Raceview 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:	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

School Overview

Raceview State School caters for about 1000 students from Prep to Year 6 from the suburbs of Raceview, Flinders View and Ripley in Ipswich. The school has a strong focus on academic achievement and providing our students with the best possible learning environment. We emphasise recognition of appropriate behaviour through our schoolwide rewards program and this has impacted on the learning environment in a positive way. Our staff are professional, dedicated, experienced and committed to working closely with students and their families to ensure the best outcomes are achieved for every student. Culturally, our school has a strong music and sporting program that has resulted in the achievement of a number of awards. A number of students from Defence Force families are enrolled in our school. To assist Defence students and families, a transition teacher aide is employed to support the changes experienced at this time. Interactive whiteboards are installed in all classrooms and are used by staff and students as an additional learning tool. Our grounds include ample play space, a swimming pool, ovals and gyms.

Principal's Forward

Introduction

This report provides an overview of the achievements of Raceview State School during the 2016 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 2016

Improvement Priority #1 - Reading

Strategy	Targets	Progress
Develop and Introduce Reading Placemat	Draft placemat is developed and introduced	The Reading Placemat was completed and is being used to guide the teaching of Reading in each classroom.
Introduce The Four Read Model in Year 2, 3, 4 & 5 Classrooms.	A clear strategy is developed	The Four Read Model was implemented in all of these classrooms with the support of two Literacy Coaches. The model was regularly reviewed based on feedback and has continued to evolve based on recommended improvements and student engagement.
Engage with the work of Lyn Sharratt.	Whole school strategy developed for key parameters	A Case Management process was implemented with each year level team that provided teachers with the opportunity to engage in professional conversations regarding improving outcomes in Reading for individuals, groups and classes. A data wall was established in order to promote whole school ownership of individual student data and to facilitate deep discussion.

Queensland Government

Improvement Priority #2 – School Wide Positive Behaviour Support.

Strategy	Targets	Progress
Improve consistency of SWPBS implementation	A range of targets, as outlined in the AIP, are met to demonstrate achievement.	The Dean of Students developed whole school weekly focus lessons that were taught in every class. These lessons were reinforced each week during the school parade.
Student behavior data is used to drive improvement	Data is shared, discussed and acted upon at monthly meetings.	Behaviour data was entered daily on Oneschool by staff and the committee analysed this data at each monthly meeting to determine the focus areas for attention. Actions included changes to lunchtime activities, shaping of appropriate weekly lessons to respond to data, discussions with year level groups and additional whole school messages.
Provide programs for students.	Behaviour incidents are reduced.	A number of Year 6 students facilitated "Games Rangers" during lunch breaks in order to provide younger students with a structured play option. Staff facilitated a number of clubs and lunchtime activities that allowed students to participate in interest based activities.

Improvement Priority #3 – Staff Development

Strategy	Targets	Progress
Ensure the workforce has the skills to achieve the school priorities.	PD plans are completed and implemented for whole staff and groups of staff.	A comprehensive staff professional development plan was implemented. The plan included mandatory training, the Teaching of Reading, Managing Student Behaviour, The Four Read Model, Question/Answer/Relationship, moderation, team meetings and curriculum planning. A comprehensive beginning teacher training program was implemented to support graduate teachers. Training in Reading and Behaviour will be ongoing into 2017.

Future Outlook

School Priorities for 2017

Improvement Priority #1 - Reading

Strategy	Targets	Timelines
Utilise a full time Speech Language Pathologist in Prep to support Language Programs.	Students exit Prep with a PM benchmark of at least 4.	Term 1
Introduce the Four Read Model in Prep, Year 1 and Year 6. Support all new teachers in using this model.	Students exit Prep with a PM benchmark of at least 4.	Term 1 (Yr 6) Term 3 (Prep, Yr 1)
Continue to engage with the work of Lyn Sharratt.	100% of teaching staff engaged. Teams of teachers, specialist staff, school leaders and teacher aides are engaging together in meaningful conversations about data analysis and strategies to improve student reading outcomes.	Term 1 Ongoing

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 additional programs for students as outlined in the AIP.	Behaviour incidents are reduced.	Ongoing

Improvement Priority #3 – Staff Development

Strategy	Targets	Timelines
Ensure the workforce has the skills to achieve the school priorities.	Professional Learning plans are completed and implemented for whole staff and groups of staff. A comprehensive training program is implemented for beginning teachers and teachers new to the school.	Ongoing

Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	980	508	472	95	90%
2015*	959	492	467	82	93%
2016	955	487	468	91	95%

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 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
In 2016, there was an Indigenous student population comprising 9.3% of the student body (Aug Census). There were 49 students enrolled at the school who have been verified as having a disability and a further 27 students were awaiting verification (As of 11 August 2016). In addition, there were 71 students requiring additional support as a result of having English as an additional Language/Dialect (As of 9 August 2016).

Our school was assigned an ICSEA Rating of 967 that equates to the 31st percentile. The ICSEA scale measures socio-economic factors using Government data. Consequently, this means that our school is more socio-economically advantaged than 31% of Australian Schools. We are proud of the way our students display positive community values and school spirit. There was a decrease in Long Term School Disciplinary Absences during 2016. 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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	26	27	28
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- The school utilizes the Australian Curriculum to design learning experiences for classes and individual students.

Queensland
Government

- There is a strong focus on Literacy and Numeracy across the school.

- A comprehensive oral language and early language program has been implemented in Prep, in consultation with a Speech Language Pathologist, to develop a strong foundation for student learning.

- Teachers plan in teams that are led by the Head of Curriculum. Other specialist staff and year level teacher aides are also involved in the planning process.

- Students with a disability are catered for through the development of suitable individualised learning plans. Students with a disability are supported both in the classroom and by a Special Education Team.

- The Technology Curriculum is taught by specialist teachers in Technology Laboratories. Class teachers are able to utilize classroom computers or book a Technology Laboratory to build on student technology learning or integrate technology into other learning areas.

- Interactive whiteboards exist in all classrooms and these are used to support the learning and teaching program.

- Physical Education is offered weekly for all students.

Co-curricular 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 Assist 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. The school employs a Technology Technician for one day a week to support the availability of all devices. In addition, the Technology Teacher provides support for staff and students in relation to lower level issues. 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. Four computer labs are available for student use as a whole class or for students to access during the lunch break. Some sets of ipads are available for use throughout the school. Staff have been undertaking considerable professional learning to enhance their skills in using IT equipment to maximise student learning.

Social Climate

Overview
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" and "teachers at this school treat students fairly." Additionally, we have achieved very strong results from students when asked if they "feel safe" and "like being" 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.

The school employed a full time Guidance Officer and a Dean of Students in 2016 to assist with the learning, social and emotional needs of students.

Queensland
Government

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)	94%	94%	96%
this is a good school (S2035)	94%	94%	96%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	91%	98%	98%
their child's learning needs are being met at this school* (S2003)	94%	91%	96%
their child is making good progress at this school* (S2004)	91%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	86%	96%
teachers at this school motivate their child to learn* (S2007)	94%	94%	98%
teachers at this school treat students fairly* (S2008)	88%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	91%	95%	98%
this school works with them to support their child's learning* (S2010)	94%	87%	94%
this school takes parents' opinions seriously* (S2011)	85%	84%	90%
student behaviour is well managed at this school* (S2012)	91%	89%	92%
this school looks for ways to improve* (S2013)	94%	93%	93%
this school is well maintained* (S2014)	91%	94%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	92%
they like being at their school* (S2036)	95%	93%	92%
they feel safe at their school* (S2037)	92%	89%	94%
their teachers motivate them to learn* (S2038)	97%	97%	99%
their teachers expect them to do their best* (S2039)	100%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	96%	87%	93%
teachers treat students fairly at their school* (S2041)	92%	80%	93%
they can talk to their teachers about their concerns* (S2042)	93%	82%	88%
their school takes students' opinions seriously* (S2043)	92%	85%	91%
student behaviour is well managed at their school* (S2044)	86%	78%	86%
their school looks for ways to improve* (S2045)	98%	95%	96%
their school is well maintained* (S2046)	95%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	91%	91%

Queensland Government

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	93%	88%
they feel that their school is a safe place in which to work (S2070)	96%	99%	97%
they receive useful feedback about their work at their school (S2071)	91%	93%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	84%	78%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	97%
student behaviour is well managed at their school (S2074)	98%	96%	100%
staff are well supported at their school (S2075)	91%	91%	77%
their school takes staff opinions seriously (S2076)	89%	83%	74%
their school looks for ways to improve (S2077)	98%	99%	100%
their school is well maintained (S2078)	88%	88%	85%
their school gives them opportunities to do interesting things (S2079)	96%	85%	87%

* 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

The school provides a number of opportunities for parents to become involved in their child's education including:
Sending regular work samples home
Parent participation in the development of strategies and plans used to address the needs of individual students
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

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

As an integral part of the school Positive Behaviour Program, strategies for addressing personal safety, responding to abuse and violence and resolving conflict are addressed regularly as part of whole school classroom lessons and assembly lessons. Students use the "High 5" as a strategy to deflect any unwanted, violent or inappropriate behavior. Students are strongly encouraged to not react to any inappropriate behavior and to report this behavior to a staff member. Staff complete a "red slip" for any concerning behavior that occurs outside the classroom and the red slip goes to a member of the school administration for actioning. For inappropriate classroom behavior, teachers follow the process as outlined in the Responsible Behaviour Plan for Students and liaise directly with a member of the school administration team.

Programs are implemented by the Guidance Officer and the Dean of Students that provide strategies for students who are at risk of engaging in inappropriate behavior. In addition, a number of programs are also implemented for students that are impacted by unwanted, violent or inappropriate behavior that has occurred either at school or outside the school.

Significant time was spent during 2016 educating the students about bullying and aligning appropriate responses to bullying to our SPORTy expectations. This work is ongoing and has continued into 2017.

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.

Queensland
Government

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	90	63	76
Long Suspensions – 6 to 20 days	1	5	2
Exclusions	2	0	1
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

Staff continued to be vigilant regarding reducing our electrical and water consumption. Our water usage has increased in 2016 due to increased enrolments and staff as well as 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. We have also installed energy saving light fittings throughout the school. This has contributed to our school reducing the amount of electricity sourced from the grid. An increasing number of community groups use of our facilities at night which creates an additional usage of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	213,739	1,711
2014-2015	210,133	2,443
2015-2016	210,080	3,097

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.**

Queensland Government

Find a school

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	62	38	0
Full-time Equivalents	57	26	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	5
Graduate Diploma etc.**	8
Bachelor degree	38
Diploma	11
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 $37830

The major professional development initiatives are as follows:

Literacy coaching, Numeracy coaching, Data Walls, QAR Comprehension, STRIVE Vocabulary, Student Protection, Positive Behaviour Support and National Data Collection.

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.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 83% 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%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	91%	90%

*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	93%	92%	92%	92%	90%	92%	92%	87%					
2015	93%	91%	93%	93%	93%	92%	94%						
2016	91%	92%	92%	93%	92%	92%	92%						

*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.
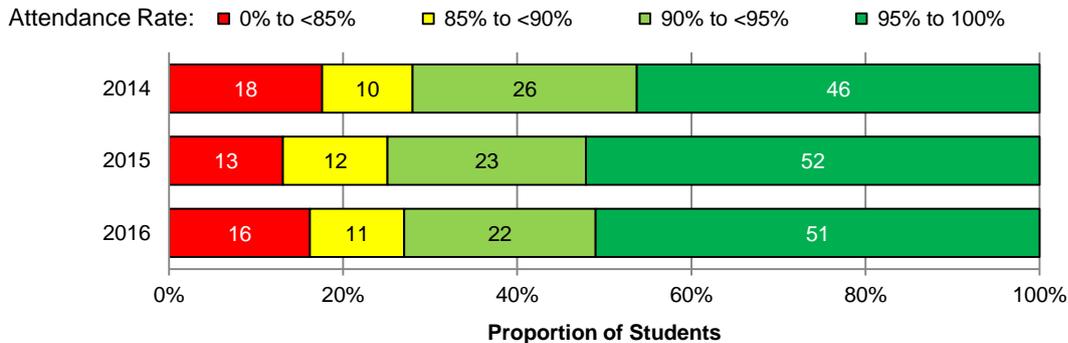
Queensland
Government

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

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.

NAPLAN

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.**

Queensland Government

Find a school

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 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.

Queensland
Government