members are welcomed into the school on special occasions such as NAIDOC Day, Grandparents Day and 'Cluster' events, which allow our school to interact with other local schools including, but not limited to Cooktown, Laura, Lakeland and

Bloomfield schools. 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

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	80%	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)	100%	100%	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)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	80%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	80%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	80%	89%	100%
• they like being at their school* (S2036)	90%	78%	90%
• they feel safe at their school* (S2037)	100%	89%	100%
• their teachers motivate them to learn* (S2038)	90%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	90%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	80%	89%
• teachers treat students fairly at their school* (S2041)	70%	70%	80%
• they can talk to their teachers about their concerns* (S2042)	50%	80%	80%
• their school takes students' opinions seriously* (S2043)	100%	89%	100%
• student behaviour is well managed at their school* (S2044)	100%	56%	100%
• their school looks for ways to improve* (S2045)	90%	89%	100%
• their school is well maintained* (S2046)	100%	78%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	90%	100%	90%

\* 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%	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%	DW	100%
• 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%	100%
• staff are well supported at their school (S2075)	100%	100%	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)	75%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Rossville State School holds community events and actively participates in events hosted by the wider community, such as Wallaby Creek Folk Festivals, market days, Cooktown Discovery Festival and by engaging regularly with the communities of Laura, Lakeland, Bloomfield and Cooktown at Cluster sporting events, which are held progressively each term at a different school. The school communicates regularly with parents through fortnightly school newsletters, fortnightly parades and notes. We increasingly rely on social media to engage and maintain contact with parents and carers.

The small size of Rossville school means that staff are able to develop and maintain personal relationships with families through community interactions and home visits.

We are fortunate to have an active and welcoming Parents and Citizens Association, as well as volunteers with reading, camps and sports days. Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The core of our respectful relationships teaching is our Boost! program, based on the theories of Positive Psychology, as developed by Dr Martin Seligman, and Growth Mindset of Dr Carol Dweck.

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships.

## 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	0
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

Rossville State School is an environmentally aware school, with students and staff committed to sustainability. Paper is re-used within the school, then recycled as mulch to our garden beds. Students and staff are encouraged to be mindful of conservative use of our resources, especially water and electricity. The schools electricity bill has increased due to air conditioners being installed in all rooms as of 2017. Water usage is unavailable due to our schools water being drawn from a natural spring below ground. Water is passed through a certified charcoal filter followed by a UV light filter to ensure high water quality.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,013	14,104	16,859
Water (kL)			

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

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](#)

- 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

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	<5
Full-time equivalents	3	2	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Rossville State School employs three teachers with formal education degrees.

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

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	3	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$3967.00

The major professional development initiatives are as follows:

- Principal and Leadership capability workshops
- Jolly Phonics literacy program
- Positive Behaviour Strategies for classrooms
- Moderation and the four levels of moderation
- Writing in the classroom

The proportion of the teaching staff involved in professional development activities during 2018 allowed PD offered to all staff over a range of areas.

## 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.	99%	99%	100%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 87.5% of staff were retained by the school for the entire 2018. A senior teacher was appointed for the 2019 year on a twelve-month contract.

## 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	93%	87%	87%
Attendance rate for Indigenous** students at this school	91%	73%	75%

\* 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

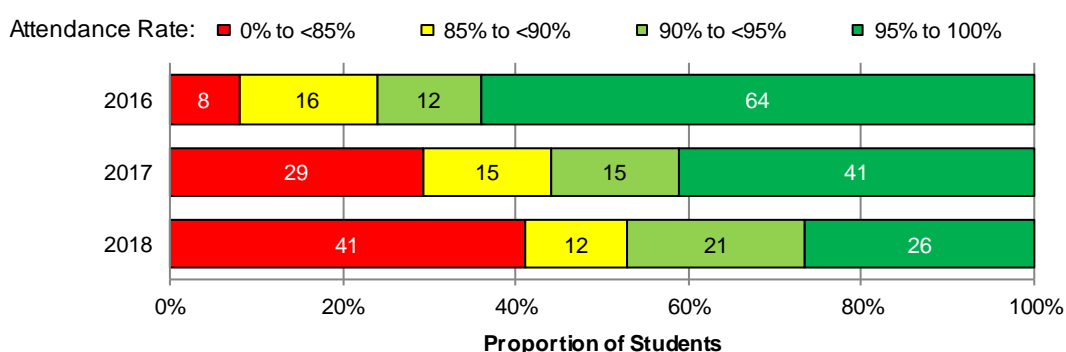
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	93%	95%	Year 7	100%	100%	
Year 1	87%	79%	91%	Year 8			
Year 2	95%	89%	81%	Year 9			
Year 3	92%	94%	89%	Year 10			
Year 4	96%	74%	87%	Year 11			
Year 5	95%	87%	86%	Year 12			
Year 6	95%	88%	80%				

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



## 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.

Rolls are marked daily, with individual class teachers responsible for marking electronic rolls each morning and afternoon. Parents of absent students are contacted by a phone call.

Attendance data is regularly reviewed by the Principal, who makes personal contact with families for whom attendance is of concern. Individual plans are developed in consultation with families and staff.

Incentives for regular attendance are also encapsulated in the school's behavior management program, with qualification for regular Reward Days dependent upon earning sufficient behavior and effort points: regular attendance boosts students' capacity to earn sufficient points, an idea that is reinforced with students frequently.

## 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.

<b>Find a school</b>	<b>Search website</b>	
<input type="text" value="Search by school name or suburb"/>	<b>Go</b>	
<b>School sector</b> ▼	<b>School type</b> ▼	<b>State</b> ▼

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

<b>View School Profile</b>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<b>School profile</b>	<b>NAPLAN</b>	<b>Attendance</b>	<b>Finances</b>	<b>VET in schools</b>	<b>Senior secondary</b>	<b>Schools map</b>
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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.