



# *Rochedale South State School*

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	Wendron Street Rochedale South 4123
Phone:	(07) 3340 0777
Fax:	(07) 3340 0700
Email:	principal@rochsoutss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Michelle Butler (Principal)

## School Overview

Rochedale South State School has been a school of choice in our local community since 1979. Positive attitudes towards learning and behaviour are fostered through our quality curriculum which emphasises Performing Arts, Science, ICTs and Sport along with Chinese to ensure that our children have well rounded skills and the confidence to achieve their personal best. Student progress in Reading, Writing and Mathematics is tracked from semester to semester and year to year, to maximise student learning in these vital areas. We want to ensure that every student achieves to their capacity as Reading, Writing and Mathematics are fundamental to their later learning in every subject area. We set high standards for dress, behaviour and work habits and explicitly teach children how to behave well through our Learning to Live Together Program which emphasises Care, Courtesy, Cooperation, Commitment and Contribution.

Our beautiful, landscaped grounds provide a well maintained and attractive context for learning and play. Children enjoy access to multiple playgrounds and play areas. There is a special 'Prep only' area for our little ones to explore until they are ready to join the Prep to 2's play space. Staff members are caring and committed and with our supportive parent group, facilitate student progress in social, emotional and academic development to enable students to reach for the sky. We encourage parents to be active participants in their child's learning and regularly provide detail about what is being taught at school. We also run parent information sessions, so parents and carers can know about particular approaches to teaching, particularly in English, Mathematics and Science. We have a school camping program which operates across Years 5 to 6 along with Interschool sport, and a competition beating Instrumental Music and Choral program. Every year we run an Arts Program currently branded as KAPOW Week, which provides a school-wide focus over a week on visual and performing arts, culminating in a gallery of student work and performances. Our Performing Arts Centre provides a context for quality learning in the Arts and is an outstanding venue to host our many quality events such as the school musical, Early Childhood Easter Bonnet Parade, end-of-year concert, Rochedale South's Got Talent along with our weekly assemblies and class presentations. Our goal is for all students to graduate as 'Capable, Confident, Contributing' citizens of the future - well-rounded, well grounded in reading, writing and maths, independent learners, effective communicators and caring friends.

## Principal's Forward

### Introduction

#### Teaching and Learning

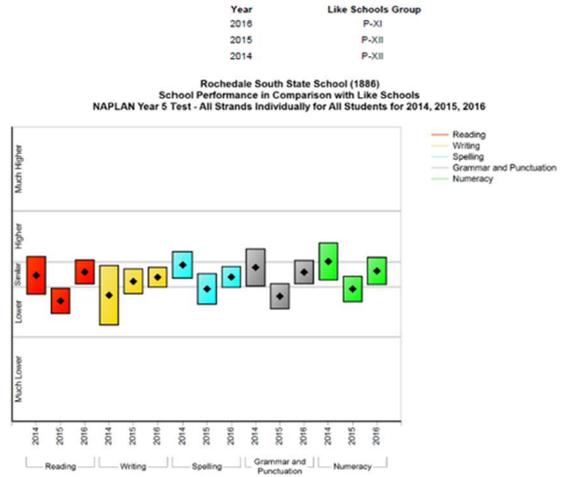
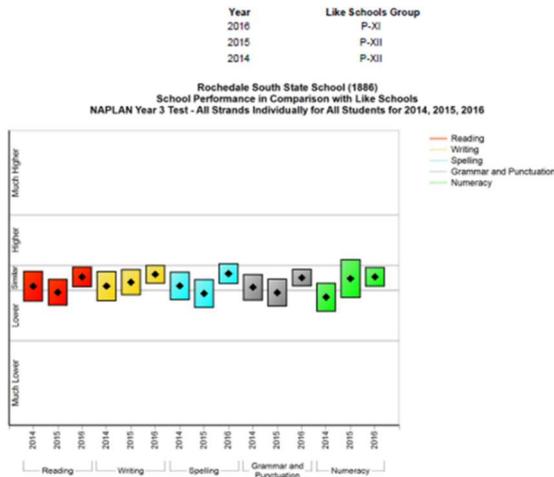
Strong Literacy results were again achieved in Prep in 2016 with our top preppies achieving. 'Applying' on end Semester 2 reports up from 24% in 2015 to 36% in 2016, whilst the percentage of students not achieving at 'Working Within (WW)' or better, down from 32% to 26%. In Mathematics, similar improvements were evident with students achieving in 'Applying' up from 20% to 34%, whilst those not achieving WW or better were down from 24% to 17.5%.

##### Year 3 NAPLAN

Year 3 results were pleasing in NAPLAN in Reading with 44% of our students getting in the upper 2 bands, up from 37% in 2015. Numeracy scores were somewhat disappointing in that we dropped from a very impressive 43% (10% above the numbers achieving in the Upper 2 bands nationally) in 2015 to 27% in 2016. That percentage however is still similar to the National achievement for U2B. Overleaf is a clip from our NAPLAN data showing changes in our Mean performance since 2014 compared to Like schools.

##### Year 5 NAPLAN

Year 5 results were also pleasing in NAPLAN in Reading with 29% of our students getting in the upper 2 bands, up from 14.3% in 2015. Numeracy scores were up from 9.3% in 2015 to 27% in 2016. Overleaf is a clip from our NAPLAN data showing changes since 2014.



### Other achievements

- KAPOW week provided solid opportunities for student achievement and learning in the Arts, and the Australiana Day was a fabulous community day, as was Under 8's.
- Our school finally achieved an upgrade in our Bandwidth Internet connection to 20mps up from 4mps only a year or two earlier.
- 2016 also saw the ongoing success of extracurricular offerings with our Senior Choir winning the Logan City Trophy for Showcase Choir at the Beenleigh Eisteddfod after their First placing. Our Senior Band won Silver in Band Fanfare and our Strings won Gold. Our school Musical, and Rochedale South's Got Talent and Book Character Parade were also significant events, along with the Great Book Swap. We also enjoyed a wonderful Winter Carnival and Concert at end of year.
- Our Senior Boys Basketball team were minor Premiers and narrowly lost to Groves Christian College in the final. We had a significant number of individual students achieve representative status in State and Regional Sporting Teams, and Athletics.

### School and Community Relations

- Our enrolments have continued to trend up with the Feb 2016 enrolment at 461 an increase of a further 83 students over 2015.



- We employed a Parent and Community Liaison Officer in the latter half of 2016, with a view to communicating to parents more effectively on what is happening in our school. This has vastly improved the information flow to families via our school website, Facebook and various alerts which are now being sent out.

### Strategic Planning

- Our School Strategic Planning process was completed over 2016 with our approved Strategic Plan 2017 to 2020 published on our website.
- Rochedale South State School also successfully applied to be an Independent Public School to commence in 2017. The additional funding has been put towards additional computers for classrooms and a Head of Curriculum position to commence in Term 2.

## School Progress towards its goals in 2016

Our key objectives from 2016 were to increase the percentages of children in Upper 2 Bands in Reading and Mathematics. We made significant progress towards our goals as described above.

## Future Outlook

Our school has a continuing focus on increasing student achievement in Upper 2 bands in NAPLAN and in A/B grades in every year level for Mathematics and Numeracy. In addition, our focus is to enhance student learning and achievement in using Information and Communication Technologies for learning as well as introducing Positive Behaviours for Learning as a schoolwide initiative in 2017.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Not in 2016
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	363	174	189	23	92%
<b>2015*</b>	395	186	209	28	97%
<b>2016</b>	451	203	248	29	94%

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

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our student population socio-economically quite closely mirrors the Australian average as evident from data on the Myschool website. The school has a fairly low indigenous population of about 8% and whilst the population of children attending our school is predominantly from English speaking backgrounds (83.7%), we do have slowly increasing numbers of students from a range of non-English speaking backgrounds who are assimilating well in our school. Ours is a peaceful school, where children are learning to work together in harmony and provide support for each other through the broad range of student leadership options in the school, and also through our encouragement of students taking ownership of their own learning and behaviour and actively striving to make our school the best it can be.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	22
Year 4 – Year 7	24	25	24

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our goal for learners at Rochedale South State School is to equip all students with the knowledge and competencies needed for future success. This means preparing them for a world of change. We believe that learners will need to be:

- literate and numerate
- knowledgeable about the world around them
- effective communicators
- able to apply complex thinking strategies to solve problems and make decisions
- creative and enterprising
- able to actively investigate issues by gathering and analysing information
- able to work and live constructively and harmoniously with others
- self-directed and reflective.

Therefore, while our curriculum at our school focuses on exploring ways in which we can challenge our students intellectually, we are firmly committed to the development of life skills, including building social and emotional resilience, personal development, self-management and citizenship skills.

In terms of classroom curriculum, we monitor and track student learning in Reading Writing and Mathematics, to ensure every child is progressing at an acceptable level. Enabling children to achieve at the highest levels, is an on-going focus of our work.

### Co-curricular Activities

#### Classroom and Instrumental Music

As per our Strategic Plan, we offer access to high quality educational opportunity in the Performing Arts. Our Performing Arts Program has now been gazetted as a Program of Excellence. This is an acknowledgement of the high quality of the program, but is also recognition of the partnerships with various organisations which allows us to offer additional opportunities in performing arts. Using our magnificent Performing Arts Centre as a vehicle, and making best use of the Education Queensland instrumental Music (IM) program, 2016 saw us consolidate our Strings and Multi Instrumental programs with more than 40 students learning a String instrument and nearly 80 students learning a Band instrument.

We endeavour to support classroom Music lessons at 45 minute lessons where possible in the middle years. This has allowed us to strengthen the Music capabilities of our children in Music and led to significant success for our School Senior Choir, which won First Place in the Showcase Choir section of the Beenleigh Eisteddfod and also the Logan City Council Trophy for Best Choir. In addition, our Senior Band achieved a Silver Award at Fanfare and our Strings Ensemble achieved a Gold Award.

#### KAPOW Week

KAPOW (kids actively producing outstanding work) Week runs in the last week of Semester 1 each year. It offers enhanced learning opportunities in visual and performing arts culminating in 'Gallery' at Winter Carnival where student works are displayed for the community to enjoy. Annually, students transitioning to secondary school contribute to a major art piece which remains displayed in the PAC. Other extension learning opportunities in Science and Indigenous education were also offered.



during the week. In addition, Wednesday of that week, was a themed 'Australiana Day' which saw a dress-up parade at the start of the day with most of our children and staff in costume along with many parents and family members who supported the day.

### School Sport

We have a range of competition beating Interschool sporting teams in Soccer and Basketball for boys. Girls also are able to compete in Interschool sport in Basketball and Netball. **Sport** is an important part of our school program and we have successfully competed in District Soccer and Basketball Competitions.

### Book Week Parade

Our Book Week Parade in 2016 was an absolute highlight with students from right across the school participating in the special dress-up day.

### School Musical

In 2016, students performed the Musical, Pirate Cantata performed by our Year 5 and 6 students supported by some of our more capable middle years students. It was a wonderful achievement for students and staff.

### How Information and Communication Technologies are used to Assist Learning

All classrooms are well supported with digital technologies having a Smartboard (or LED multi-touch screen) and five late model computers and broadband internet access. In addition, a mini-lab with 16 computers and a full size lab (28 computers) is available for class use. A range of on-line learning programs have been accessed in 2016, to provide enhanced learning opportunities for some of our high achievers. Programs included a Maths extension program for Year 5 students and a critical literacy program for Years 4 students. Students also access Mathletics, Reading Eggs, Sunshine On-line, World Book for Kids and a range of other valuable learning sites funded through the Student Resource Scheme for participating families.

## Social Climate

### Overview

We set high standards for dress, behaviour and work habits and explicitly teach children how to behave well through our Learning to Live Together Program which emphasises Care, Courtesy, Cooperation, Commitment and Contribution. Our beautiful, landscaped grounds provide a well maintained and attractive context for learning and play. Children enjoy access to multiple playgrounds and play areas.

There is a special 'Prep only' area for our little ones to explore until they are ready to join the Prep to 2's play space. Staff members are caring and committed and with our supportive parent group, facilitate student progress in social, emotional and academic development to enable students to reach for the sky.

Our goal is for all students to graduate as 'Capable, Confident, Contributing' citizens of the future – well rounded, well grounded in reading, writing and maths, independent learners, effective communicators and caring friends.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	92%	97%
this is a good school (S2035)	90%	91%	94%
their child likes being at this school* (S2001)	87%	95%	100%
their child feels safe at this school* (S2002)	90%	92%	100%
their child's learning needs are being met at this school* (S2003)	84%	92%	92%
their child is making good progress at this school* (S2004)	84%	92%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	89%	95%
teachers at this school motivate their child to learn* (S2007)	87%	89%	97%
teachers at this school treat students fairly* (S2008)	90%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	90%	89%	92%
this school takes parents' opinions seriously* (S2011)	77%	91%	97%
student behaviour is well managed at this school* (S2012)	84%	81%	97%
this school looks for ways to improve* (S2013)	84%	86%	100%
this school is well maintained* (S2014)	97%	97%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	98%	96%
they like being at their school* (S2036)	89%	100%	97%
they feel safe at their school* (S2037)	93%	98%	97%
their teachers motivate them to learn* (S2038)	94%	96%	95%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	98%	90%
teachers treat students fairly at their school* (S2041)	89%	94%	87%
they can talk to their teachers about their concerns* (S2042)	80%	87%	83%
their school takes students' opinions seriously* (S2043)	88%	94%	87%
student behaviour is well managed at their school* (S2044)	79%	83%	75%
their school looks for ways to improve* (S2045)	95%	100%	94%
their school is well maintained* (S2046)	94%	96%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	97%
they receive useful feedback about their work at their school (S2071)	96%	96%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	88%	100%	90%
staff are well supported at their school (S2075)	96%	100%	97%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	96%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	96%	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

Our school approach to involving our parents in this school commences right from their experience on completing an application for enrolment for Prep. Both at the enrolment interview and on the Prep Orientation Day, parents are provided with information about how our teachers will work with their child in the Prep classroom, and what they will be aiming to teach the children. A pre-Prep booklet is provided to families which indicates the kinds of age-appropriate knowledge and skills that Prep children would typically know and be able to do.

This information sharing continues into the Prep year, where parents are provided with a partnership folder which provides more specific information about what and how children are learning the early literacy and numeracy skills that are so fundamental to children at this age. As children progress through the school, there is a continuation of information sharing through Goals Folders in Early Childhood, and through student goal setting in the upper primary years.

Parents are encouraged to participate in their child's education through engaging as a volunteer in school classrooms. Regular opportunities for classroom induction training are provided for parents who are interested in assisting in this way. In addition, parents are offered information sessions periodically which may focus on such topics as mathematics, reading support, oral language development, nutrition, cyber-safety, anti-bullying and so on. These information sessions also provide take-home information for interested parents. The school has increasing numbers of support materials available for parents to access information about ways to support children's learning at home.

There are many ways for parents to engage with our community through social events, fundraising and other opportunities. Parent participation in learning opportunities has also significantly increased and much of the improvement in Early Years results can be attributed to very solid home-school partnerships. We are very proud of the work of our teachers and families to bring about the improved academic results described earlier.

Our school P and C is also a terrific way for parents to become more involved in school and community life.

Our school Student Welfare Committee led by our school Deputy Principal, supports a range of students with diverse learning needs. Our school Guidance officer, Literacy Support Teacher, Behaviour Advisory teacher, and Special Education staff, regularly discuss and problem-solve ways to enhance learning for the range of children across the school with identified learning needs. Parents are regularly consulted as part of that support and development process.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Foremost among those is our Learning to Live Together program which runs for students in all year levels. In addition, our early years students are exposed to the Fun Friends Program along with a range of other programs developed by staff members to support the learning needs of students. Towards the end of 2016, our school Special Education Program began implementing

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	28	40	37
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

Our school has an extensive range of water tanks which capture available rainwater which is then used to support the water supply for school amenities. Solar power also is captured to reduce power consumption across the school.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	146,368	968
2014-2015	79,280	606
2015-2016	94995	457

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

GO

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	21	<5
Full-time Equivalent	31	13	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	30
Diploma	0
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 2016 were \$66 864.

The major professional development initiatives are as follows:

- Coaching and mentoring of teaching staff through Master Teacher and Literacy Coach
- Opportunities for teachers to share best practice through observation of others and release time for collaborative planning and sharing.
- Opportunities for teachers to attend relevant professional learning opportunities off campus.
- Use of Pupil-free days and Twilight Sessions over the year to enhance teacher collaboration and whole staff learning opportunities.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

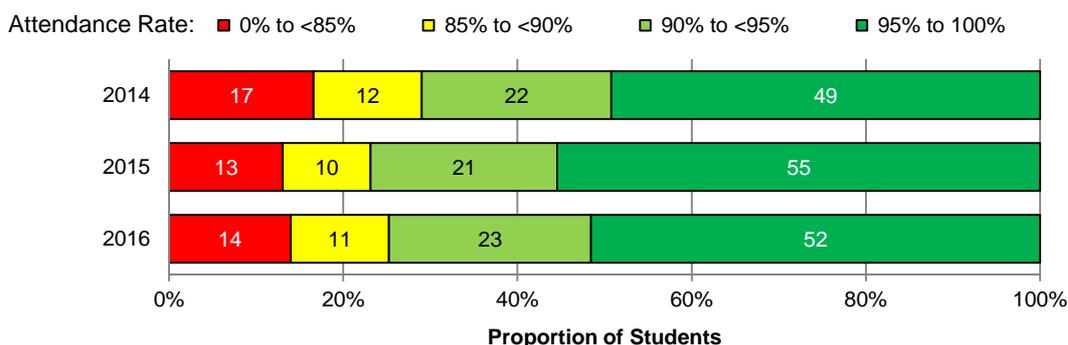
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	94%	93%	92%	91%	94%	93%	89%					
2015	93%	94%	95%	92%	93%	90%	94%						
2016	94%	90%	96%	94%	92%	92%	90%						

\*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 DET 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.

In 2016, classes were encouraged to enhance attendance rates through a weekly competition of assembly. Attendance rates for classes were printed out for the class to have published on their wall.

In addition, students with more than 3 days absent were followed up by a staff members and relevant letters to parents were also sent to ensure all families were aware of the requirement to maintain attendance at a high level. In 2016, 75% of students attended school 90% or more of the time. This is almost consistent with 2015 levels and better than previous years.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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 states '**School name**', type in Rochedale South State School, 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.

## Conclusion

Our school has continued to make school improvement a high priority with a clear focus on student learning in academic areas, in co-curricular areas such as performing arts and sports, but also in student leadership and in growing peaceful and harmonious relationships with others.