

Raceview State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report provides an overview of the achievements of Raceview State School during the 2014 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. Our teachers, school leaders, support staff and parents continually reinforce these expectations.

We focus on building a strong academic base for each student by prioritising learning time to engage in quality Literacy and Numeracy programs. 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 colleagues 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 Self control, Persistence, Organisation, Respect and Team 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. We also provide four computer laboratories; computers in the classroom; and on line learning for upper primary Japanese studies.

School progress towards its goals in 2014

In 2014 our school had the following priorities:

- Improve student outcomes in Reading, Writing and Numeracy
- Implementation of whole school vocabulary program
- Consolidation of the Explicit Teaching Framework

- Successful transition of year 7 students to high school as part of Flying Start
- Improving student attendance rates
- Consolidate School Wide Positive Behaviour to incorporate tier 2 strategies as a way of supporting students to display SPORTY expectations.

During 2014 we continued to deliver the Australian Curriculum in the key learning areas of English, Mathematics, History and Science across all year levels. We have also written curriculum plans for Australian Curriculum – Geography. We strengthened our whole school *Pedagogical Framework*, building capacity through targeted professional development. Our framework is an explicit teaching model based on the work of Anita Archer. As a result of our framework, all teachers conduct daily Literacy and Numeracy warm-ups in order to transfer student knowledge from the short-term memory into the long term memory. A whole school approach to lessons is in place whereby teachers conduct a warm up; introduce the lesson and purpose; demonstrate the skill; and work together to strengthen student understanding. Students then practice and reflect on new skills learned. This is known as the *I Do, We Do, You Do* approach.

Members of the school leadership team have worked with colleagues in classrooms to continue to build teacher capacity to deliver improved student outcomes. Year level teams utilised student data during the year to inform teaching for classes, groups of students and individual students. The Principal collected a range of student performance data through internal assessment tasks. This data was used for year level and teacher feedback, improving teaching, identifying areas for improvement in student learning and tracking the progress of the school as a whole.

After participating in the Flying Start Pilot, our full year 7 cohort successfully transitioned to High School as full implementation of the Department's Flying Start Program began at the start of 2015. Raceview SS now provides education for student in Prep – Year 6.

Future outlook

In 2015, the school will continue to focus on improvement in student outcomes in Reading, Writing, Numeracy and Science. In particular, we will use the Great Results Guarantee funding to build capability in our workforce by employing numeracy and literacy coaches in the school. The Australian Standards for Teachers will be the foundation for conversation about Teacher Performance. We will also place a very strong emphasis on attendance and develop strategies to deliver higher attendance rates in all year levels. We are committed to offering high quality public education and will continue to place a strong emphasis on the learning environment in our classrooms and the social environment within our school. We will also use our facilities to provide social activities for our students and opportunities for other agencies to base out of school hours programs at our school. During the next few years, we will face many challenges as a number of housing estates are planned within the school catchment. It is anticipated that these estates will result in increased enrolments at our school. The school has been working with the Ipswich City Council, developers and members of the Department of Education to prepare for these changes. Our Explicit Teaching Framework was consolidated in 2014 and will be enhanced during the next few years. We expect that this framework will be embedded by 2017.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	928	503	425	93%
2013	938	497	441	92%
2014	980	508	472	90%

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

Characteristics of the student body:

In 2014, 52% of our students were female and 48% male. There was an Indigenous student population comprising 8% of the student body. Our school was assigned an ICSEA Rating of 962. This equates to the 28th percentile. The ICSEA scale measures socio-economic factors using Government data and school data. Consequently, this means that our school is more socio-economically advantaged than 28% of Australian Schools. We are proud of the way our students display positive community values and school spirit. The high standard of behaviour set by the school, coupled with an increase in enrolments led to an increase in School Disciplinary Absences during 2014. 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		
	2012	2013	2014
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	26	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	42	66	90
Long Suspensions - 6 to 20 days	7	17	1

Exclusions [#]	0	0	2
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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.

School Wide Positive Behaviour Support supports students and staff to strengthen a learning and working environment conducive to success.

Interactive whiteboards are used 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 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. Every teacher has a laptop computer and our school server is well resourced with materials to assist learning, extend students or help provide remedial work. Many of our teachers also use 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 modeling 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 members have been undertaking considerable professional learning to enhance their skills in using IT equipment to maximize student learning. Students have access to a number of interactive resources including the Mathematics Program. A number of students have also participated in a regional online mathematics extension class.

Social Climate

The School Wide Positive Support Program implemented from the beginning of 2008 has continued to develop and become part of the culture of the school. In 2014, 86% of our students reported that they feel behavior is managed appropriately. Additionally, students also report that 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	100%	94%
this is a good school (S2035)	100%	94%	94%
their child likes being at this school* (S2001)	97%	94%	94%
their child feels safe at this school* (S2002)	97%	90%	91%
their child's learning needs are being met at this school* (S2003)	94%	87%	94%
their child is making good progress at this school* (S2004)	90%	91%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	97%
teachers at this school motivate their child to learn* (S2007)	90%	94%	94%
teachers at this school treat students fairly* (S2008)	90%	97%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	91%
this school works with them to support their child's learning* (S2010)	94%	93%	94%
this school takes parents' opinions seriously* (S2011)	90%	96%	85%
student behaviour is well managed at this school* (S2012)	100%	94%	91%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	93%	91%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	98%	96%	99%
they like being at their school* (S2036)	94%	95%	95%
they feel safe at their school* (S2037)	99%	99%	92%
their teachers motivate them to learn* (S2038)	96%	100%	97%
their teachers expect them to do their best* (S2039)	99%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	96%
teachers treat students fairly at their school* (S2041)	96%	94%	92%
they can talk to their teachers about their concerns* (S2042)	94%	93%	93%
their school takes students' opinions seriously* (S2043)	93%	93%	92%
student behaviour is well managed at their school* (S2044)	92%	91%	86%
their school looks for ways to improve* (S2045)	100%	98%	98%
their school is well maintained* (S2046)	96%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	93%
they feel that their school is a safe place in which to work (S2070)		99%	96%
they receive useful feedback about their work at their school (S2071)		94%	91%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		97%	98%
staff are well supported at their school (S2075)		91%	91%
their school takes staff opinions seriously (S2076)		87%	89%
their school looks for ways to improve (S2077)		96%	98%
their school is well maintained (S2078)		89%	88%
their school gives them opportunities to do interesting things (S2079)		91%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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
- Assisting 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 decreased again in 2014 due to the efforts of staff and students. In 2010, we installed water tanks with a capacity of 500 000L. These tanks are used to maintain our ovals and 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. As a consequence of our enrolments rising in 2014, our electricity usage increased. Specifically, we have more classrooms being used each day that means more computers, interactive whiteboards and lights are being used. We also have increased community use of our facilities that creates an additional demand for electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	167,613	2,297
2012-2013	188,564	2,092
2013-2014	213,739	1,711

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.

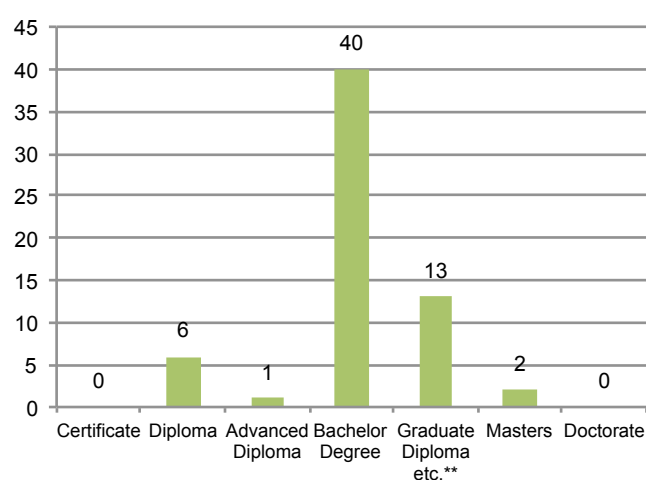
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	34	0
Full-time equivalents	55	22	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	1
Bachelor Degree	40
Graduate Diploma etc.**	13
Masters	2
Doctorate	0
Total	62



*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 2014 were \$20428

The major professional development initiatives are as follows:

Reading Warm Ups, Grammar is the Key, Using PROBE and PM Benchmarks, Establishing Reading Blocks, Raceview Pedagogical Framework, Analysing Running Records, Guided Reading, Comprehension, Independent Activities in Reading Block, Professional Learning Teams, Professional Peer Visits, Australian Curriculum, Cognitive Diagnostic Assessment Tasks, Using Teacher Tools for Mathematics, Playground Supervision, Strategies and Tools to Support WSPBS, Code of Conduct, Work Place Health and Safety,

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

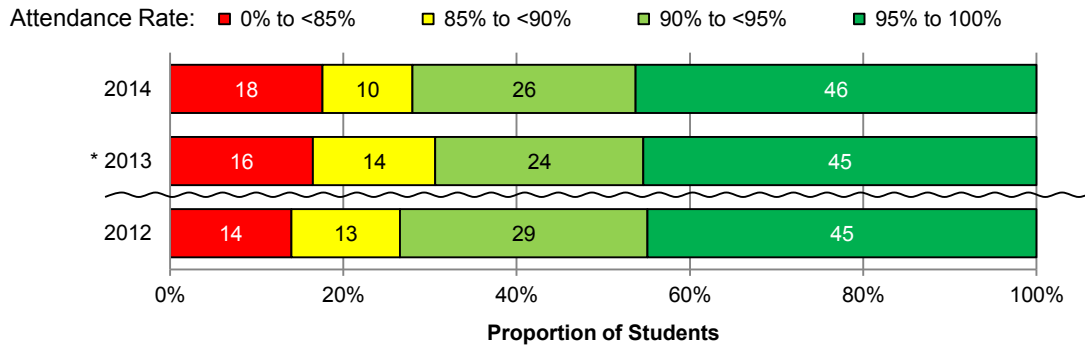
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	92%	92%	93%	91%	93%	90%					
2013	91%	91%	91%	92%	93%	92%	91%					
2014	92%	92%	92%	90%	92%	92%	87%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance trackers have been introduced in all classrooms and attendance is monitored on our reading data wall. The school is transitioning to electronic role marking.

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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At the August 2014 enrolment census there were 87 Indigenous students enrolled at our school.

The attendance of Indigenous students remains below the attendance levels of Non-Indigenous students. In 2014, Indigenous students attended 84.6% of the time as opposed to 91.6% attendance for Non-Indigenous students.

A performance gap in NAPLAN results is evident between Indigenous and non-Indigenous students.