

# Raceview State School

## Queensland State School Reporting

### 2013 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 2013 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. As Principal, I spend time in classrooms reinforcing our high academic expectations, providing feedback to teachers and students and looking at student work.

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, computers in the classroom and on line learning for upper primary Japanese studies.

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, hold some Friday night discos and other social events for students.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

In 2013 our school had the following priorities:

- **Implementation of the Australian Curriculum**
- **Implementation of whole school pedagogical practices**
- **Using data to inform teaching practice**
- **Developing instructional leadership with a focus on workforce performance**
- **Improving school performance**
- **Planning the transition of Year 7 to high school.**

During 2013 we achieved full implementation of the Australian Curriculum in the key learning areas of English, Mathematics, History and Science across all year levels. Additionally, we fully implemented the SOSE Essential Learnings for Place and Space, Political and Economic Systems and Culture and Identity.

We developed our whole school "Pedagogical Framework" and commenced implementation during the year. Our framework is an explicit teaching model based on the work of Anita Archer. As a result of our framework, all teachers conduct regular 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 using an "I Do," work together during a "We Do," have students practice the skill during a "You Do" and review the new concept learned during the "Plough Back."

The Principal and the Head of Curriculum conducted classroom observations where specific feedback was provided to teachers in order to further improve teaching practice. This has resulted in higher workforce performance as evidenced by student performance data.

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.

Our school participated in the pilot Year 7 High School Program. Twelve of our 2012 Year 6 students went to Bremer SHS in 2013 to undertake their Year 7 studies. We have continued to work with the local State High Schools during 2013 to ensure a smooth transition occurs when all Year 7 students move to high school in 2015. We have held some discussion with the P&C and staff in relation to the completion of Year 7 at Raceview State School.

### Future outlook

In 2014, the school will continue to focus on improvement in student outcomes in Reading, Writing, Numeracy and Science. In particular, we will utilise the Federal Government "Great Results Guarantee" funding to focus on improving the skills and expertise of our workforce and to analyse student achievement in these areas to determine the future teaching focus.

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 utilise 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 developed in 2013 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 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	865	467	398	92%
2012	928	503	425	93%
2013	938	497	441	92%

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

## Characteristics of the student body:

In 2013, 53% of our students were female and 47% 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. The high standard of behaviour set by the school, coupled with an increase in enrolments led to an increase in School Disciplinary Absences during 2013. 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		
	2011	2012	2013
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	57	42	66
Long Suspensions - 6 to 20 days	7	7	17

# Our school at a glance

Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Students in Year 5 and 6 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. From 2014, this program will only be facilitated for our Year 5 students.

Students from Year 1 to Year 7 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.

The ELF (Early Literacy Foundations) Program was used to assist students in Year 1 and 2 that were struggling with Literacy.

The school utilises the Positive School wide Behaviour Support process for developing a learning and working environment conducive to success.

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

### Extra curricula activities

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

### How Information and Communication Technologies are used to 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. Many of our teachers also utilise special cameras that enable them to demonstrate a task while the camera captures what the teacher is doing and displays the task on the interactive whiteboard. This camera is an excellent resource for modelling precise processes. Each classroom has a number of computers connected to the Internet that can be accessed by students at the discretion of the teacher. Three computer labs are available for student use as a whole class or for students to access during the lunch break. Staff have been undertaking considerable professional learning to enhance their skills in using IT equipment to maximise student learning. 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. Students and parents surveyed consistently indicate that they are satisfied that "Student behaviour is well managed at this school." Additionally, we have achieved very strong results from students when asked if they "feel safe" at our school.

The Raceview State School "Responsible Behaviour Plan for Students" clearly outlines the behaviour expected from students, staff and parents and outlines the strategies that we use to manage bullying and any breaches of our behaviour expectations. We use the

# Our school at a glance

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

Random parents surveyed by the Department of Education, Training and Employment in the confidential 2013 "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:

- that their child is getting a good education at our school
- that teachers at our school expect their child to do his/her best
- that the school looks for ways to improve.

Similarly, 100% of students reported that:

- their teachers motivate them to learn
- their teachers expect them to do their best.

100% of staff reported that:

- students are encouraged to do their best at this school
- students are treated fairly at this school.

### Performance measure (Nationally agreed items shown\*)

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

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
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## Our school at a glance

they are getting a good education at school (S2048)	98%	96%
they like being at their school* (S2036)	94%	95%
they feel safe at their school* (S2037)	99%	99%
their teachers motivate them to learn* (S2038)	96%	100%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%
teachers treat students fairly at their school* (S2041)	96%	94%
they can talk to their teachers about their concerns* (S2042)	94%	93%
their school takes students' opinions seriously* (S2043)	93%	93%
student behaviour is well managed at their school* (S2044)	92%	91%
their school looks for ways to improve* (S2045)	100%	98%
their school is well maintained* (S2046)	96%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	93%

### Performance measure

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

\* 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 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

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 usage has decreased again in 2013 due to the efforts of staff and students. 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. As a consequence of our enrolments rising in 2013, our electricity usage increased. Specifically, we have more classrooms being used each day which means more computers, interactive whiteboards and lights are being used. We also have increased community use of our facilities that creates an additional usage of electricity at night time.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	174,063	3,048
2011-2012	167,613	2,297
2012-2013	188,564	2,092

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

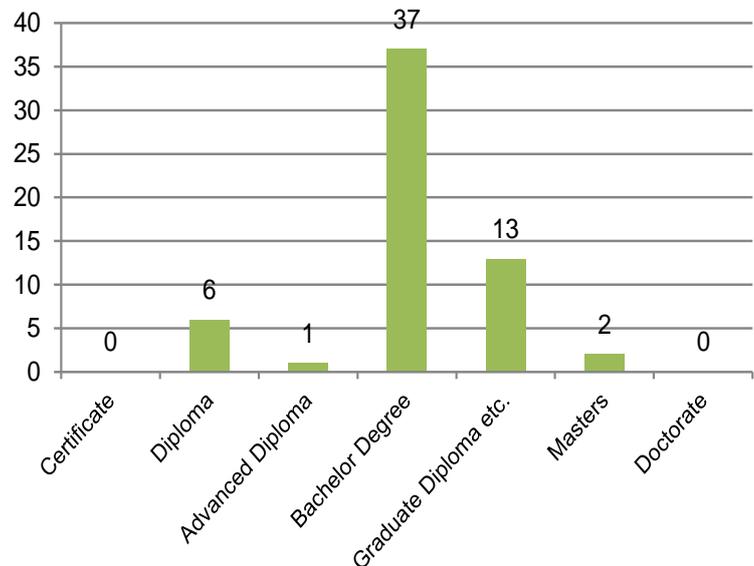
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	59	32	0
Full-time equivalents	51	20	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	1
Bachelor Degree	37
Graduate Diploma etc.	13
Masters	2
Doctorate	0
<b>Total</b>	<b>59</b>



\* 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 2013 were \$ 21563.52

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,

## Our staff profile

Senior First Aid, OneSchool and Learning Assistance Program.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

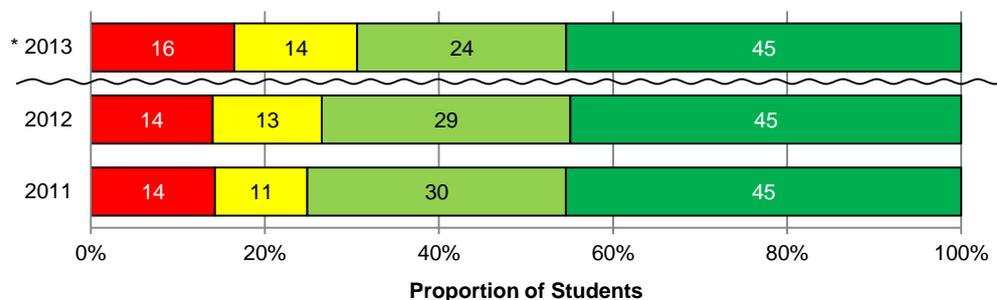
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	93%	93%	93%	93%	93%	92%					
2012	91%	92%	92%	93%	91%	93%	90%					
2013	91%	91%	91%	92%	93%	92%	91%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 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/>.

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## Achievement – Closing the Gap

At the August 2013 enrolment census there were 84 Indigenous students enrolled at our school.

The attendance of Indigenous students remains below the attendance levels of Non-Indigenous students. In 2013, Indigenous students attended 88.3% of the time as opposed to 91.9% attendance for Non-Indigenous students.

The academic achievement of Indigenous students continues to move closer to a similar position for students in Year 5 and Year 7. In Year 3 however, the gap between Indigenous and Non-Indigenous achievement was wider than previous years.