

Raceview State School (0975)

Queensland State School Reporting

2012 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 2012 school year.

Raceview State School has a positive reputation in the Ipswich Region and staff work closely with students and their families to provide quality public education. Our community is committed to working collaboratively with the school to achieve the best standards possible and demonstrate this through their level of involvement in various school functions.

The Raceview area is currently undergoing change due to the expanding population growth of the Greater Brisbane Region. New housing developments are currently underway in the area and there has been a rapid expansion of the urban footprint. The school has recently undergone renewal of some of the facilities through the State Schools of Tomorrow project and the Building the Education Revolution project.

The staff at the school is experienced, caring, hardworking and maintain the best interests of the students. Staff work very hard at continuing to refine their skills to ensure they are continually improving outcomes for students.

School progress towards its goals in 2012

The 2012 priorities, as outlined in the school Annual Implementation Plan, were as follows:

- *Academic Achievement and Explicit Improvement Agenda.
- *Staff Development to Support Explicit Improvement Agenda.
- *Facilities Development.
- *Partnerships.

In 2012, Reading and Numeracy targets were developed based on raising previous achievement levels. The teaching staff developed strategies to support the achievement of the targets. We achieved success evidenced by the achievement of most of our aspirational targets. Additionally, our school produced our best National Testing (NAPLAN) scores in all strands and year levels tested. The amount of improvement demonstrated by our students has positioned our school as one of the highest improving schools in the state. This data is evidence that the improvement agenda we are implementing is creating success.

Staff participated in numerous professional learning activities in 2012 that were designed to support the implementation of our school improvement agenda. The professional learning activities undertaken were used by staff in fortnightly planning sessions to determine the teaching strategies that would be used for classes, groups and individual students.

The P&C, Gambling Benefit Fund and local business JSR Excavations contributed significantly to the completion of a new multi-purpose court that can be used for basketball, netball and volleyball. School funds were also used to upgrade technology in a

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number of classrooms through the replacement of projectors and interactive whiteboards.

Positive community partnerships were maintained with a number of local businesses during 2012. This contributed to improved facilities and opportunities for students.

Future outlook

In 2013, the key priorities will be:

- *Implementation of the Australian Curriculum.
- *Implementation of whole school pedagogical practices.
- *Using data to inform teaching practices.
- *Developing instructional leadership with a focus on workforce performance.
- *Developing productive partnerships with students, staff, parents and the community.
- *Improving school performance.
- *Planning the implementation of Year 7 to high school.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	887	455	432	92%
2011	865	467	398	92%
2012	928	503	425	93%

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

Characteristics of the student body:

In 2012, 54% of our students were female and 46% male. There was an Indigenous student population comprising 8% of the student body (Feb Census). Our school was assigned an ICSEA Rating of 940 that equates to the 18th percentile. The ICSEA scale measures socio-economic factors using Government data. Consequently, this means that our school is more socio-economically advantaged than 18% of Australian Schools. We are proud of the way our students display positive community values and school spirit. Since introducing the School Wide Positive Behaviour Program in 2008, the number of disciplinary absences has continued to decrease each year even though the standard of behaviour expected has continued to be very high.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	23
Year 4 – Year 10	26	26	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	91	57	42
Long Suspensions - 6 to 20 days	7	7	7
Exclusions	1	2	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Students in Year 6 participate 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 7 are engaged in a weekly Technology lesson taught by a specialist Technology teacher. These lessons focus on supporting student numeracy development through student engagement in the Mathletics on-line learning program. The school purchased an annual subscription to Mathletics allowing students to continue using the program at home. The student Mathletics engagement outside of school hours was high.

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 Schoolwide Behaviour Support process for developing a learning and working environment conducive to success. This program proved successful again in 2012 as evidenced by a further decrease in student disciplinary absences, even though our expectations of students remain very high.

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 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 teachers and students can access to assist learning, extend students or help provide remedial work. 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. Students are members of a number of interactive resources including the Mathletics Program.

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. 100% of parents surveyed in 2012 indicated that they are satisfied that "Student behaviour is well managed at this school." The number of incidents recorded on Oneschool has seen a significant drop in the number of behaviour incidents occurring at the school. The Raceview State School "Responsible Behaviour Plan for Students" clearly outlines the behavior 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Random parents surveyed by the Department of Education, Training and Employment in the confidential 2012 "Parent Opinion Survey" strongly indicated that they are highly satisfied with the performance of the school. In particular, surveyed parents were 100% satisfied with the following items:

- *Student behaviour is well managed at this school
- *The school looks for ways to improve
- *The school is well maintained
- *The school gives my child opportunities to do interesting things
- *Staff at this school are responsive to my enquiries
- *The school is environmentally friendly
- *This school is well organised
- *This school celebrates school achievements
- *I would recommend this school to others
- *This is a good school.

112 Year 5 and Year 7 students were confidentially surveyed as part of the 2012 School Opinion Survey. Similarly, the results indicated very high levels of satisfaction, particularly in the following areas:

- *I feel safe at my school (99.1%)
- *My teachers expect me to do my best (99.1%)
- *My teachers provide me with useful feedback about my school work (99.1%)
- *My school looks for ways to improve (100%)
- *I am getting a good education at my school (98.2%)
- *My English skills are being developed at my school (97.3%)
- * My Maths skills are being developed at my school (98.2%)
- *I can access computers and other technologies at my school for learning (98.2%)
- *My schoolwork challenges me to think (99.1%)
- *My teachers challenge me to think (99.1%)
- *My teachers encourage me to do my best (99.1%)
- *My teachers help me with my schoolwork when I need it (99.1%)
- *My teachers use a variety of resources to help me learn (99.1%)
- *My teachers care about me (99%)
- *I would recommend my school to others (99.1%)
- *This is a good school (99.1%)

The staff survey indicated a high level of satisfaction from staff regarding aspects of the school as a workplace. The levels of satisfaction were similar to the state average for most of the items surveyed.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.5%
this is a good school	100.0%
their child likes being at this school*	96.8%
their child feels safe at this school*	96.8%

Our school at a glance

their child's learning needs are being met at this school*	93.5%
their child is making good progress at this school*	90.3%
teachers at this school expect their child to do his or her best*	96.7%
teachers at this school provide their child with useful feedback about his or her school work*	93.5%
teachers at this school motivate their child to learn*	90.3%
teachers at this school treat students fairly*	90.0%
they can talk to their child's teachers about their concerns*	96.7%
this school works with them to support their child's learning*	93.5%
this school takes parents' opinions seriously*	90.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.2%
they like being at their school*	93.8%
they feel safe at their school*	99.1%
their teachers motivate them to learn*	96.3%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	99.1%
teachers treat students fairly at their school*	96.4%
they can talk to their teachers about their concerns*	93.8%
their school takes students' opinions seriously*	93.3%
student behaviour is well managed at their school*	92.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	95.5%
their school gives them opportunities to do interesting things*	97.3%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.3%
with the individual staff morale items	94.0%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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
- Assistant coaches with sporting teams

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff continued to be vigilant regarding reducing our electrical and water consumption. Our water costs have decreased again in 2012. In 2010, we installed water tanks with a capacity of 500, 000 Litres. 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 and therefore allowed us to decrease our electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	149,736	2,221
2010-2011	174,063	3,048
2011-2012	167,613	2,297

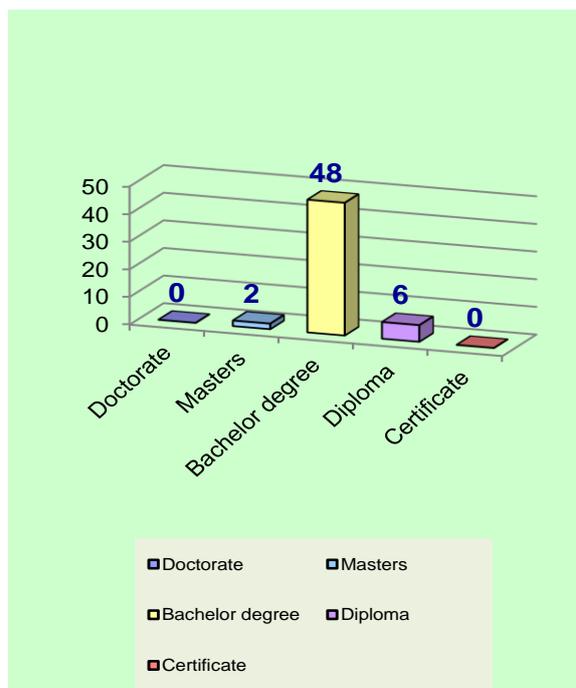
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	30	0
Full-time equivalents	49.9	18.6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	48
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22301.05.

The major professional development initiatives are as follows: Reading Warm Ups, Grammar is the Key, Using PROBE and PM Benchmarks, Establishing Reading Blocks, 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, Senior First Aid, OneSchool, Using the Year 2 Net and Learning Assistance Program.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.3%	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 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

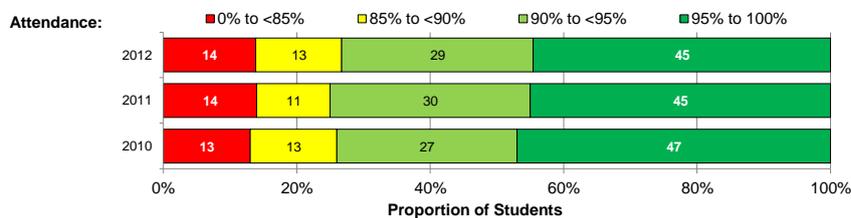
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	93%	92%	94%	92%	93%	91%					
2011	92%	93%	93%	93%	93%	93%	92%					
2012	91%	92%	92%	93%	91%	93%	90%					

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 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.

We invite parents to meet with us to discuss student attendance. In some cases, the police, Department of Child Safety or other Education Department Officers are involved in assisting parents to meet their obligations.

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.

Performance of our students

Find a school

Search by school name

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Sector Government
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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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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

There were 87 Indigenous students enrolled at the school in August 2012. As measured by the Year 3 test, the gap in achievement between Indigenous and Non-Indigenous students has closed since 2008. The Indigenous performance mean has also significantly increased in the strands of Reading, Writing and Numeracy. As measured by the Year 5 test, Indigenous performance has improved in Reading, Writing and Numeracy since 2008. Year 7 performance has remained constant during this period in Reading and Writing. There was a slight decline in Year 7 Indigenous Numeracy in 2012, however, there were only 5 Indigenous students that sat the test and our result was still similar to the Queensland mean.

In 2012, the Indigenous and Non-Indigenous attendance rates were almost identical. This is due to an improvement in Indigenous attendance.