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**Principal’s foreword**

**Introduction**

The Annual School Report which follows will detail some of the highlights of 2009, key academic achievements, the curriculum offered by Rasmussen State School and other information of interest to the school community. Rasmussen State School prides itself on its peace building philosophy – peaceful, proud and learning for living. Our school motto is consideration, truth and knowledge.

**School progress towards its goals in 2010**

The School Strategic Plan 2010-13 outlines a commitment to providing an environment where students learn through great teachers teaching quality curriculum; all members feel safe and are valued; a positive sense of self and good relationships with others are developed; a proactive rather than reactive approach to students and support structures; and, responsible and appropriate behaviours are expected, modelled and reinforced.

The three focus areas are:

(1) **LEARNING**: To maximise student learning outcomes the following strategies are used: Develop quality learning programs that enhance student knowledge and understanding; progress inclusive processes to facilitate seamless and embedded practice; refine case management model to better meet needs of all students; and, equity of opportunity and personalised learning for every student.

(2) **TEACHING**: To maintain high expectations for quality teacher practice: Align whole school curriculum, teaching, assessment and reporting framework; develop and implement whole school literacy and numeracy programs aligned with National Curriculum; explicit teaching of Numeracy, Reading and Writing strategies and skills; and, engage staff in Performance Planning to enhance professional learning and align with school priorities.

(3) **COMMUNITY**: To maintain and expand valued partnerships that support learning outcomes: Promote Rasmussen as a school of choice through increased public profile; celebrate staff, student and community achievements; engage parent and community involvement and participation through effective communication practices; focus on attendance and mobility within our school community.
Future outlook

In the coming year, we expect to (as per the Annual Operational Plan):

- Implement school reading and writing improvement strategies as listed in the Maximising Achievement Plan
- Initiate a ‘team based’ approach across the school to cater better for the students who are ‘mobile’ to further support literacy and numeracy improvement
- Implement specific achievement goals in English and Maths for each child as listed in NAPLAN Plan 2010
- Apply implicit teaching strategies to enhance specific skills in literacy and numeracy
- Continue to develop and implement whole school English, Science and Mathematic Programs aligned with the National Curriculum
- Engage staff in Performance planning to enhance professional learning in line with school priorities
- Continue supporting staff knowledge and improvement in teaching of reading through use of Literacy Coach
- Extend school community relationships through development of closer links with local organisations
- Initiate school wide process to target improved attendance truancy and unexplained absences through the ‘Let's Stay Put’ program
- Providing an inclusive learning environment for all students within our setting

The Emerging Priorities are:

- Improving school image through increased profile and projects
- Developing curriculum based initiatives to maintain or re-engage children within the school setting
- Planning and implementing ICT plans for the school to improve resourcing, staff usage (intranet) and public access (website)
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>471</td>
<td>225</td>
<td>246</td>
<td>77%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our children come from a range of backgrounds and all bring to the school a vast range of experiences and values that add to create the great atmosphere that our school is known for.

At our school:

13% of children identify as ‘students with disabilities’

44% of children identify as Indigenous or Torres Straight Islander

0.6% of children identify as ESL (English as a Second Language)

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>78%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>25</td>
<td>89%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>60</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offering:

All of our classes in 2010 are regular classes with no streaming whatsoever. There are two composite classes, Years 2/3 and 5/6, which resulted due to the number of students in each class.

Education for Gifted Students: There is no program in place, however, students who are identified receive extra support with extended activities.

Dance: The dance strand of The Arts syllabus is delivered by a professional dance teacher.

Circle Time for Emotional Literacy: This is an essential aspect of every classroom program. Circle Time is a structured framework for group interaction based on respect, safety and equal opportunities for participation. It can be used in many different ways but within a classroom is focused on developing: self awareness, knowledge and skills, knowledge and understanding of others, a sense of belonging and connectedness a focus on the positive increased emotional resources and well being collaborative decision making, conflict resolution and problem-solving.

There is a clear format in which students and teachers take part in a wide range of individual, paired, small group and whole class activities. Many activities are presented as games.

Extra curricula activities:

Choir: Our choral program includes both a Junior and Senior choir. The choir students showcase our school at public events.

Instrumental Music: Strings, Woodwind, Brass and Percussion lessons are offered.

Interschool sporting competition: Rasmussen students participate in the Interschool sporting competition on Thursdays. They travel by bus to alternative sporting venues within the Townsville and Thuringowa area.

Rugby League Foundation Cup

 Readers’ Cup

Chess tournaments and coaching clinics

School concert at the end of the school year

How Information and Communication Technologies are used to assist learning:

Smart/Team boards have been set up in most classrooms throughout the school. Integrated work units for teaching and learning have Information and Communication Technologies (ICTs) in them. Children learn the computing skills necessary for living. A Computer Lab comprising 26 computers is accessed by each class on a weekly basis. Computing skills are explicitly taught during these sessions. Computers in classrooms: Every classroom has a small bank of computers which are networked to the curriculum server. Students have an individual, secure log-in for email and saving their work.
Social climate

Our vision of Peaceful, Proud and Learning for Living is enabled by developing **Emotional Literacy** within the school.

Emotional literacy is a values-based concept concerned with all aspects of individuals but also the ethos of the systems and communities in which we live and work.

Emotional literacy means working in the following ways: Collaborating to promote inclusive wellbeing rather than a blame culture; pro-actively addressing underlying issues rather than reacting to and ‘treating’ symptoms of distress; being reflective, listening to people and withholding hasty judgment; focussing on the humanity we all share, respecting difference, valuing diversity and promoting a sense of belonging.

Emotional literacy is not a program – it is a way of being and becoming. The development of Emotional Literacy is supported by the following programs.

**PeaceBuilders:** We are a PeaceBuilder school. The 5 PeaceBuilder principles of *Notice, Hurts, Right Wrongs, Give up Put Downs, Praise People* and *Seek Wise People* are explicitly taught, and transcend every activity in the school.

**Circle Time:** Weekly social discussion based plan that allows teachers to demonstrate skills and resolution strategies.

**School Chaplain:** We have a federally-funded chaplain at our school on 2 days each week. This chaplain has been employed by Scripture Union.

We continue to work across the school to promote the outstanding programs and work that both the staff and the children are participating in. As a school we recognise that we need to continually celebrate success and share more with the families so that they too see what their children can achieve at Rasmussen.

There are always ways that we as a community can improve our school and in particular improve the communication between school and home. Our school continues to review and reflect upon better ways and means to keep in touch.

Parent, student and teacher satisfaction with the school

We continue to work across the school to promote the outstanding programs and work that both the staff and the children are participating in. As a school we recognise that we need to continually celebrate success and share more with the families so that they too see what their children can achieve at Rasmussen. There are always ways that we as a community can improve our school and in particular improve the communication between school and home. Our school continues to review and reflect upon better ways and means to keep in touch.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

Parents and Citizens: We have an active Parents and Citizens Association, which meets on the fourth Monday of each month.

Classroom helpers: Parents and family members are always welcome to volunteer as classroom helpers. Each year, we offer Support-a-Reader, Support-a-Writer and Support-a-Number workshops for parents to improve skills needed for successful classroom volunteering.

Parent information evening: At the beginning of each year, we offer a formal session where parents can learn about the teaching and learning that will be happening in each classroom.

Class newsletters: These are published regularly by individual teachers.

Weekly school newsletter

School celebrations and ceremonies: ANZAC Day, NAIDOC week, Book week, School concert, Under 8’s Day, Disability Sports, Yr 7 Graduation, Vibe Alive (Indigenous Self Esteem program).

Reducing the school’s environmental footprint

Water usage has been saved due to the use of the school bore which supplies water to all the gardens, lawns and ovals. The school has an air conditioning policy whereby classroom air conditioning is only turned on when the temperature reaches 28° or above.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>Water KL</th>
<th>Gas MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$108,590</td>
<td>$61,001</td>
<td>$21,652</td>
<td>$10,989</td>
<td>$14,535</td>
<td>$0</td>
<td>$413</td>
<td>316,501</td>
<td>8,402</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$97,117</td>
<td>$50,780</td>
<td>$0</td>
<td>$0</td>
<td>$15,864</td>
<td>$0</td>
<td>$30,473</td>
<td>305,444</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>12%</td>
<td>20%</td>
<td>N/A</td>
<td>N/A</td>
<td>-8%</td>
<td>N/A</td>
<td>-99%</td>
<td>4%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Performance of our students

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>30</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>45</td>
</tr>
<tr>
<td>Certificate</td>
<td>15</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was **$29,583**

The major professional development initiatives are as follows:
- Science – Primary Connections
- ELearning conference
- STLN Workshops
- Making Sense of Maths
- Collaborative Planning
- QSA Workshops
- Leadership Development
- Teacher Aide Conference
- Workplace Health and Safety

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff was retained by the school for the entire 2010 school year.

Attendance

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance for each year level</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>89%</td>
<td>87%</td>
</tr>
</tbody>
</table>

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.

At Rasmussen we value the messages of ‘Every day counts’, and Let’s Stay Put. As such we ensure that as children enrol we inform parents of the expectations for every child to attend school each day. The administration team, utilise the skills and local knowledge of particular aides to follow up on absences and a formal process of ‘truancy letters’ is followed. Parents are invited to an interview with administration when absences are at high levels consistently. Our Mobility Officer and indigenous support staff work closely with parents to ensure their children are regular attendees at school.
Achievement – Years 3, 5, and 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 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

2010 Closing the Gap Report - Rasmussen State School (1870)

Full and Part-Time Enrolments August 2010

<table>
<thead>
<tr>
<th>Indigenous Status</th>
<th>Pre Prep</th>
<th>Prep Year</th>
<th>Yr 01</th>
<th>Yr 02</th>
<th>Yr 03</th>
<th>Yr 04</th>
<th>Yr 05</th>
<th>Yr 06</th>
<th>Yr 07</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>4</td>
<td>41</td>
<td>18</td>
<td>34</td>
<td>16</td>
<td>29</td>
<td>17</td>
<td>31</td>
<td>24</td>
<td>209</td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>7</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>18</td>
<td>40</td>
<td>41</td>
<td>33</td>
<td>29</td>
<td>270</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>74</td>
<td>47</td>
<td>69</td>
<td>54</td>
<td>75</td>
<td>58</td>
<td>64</td>
<td>53</td>
<td>579</td>
</tr>
</tbody>
</table>

NAPLAN* Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap

* 2010 NAPLAN data is preliminary