



Raceview State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## 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. Our grounds include ample play space, a swimming pool and ovals.

## Principal's Foreword

### Introduction

This report provides an overview of the achievements of Raceview State School during the 2017 school year.

Our focus is to give students a range of opportunities to achieve high standards in academic excellence and teaching our students how to become productive, engaged and active citizens. At Raceview, we hold high expectations of ourselves as educators as well as high expectations of our students.

We focus on building a strong academic base for every 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.

We expect our students to follow the school code of behaviour and display the school behaviour expectations of Self-control, Persistence, Organisation, Respect and Team player. We explicitly teach these expectations and have a rewards program in place that helps to motivate and support our students to achieve the school behaviour expectations. Our students are taught to say, "No" to bullying and as a result any bullying that is reported is investigated and if found to be bullying is actively followed up and consequences are put in place. The school has employed a Dean of Students to help support students and work with teachers on delivering the elements of the Positive Behaviour Plan.

As a large primary school we are able to provide a range of extra curricula activities for our students. The school is equipped with a swimming pool, large play spaces, four computer laboratories and computers in the classroom.

## School Progress towards its goals in 2017

The improvement priorities for 2017 included increasing reading achievement for all students, school wide positive behaviour support, identified intervention programs such as Cracking the Code and a comprehensive training and develop program for beginning teachers.

### Improvement Priority – Reading

Strategy	Targets	Progress
Embed case management and student reading data wall	100% of teaching staff engaged	The case management was implemented and
Utilise the service of a school based Speech Language Pathologist to support Early Years students by implementing the Oral Language Early Years (OLEY) program	100% of students to engage in the OLEY program in Prep	100% of students successfully engaged in the OLEY program
Introduce reading placemat for Prep to ensure consistency of approach in teaching foundational skills in literacy	A reading placemat to be developed and introduced and used by all Prep teachers.	100% of Prep teachers are using the reading placement to support the teaching of foundational skills in literacy
Introduce the Four Read Model in Years Prep, 1 and 6	100% of classes in Prep, 1 and 6 implementing the Four Read Model	100% of classes in Prep, 1 and 6 successfully implemented the Four Read Model

### Improvement Priority - School Wide Positive Behaviour Support

Strategy	Targets	Progress
Develop data driven weekly lesson plans with a priority focus	Lesson plans to be published and distributed to teachers on a weekly basis	100% of teachers using weekly lesson plans to drive the priority focus as determined by the data
Conduct comprehensive teacher aide training in SWPBS	100% of teacher aides to be trained in SWPBS	100% of teacher aides have been trained in SWPBS
Review current Responsible Behaviour Plan	Responsible Behaviour Plan reviewed by end of 2017	Responsible Behaviour Plan currently under review and scope of review broadened to include school wide practices and training for 2018

### Improvement Priority – Intervention

Strategy	Targets	Progress
Develop and implement intervention processes and programs for students based on data	Students not attaining NMS in reading to access Cracking the Code intervention program. Selection based on attendance data	100% of students who had an attendance rate of 85% or higher accessed Cracking the Code intervention program.
Support indigenous Year 3 students to perform at or above NMS	100% of Year 3 indigenous students to attain at or above NMS in reading	92.3% of year 3 indigenous students at or above NMS in reading. 100% of year 3 indigenous students above NMS in grammar and punctuation.

### Improvement Priority – Staff Development

Strategy	Targets	Progress
Develop a comprehensive training and development program to support the professional learning needs of beginning teachers	100% of beginning teachers to actively engage in training and professional learning program	100% of beginning teachers actively engaged in training and professional learning program. Feedback from beginning teachers rated program at a very high satisfaction rate.

Engage Teacher Aides in fortnightly professional learning program to build skills in supporting reading in the classroom and managing student behaviour.	100% of Teacher Aides participated in the fortnightly professional learning program to build skills in supporting reading in the classroom and managing student behaviour.	All Teacher Aides actively participated in fortnightly professional learning to further develop their skills in supporting reading in the classroom.
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## Future Outlook

### Improvement Priority - Reading

Strategy	Targets	Timeline
Employ a Literacy Coach to work with teaching staff from Prep – Year 2 to further develop knowledge and pedagogy of early literacy skills of students	100% of teachers in Prep to Year 2 to work with Literacy Coach	Ongoing
Teacher teams to further develop knowledge of teaching shared, guided and independent reading drawing on the Archer and F&P research	Introduce the cycle of inquiry approach using a problem of practice to investigate	Ongoing

### Improvement Priority - School Wide Positive Behaviour Support

Strategy	Targets	Timeline
Review Responsible Behaviour Plan and identified practices of SWPBS	100% of teaching staff and classroom support staff to be involved in review of Plan	Term 3 and 4 2018
Improve student governance by increasing opportunities for student input into school decision making processes	A range of strategies to be used to involve students in school wide consultation processes	Ongoing

### Improvement Priority - Attendance

Strategy	Targets	Timeline
All class groups to implement a class based attendance strategy then review to a broader school strategy	Student attendance rates to reflect State wide targets or greater	Ongoing
Provide regular reports of student attendance data for staff analysis	100% of teachers share, analyse and use student attendance data to inform attendance strategies	Ongoing

### Improvement Priority - Students with Special Needs (Intervention focus)

Strategy	Targets	Timeline
Scan and assess current intervention programs and practices	Review of current intervention programs and practices	Term 4, 2018
Develop whole school intervention plan	Plan developed for implementation	Term 2, 2019

### Improvement Priority - Parent/Community Involvement

Strategy	Targets	Timeline
Improve parent/community involvement with student learning and achievements	Develop and plan a range of strategies for involvement with student learning with staff and community	Term 4, 2018

Improve parent governance with increased opportunities for input and participation	Increase parent satisfaction rating with opportunities for active parent participation and decision making as reported in the School Opinion Survey	Term 4, 2018
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# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	959	492	467	82	93%
<b>2016</b>	955	487	468	91	95%
<b>2017</b>	994	500	494	114	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

In 2017, there was an Indigenous student population of 86 students, equating to 11.5% of the total school population. There were 59 students who were recorded as having English as an additional Language/Dialect. 55 students were verified as having a disability in 2017, this was 5.7% of the total school population. These students were supported by Specialist Teachers and/or Teacher Aides.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	24
Year 4 – Year 6	27	28	28
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Version 8.0 of the English and Mathematics curriculum was implemented across all year levels.
- Version 7.5 of the Technology and Physical Education Curriculum areas were implemented and delivered by the specialist teachers from Prep to Year 6.
- Teachers investigated Science Version 8.0 in preparation for full implantation in 2018
- Teachers investigated HASS Version 8.0 in preparation for full implementation in 2019.

- Whole school curriculum, assessment and reporting plan created as an ongoing document and updated as each area is implemented
- 100% of teachers engaged in moderation each term
- Interim reports are sent to parents at the end of Term 1. Formal reports are emailed to parents at the end of each semester. Interviews are offered to parents at the end of each semester
- Curriculum is available on the school website for community access and is updated regularly
- Staff are fully engaged in the planning and implementation of the Australian Curriculum
- 100% of eligible students have a current ICP in place

## Co-curricular Activities

- Concert band
- String Ensemble
- Beginners Strings
- Junior and Senior Choir
- Interschool Sport
- Lunchtime Activities – various (e.g. games rangers, dance group, chess, paper craft)
- ICAS Academic Competitions

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

A technology teacher has been employed to deliver the technology curriculum aligned with the Australian Curriculum.

Computers are available for whole class and small group learning with other technological devices available.

Staff engage in ongoing professional learning to enhance their skills to deliver the curriculum and improve student outcomes.

The school employs a technology technician for three days per week to ensure equipment is maintained regularly.

## Social Climate

### Overview

The Schoolwide Positive Support Program is implemented in the school.

Support services for priority groups included a full time Indigenous Teacher Aide, full time HOSES, Special Needs Teachers and Teacher Aides as well as two STLaNs, a full time Dean of Students, Guidance Officer, Speech Language Pathologist and Teacher Aide. This support covered a range of strategies to support the diverse range of students at Raceview State School, including literacy and numeracy groups, social programs for individuals and groups of students, collaborative meetings with parents and specialised services from the wider community.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	96%	94%
this is a good school (S2035)	94%	96%	96%
their child likes being at this school* (S2001)	95%	100%	94%
their child feels safe at this school* (S2002)	98%	98%	94%
their child's learning needs are being met at this school* (S2003)	91%	96%	92%
their child is making good progress at this school* (S2004)	89%	96%	92%
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)	86%	96%	96%
teachers at this school motivate their child to learn* (S2007)	94%	98%	94%
teachers at this school treat students fairly* (S2008)	90%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	94%
this school works with them to support their child's learning* (S2010)	87%	94%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	84%	90%	84%
student behaviour is well managed at this school* (S2012)	89%	92%	92%
this school looks for ways to improve* (S2013)	93%	93%	91%
this school is well maintained* (S2014)	94%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	92%	85%
they like being at their school* (S2036)	93%	92%	84%
they feel safe at their school* (S2037)	89%	94%	92%
their teachers motivate them to learn* (S2038)	97%	99%	92%
their teachers expect them to do their best* (S2039)	99%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	93%	84%
teachers treat students fairly at their school* (S2041)	80%	93%	78%
they can talk to their teachers about their concerns* (S2042)	82%	88%	79%
their school takes students' opinions seriously* (S2043)	85%	91%	74%
student behaviour is well managed at their school* (S2044)	78%	86%	63%
their school looks for ways to improve* (S2045)	95%	96%	88%
their school is well maintained* (S2046)	92%	94%	85%
their school gives them opportunities to do interesting things* (S2047)	91%	91%	82%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	88%	91%
they feel that their school is a safe place in which to work (S2070)	99%	97%	98%
they receive useful feedback about their work at their school (S2071)	93%	80%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	78%	63%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	96%	100%	93%
staff are well supported at their school (S2075)	91%	77%	73%
their school takes staff opinions seriously (S2076)	83%	74%	69%
their school looks for ways to improve (S2077)	99%	100%	91%
their school is well maintained (S2078)	88%	85%	82%
their school gives them opportunities to do interesting things (S2079)	85%	87%	78%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017

# '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 has provided a number of opportunities for parents to become involved in their child's education. These include:

- P&C and Sub Committees
- Parent information sessions
- Junior and Senior Assemblies
- Voluntary work around the school
- Classroom helpers
- Book Club
- Swimming Club
- Parent Information Sessions
- Reading support in the library
- Links with local secondary schools to build community partnerships
- Links with local church groups providing weekly Breakfast Club

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

An integral part of the school Positive Support Program has been to provide regular lessons on how to avoid and resolve conflict. This has been done in the classroom, at assembly and is part of a school wide consistent approach. Students use the "High 5" as a strategy to deflect any unwanted or inappropriate behaviour. Students are strongly encouraged to report any inappropriate or violent behaviour to a staff member. Teachers follow the process as outlined in the Responsible Behaviour Plan and liaise directly with a member of the school Leadership Team when necessary.

Programs are implemented by the Guidance Officer and the Dean of Students. Additional support is given to students who are at risk of engaging in inappropriate behaviour. In addition, a number of programs or agencies are consulted to support students who are impacted by violent or inappropriate behaviour that has occurred either at school or outside of the school.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	63	76	71
Long Suspensions – 11 to 20 days	5	2	3
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Staff continued to be vigilant in reducing the electrical and water consumption. Water usage is somewhat reduced due to not so many dry periods throughout the year.

Energy saving light fittings are installed where possible throughout the school. An increasing number of community groups use the school facilities at night which creates additional use of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	210,133	2,443
2015-2016	210,080	3,097
2016-2017	276,615	2,277

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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

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Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	40	<5
Full-time Equivalents	61	28	<5

### Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	12
Bachelor degree	42
Diploma	7
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 2017 were \$38 300.

The major professional development initiatives are as follows:

NCCD – National Consistent Collection of Data

Literacy Coaching

Explicit Teaching

STRIVE – Vocabulary

Australian Curriculum Delivery

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 95% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	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 2017 for all Queensland Primary schools was 93%.

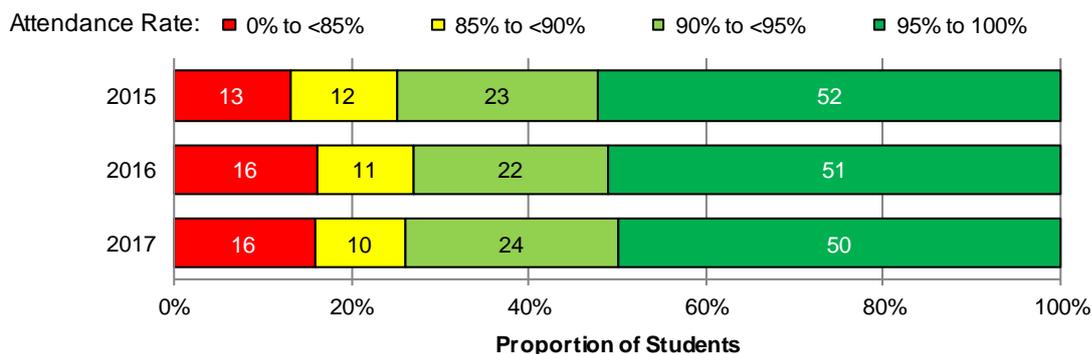
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	93%	93%	93%	92%	94%						
2016	91%	92%	92%	93%	92%	92%	92%						
2017	92%	90%	92%	91%	93%	90%	93%						

\*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance data is regularly collated by the Dean of Students and is analysed and discussed by the Leadership Team and teaching staff. Teachers are integral in the identification of unexplained absences and patterns of absenteeism.

Parents are notified regarding frequent and unexplained absences. Meetings with parents/carergivers are organised to discuss issues surrounding ongoing absenteeism and to devise strategies and offer support. Communication to parents/carergivers on the importance of regular attendance is shared via the school newsletter, emails and assemblies.

## 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.

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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.