

Raceview State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 4035 Raceview 4305
Phone	(07) 3294 4111
Fax	(07) 3294 4100
Email	principal@raceviewss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Rob MILLS, PRINCIPAL.

Principal's foreword

Introduction

This report provides an overview of the achievements of Raceview State School during the 2015 school year.

We are passionate about achieving academic excellence and teaching our students how to become productive citizens. At Raceview, we have high expectations of ourselves as educators as well as the achievement of our students.

We focus on building a strong academic base for each student by prioritising learning time to engage in quality Literacy and Numeracy teaching and learning. Our highly skilled teachers plan in expert teams so that we can continue to improve the quality of teaching and learning for every student. We set goals and targets that challenge teachers and students to continue to improve. Our non-teaching staff are equally committed and provide high quality support for students, families and teachers.

Socially, we expect all of our students to display our Raceview SPORTy expectations across all areas of the school and while off campus representing the school. These expectations are **S**elf control, **P**ersistence, **O**rganisation, **R**espect and **T**eam player. We explicitly teach these expectations and have a rewards program that continues to motivate our students to display exceptional behaviour. Bullying is not tolerated at Raceview State School and consequently our students are taught to say "No" to bullying. As a result, our classrooms are calm, positive and respectful environments conducive to learning.

We use technology to support student learning and have invested in an interactive whiteboard for every classroom, four computer laboratories and computers in the classroom..

Being a large primary school, we are able to provide a range of extra curricula activities for our students. We have our own swimming pool, participate in Interschool sport, have an excellent Instrumental Music Program and facilitate some Friday night discos and other social events for students.

School progress towards its goals in 2015

PRIORITY	STRATEGY	PROGRESS
Reading	Employ a Reading Coach to work with P-2 teachers.	Coaching implemented and is continuing in 2016.
Writing	Develop a whole school strategy across the school	Seven Steps in Writing was trialed in 2015.
Numeracy	Employ a Numeracy Coach to work with P-2 teachers.	Coaching implemented in 2015. This position has been altered to focus on Reading in 2016.
Science	Establish a partnership with Bremer SHS to enable days of excellence.	A day of excellence was implemented in 2015 and is planned for 2016.
Attendance	Develop a whole school strategy for improving attendance.	A strategy was implemented in 2015 and continues to remain a focus in 2016.

Future outlook

Our school improvement priorities for 2016 include:

Improvement Priority #1 - Reading

Strategy	Targets	Timelines
Develop and Introduce Reading Placemat	Draft placemat is developed and introduced	Term 3
Introduce Repeat Reading in Year 2, 3, 4 & 5 Classrooms.	A clear strategy id developed	Term 1
Engage with the work of Lyn Sharratt.	Whole school strategy developed for key parameters	Term 1

Improvement Priority #2 – School Wide Positive Behaviour Support.

Strategy	Targets	Timelines
Improve consistency of SWPBS implementation	A range of targets, as outlined in the AIP, are met to demonstrate achievement.	Ongoing
Student behavior data is used to drive improvement	Data is shared, discussed and acted upon at monthly meetings.	Ongoing
Provide programs for students.	Behaviour incidents are reduced.	Ongoing

Improvement Priority #3 – Staff Development

Strategy	Targets	Timelines
Ensure the workforce has the skills to achieve the school priorities.	PD plans are completed and implemented for whole staff and groups of staff.	Term 1

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	938	497	441	83	92%
2014	980	508	472	95	90%
2015	959	492	467	82	93%

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.*

*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:

In 2015, there was an Indigenous student population comprising 8% of the student body (Aug Census). Our school was assigned an ICSEA Rating of 965 that equates to the 29th percentile. The ICSEA scale measures socio-economic factors using Government data. Consequently, this means that our school is more socio-economically advantaged than 29% of Australian Schools. We are proud of the way our students display positive community values and school spirit. There was a decrease in School Disciplinary Absences during 2015. As part of our Positive Behaviour Support Program, the school continues to expect very high standards of behaviour from all students. We have a student leadership program designed to

reinforce school expectations and develop lifelong leadership skills in students. Successful completion of this program enables students to apply for a student leadership program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	27	26	17
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	66	90	63
Long Suspensions - 6 to 20 days	17	1	5
Exclusions	0	2	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

Students in Year 5 participated in a leadership program facilitated by the principal. This program aims to develop confidence in every student as well as identify students that have the potential to be school leaders the following year. This program culminates in student elections that are held in Term 4. Once elected, students attend a four day leadership camp where they use leadership skills to work as part of a team to solve complex issues.

Students from Year 1 to Year 6 are engaged in a weekly Technology lesson taught by a specialist Technology teacher. Each year level is assigned a technology task each term and students learn the associated skills. Students in Year 5 and Year 6 learn Japanese.

The ELF (Early Literacy Foundations) Program was used to assist students in Year 1 and 2 that were struggling with Literacy. The school utilises the Positive School wide Behaviour Support process for developing a learning and working environment conducive to success.

Interactive whiteboards are utilised in every classroom and teachers continued to develop their skills in the use of this technology.

Extra curricula activities

- Concert Band
- String Ensemble
- Beginners Strings
- Junior and Senior Choir
- Computer Club
- Interschool sport
- Chess Club
- Lunchtime Dance Group
- ICCS Academic Competitions

How Information and Communication Technologies are used to improve learning

We have equipped every classroom and our common learning areas with interactive whiteboards to enable staff to use additional teaching strategies to engage our students. Every teacher has a laptop computer and our school server is well resourced with materials teachers and students can access to assist learning, extend students or help provide remedial work. Many of our teachers also utilise special cameras that enable them to demonstrate a task while the camera captures what the teacher is doing and displays the task on the interactive whiteboard. This camera is an excellent resource for modelling precise processes. Each classroom has a number of computers connected to the Internet that can be accessed by students at the discretion of the teacher. Three computer labs are available for student use as a whole class or for students to access during the lunch break. Staff have been undertaking considerable professional learning to enhance their skills in using IT equipment to maximise student learning.

Social Climate

The Schoolwide Positive Support Program implemented from the beginning of 2008 has continued to develop and become part of the culture of the school. Students and parents surveyed consistently indicate that they are satisfied that "Student behaviour is well managed at this school." Additionally, we have achieved very strong results from students when asked if they "feel safe" at our school.

The Raceview State School "Responsible Behaviour Plan for Students" clearly outlines the behaviour expected from students, staff and parents and outlines the strategies that we use to manage bullying and any breaches of our behaviour expectations. We use the slogan "Be a SPORT" to provide a framework for students to base their behaviour choices on. SPORT stands for Self Control, Persistence, Organisation, Respect and Team Player. These expectations are explicitly taught to students in all settings and a comprehensive rewards program is in place to reinforce the expectations.

In 2015, the school employed a full time Guidance Officer to assist with the learning, social and emotional needs of students.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	94%	94%
this is a good school (S2035)	94%	94%	94%
their child likes being at this school (S2001)	94%	94%	95%
their child feels safe at this school (S2002)	90%	91%	98%
their child's learning needs are being met at this school (S2003)	87%	94%	91%
their child is making good progress at this school (S2004)	91%	91%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	97%	86%
teachers at this school motivate their child to learn (S2007)	94%	94%	94%
teachers at this school treat students fairly (S2008)	97%	88%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	91%	95%
this school works with them to support their child's learning (S2010)	93%	94%	87%
this school takes parents' opinions seriously (S2011)	96%	85%	84%
student behaviour is well managed at this school (S2012)	94%	91%	89%
this school looks for ways to improve (S2013)	100%	94%	93%
this school is well maintained (S2014)	93%	91%	94%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	99%	95%
they like being at their school (S2036)	95%	95%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	99%	92%	89%
their teachers motivate them to learn (S2038)	100%	97%	97%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	87%
teachers treat students fairly at their school (S2041)	94%	92%	80%
they can talk to their teachers about their concerns (S2042)	93%	93%	82%
their school takes students' opinions seriously (S2043)	93%	92%	85%
student behaviour is well managed at their school (S2044)	91%	86%	78%
their school looks for ways to improve (S2045)	98%	98%	95%
their school is well maintained (S2046)	97%	95%	92%
their school gives them opportunities to do interesting things (S2047)	93%	96%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	93%	93%
they feel that their school is a safe place in which to work (S2070)	99%	96%	99%
they receive useful feedback about their work at their school (S2071)	94%	91%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	84%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	97%	98%	96%
staff are well supported at their school (S2075)	91%	91%	91%
their school takes staff opinions seriously (S2076)	87%	89%	83%
their school looks for ways to improve (S2077)	96%	98%	99%
their school is well maintained (S2078)	89%	88%	88%
their school gives them opportunities to do interesting things (S2079)	91%	96%	85%

'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 school provides a number of opportunities for parents to become involved in their child's education including:

- Sending regular work samples home
- Encouragement to attend Junior and Senior Assemblies
- P&C and Sub Committees
- Special sessions to explain school goals
- Parent Information sessions
- Voluntary work around the school
- Classroom support
- Swimming
- Reading support working with the Support Teacher Learning Difficulties
- Tuckshop & Uniform Shop
- Book Club
- Swimming Club
- Voluntary worker's induction program
- Assistant coaches with sporting teams

Reducing the school's environmental footprint

Staff continued to be vigilant regarding reducing our electrical and water consumption. Our water usage has increased in 2015 due to the watering of the grounds during dry months. This is important to maintain a safe playground environment. In 2010, we installed water tanks with a capacity of 500, 000 Litres. These tanks are used to reduce our reliance on town water to maintain our grounds. We also installed water saving tap fittings and toilets.

In 2011, we installed a solar electricity system on the roof of Block D. This has contributed to our school reducing the amount of electricity sourced from the grid. The reduction in usage from 2014 to 2015 could be due to a slight decrease in enrolments therefore meaning that there are less classrooms being used each day resulting in less computers, interactive whiteboards and lights are being used. We also have increased community use of our facilities that creates an additional usage of electricity at night time.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	188,564	2,092
2013-2014	213,739	1,711
2014-2015	210,133	2,443

*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.

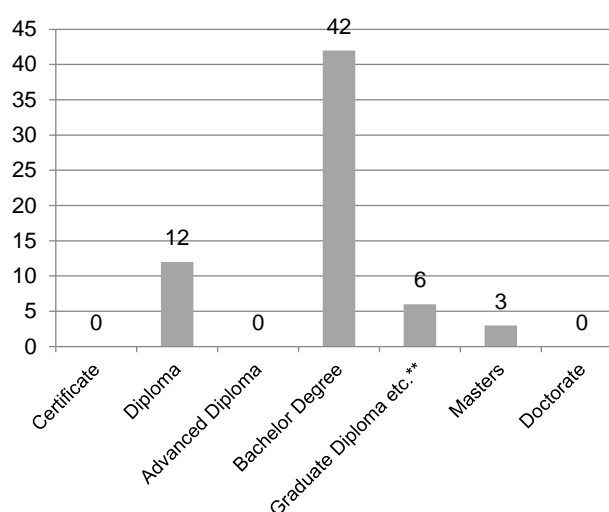
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	34	0
Full-time equivalents	58	24	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	12
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	6
Masters	3
Doctorate	0
Total	63



*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 \$26631.72

The major professional development initiatives are as follows:

Literacy coaching, Numeracy coaching, Seven Steps in Writing, Data Walls, STRIVE Vocabulary, Student Protection, Positive Behaviour Support and National Data Collection.

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

GO

Sector:

Government

Non-government

SEARCH

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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	85%	91%

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)

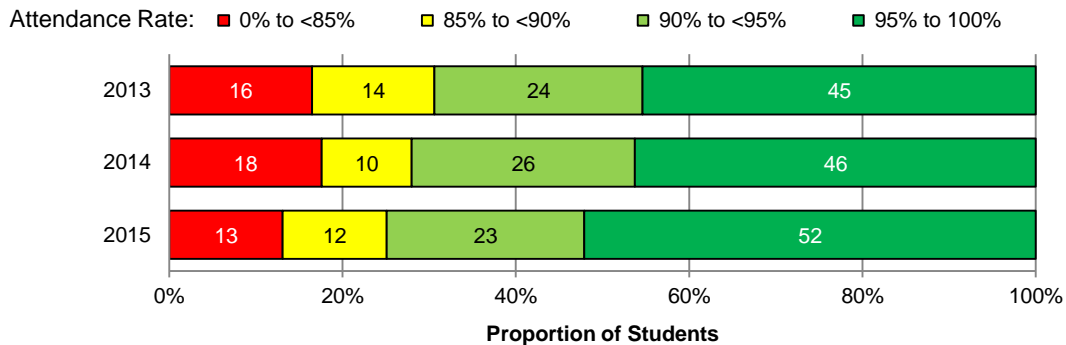
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	91%	91%	91%	92%	93%	92%	91%					
2014	93%	92%	92%	92%	90%	92%	92%	87%					
2015	93%	91%	93%	93%	93%	92%	94%						

*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 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 addition, attendance figures are regularly analysed by the management of the school. Procedures are in place where teachers advise management of unexplained absences, regular absences, absence patterns and other attendance issues such as lateness.

Letters are sent to parents regarding frequent absences. Both management and the Guidance Officer meet with parents to discuss absences and offer support where needed.

Literature and messages are regularly published in the newsletter to educate the community on the importance of regular attendance. The whole school attendance rate is published in the newsletter each fortnight.

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.