



Rasmussen State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

At Rasmussen State School we believe that all children are naturally curious, have a desire to learn and want to be happy members of our community.

We encourage our students to be self-motivated, self-reliant and self-disciplined. We support them to achieve the best they can, so that they will be successful members of society.

Our mission is to recognise the specific needs of our children within a changing society and provide for each child a comprehensive education of the highest quality to meet those needs.

School progress towards its goals in 2018

"If we all take some responsibility to start with WHY and inspire others to do the same then together we can change the world." (Sinek, 2011).

Our school strategy was to sustain our current pedagogical practices regarding reading improvement across the school and to embark on 'raising the bar' in English, specifically centred on increasing Levels of Achievement (LOA). Employing knowledge gained via the Principal Peer Review (NSIT – National School Improvement Tool) training and research into Inquiry Cycle methods, the Leadership Team organised the 'work' of the school around a relentless focus on student learning. The school Leadership Team scanned and assessed the School Data Profile to identify a challenge of practice. Emerging from the analysis, the Leadership Team prioritised and aligned Rasmussen's learning journey towards an explicit improvement agenda in 'Quality Teaching and Learning of English'. The initiative became:

To improve achievement outcomes in English for all students by capability building all staff in high-yield pedagogical practices; developing a deep understanding and knowledge of the curriculum; using effective collegial engagement practices with the objective of 85% of students achieving a C in English (Annual Improvement Plan 2017 - 2018).

Future outlook

By December 2018, 85% of students will be achieving a C in English, to do this we will:

- Deepening our understanding of the Australian Curriculum for Teaching of English (Inc. Literacy Continuum, C2C) through refining our research-validated school-wide pedagogical framework and adopting a feedback culture for staff and students.
- Provide case management that supports attendance, achievement, behaviour for all students to reach their potential as successful people. Analysing student data regularly to monitor progress, guide teaching practices and prompt early intervention. *"Data today, Instruction Tomorrow."*
- Create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student (and staff) needs and interests. Whole School Approach that supports student learning underlines by Learning & Wellbeing Framework and Parent Community Engagement Framework.

Goals - By December 2018, 85% of students will be achieving a C in English:

1. IF we teach with a Literacy focus as a pedagogical practice and teachers can answer the High Impact Practices questions: What am I teaching? Why am I teaching it? How will I teach it? How will I know when students have learnt it? THEN we can achieve 85% of students at C or above
2. IF we instil a School Improvement Focus on explicit teaching for Reading THEN we can achieve 75% of students reading at benchmark
3. IF we create a Culture for Engaging Learning THEN SDA will decline by 10-15% and Attendance can reach 90%
4. IF we create diverse and inclusive opportunities for successful people THEN NAPLAN results can reach 90-92%NMS and 20-25% U2B

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	371	439	468
Girls	185	216	228
Boys	186	223	240
Indigenous	206	249	283
Enrolment continuity (Feb. – Nov.)	84%	92%	83%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Situated in the Upper Ross Area of Townsville, Rasmussen SS is a medium sized school where 64% of the students identify as Aboriginal and/or Torres Strait Islander. The school is resourced with an Early Childhood Development Program and approximately 5% of the school identifies as students with disabilities.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	24	24	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum delivery

Our approach to curriculum delivery

Rasmussen State School offers a number of distinctive and successful programs:

- Early Childhood Development Unit (ECDU) classes for children with Special Needs aged less than 4 years
- Explicit targeted teaching of Reading in all year levels that track the progress of students and teach from 'where they are at'
- Differentiated Learning Support & Social Learning programs for identified students
- Focused learning time each day in Reading
- Strong emphasis on the development of the social and emotional needs of students
- A special education program with 100% integration into mainstream classroom programs
- Strong emphasis on the use of digital technologies in teaching
- Instrumental music program and choirs
- Participation in District sporting activities

Co-curricular activities

Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- Choir

- Inter-house Athletics
- Interschool/Inter-house sport
- School Camp: Yr. 6 students
- Swimming: Yr. 2
- Religious instruction: Yr. 2 to Yr. 6
- Interschool sport programs across Thuringowa Cluster: Yr. 5 and 6 students
- Breakfast Club and sandwich program
- VITAL (Values Integrated Through Action-based Learning) Program, works towards expanding students' horizons by providing team building and social skilling opportunities.
- PCYC Programs
- Deadly Choices

How information and communication technologies are used to assist learning

Rasmussen State School is committed to integrating information and communication technologies into the classroom using quality pedagogy and differentiation as platforms to achieve success. Each classroom has a data projector which allows teachers instant access to online digital information which is used to present visual literacy from the Curriculum into the Classroom units of work. We have a pod of iPads and laptops available for each classroom's timetabled Reading sessions and available for borrowing for classroom work.

Social climate

Overview

A supportive school environment is a priority for our school. Rasmussen State School is committed to ensuring that student's intellectual, physical, emotional, social and cultural wellbeing is nurtured within a supportive school environment. Students who display inappropriate behaviours are supported with a range of strategies developed to develop their social and emotional well-being. It is our aim that the students of Rasmussen State School will maximize their own learning and the learning of others in a disruption free environment where staff, students and parents feel safe, happy and supported.

Our school also believes it is essential to recognize and celebrate the positive behaviours and achievements in our school community. Students are encouraged to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

At Rasmussen State School, we emphasise the partnership between home and school, the role of each in preparing children for life and the importance of parents as partners in their children's education. There is a strong emphasis on keeping parents informed through all stages of social, emotional and academic progress, with a particular focus on acknowledging and celebrating positive progress.

Parent, student and staff satisfaction

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	100%	100%
• this is a good school (S2035)	88%	100%	100%
• their child likes being at this school* (S2001)	88%	100%	100%
• their child feels safe at this school* (S2002)	100%	83%	100%
• their child's learning needs are being met at this school* (S2003)	88%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	83%	100%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
• this school works with them to support their child's learning* (S2010)	88%	92%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	88%	83%	100%
• student behaviour is well managed at this school* (S2012)	88%	83%	100%
• this school looks for ways to improve* (S2013)	88%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	98%	88%
• they like being at their school* (S2036)	91%	90%	91%
• they feel safe at their school* (S2037)	100%	98%	95%
• their teachers motivate them to learn* (S2038)	100%	100%	93%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	95%
• teachers treat students fairly at their school* (S2041)	87%	93%	93%
• they can talk to their teachers about their concerns* (S2042)	96%	93%	84%
• their school takes students' opinions seriously* (S2043)	96%	85%	95%
• student behaviour is well managed at their school* (S2044)	85%	66%	79%
• their school looks for ways to improve* (S2045)	96%	92%	95%
• their school is well maintained* (S2046)	79%	93%	89%
• their school gives them opportunities to do interesting things* (S2047)	96%	98%	95%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	97%	97%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	97%	100%
• staff are well supported at their school (S2075)	97%	92%	100%
• their school takes staff opinions seriously (S2076)	89%	97%	96%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	94%	95%	83%
• their school gives them opportunities to do interesting things (S2079)	91%	95%	92%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'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

Parents are valuable partners in the education and development of young people. Effective school/home partnerships ensure children receive the highest quality educational outcomes. Parents and carers are encouraged to participate in our P & C Association. Many school activities are run with the support of the P & C Association and volunteers. More are always needed and welcomed. Parents and community members can participate or help in any of the following activities:

- Act for Kids Ambassador School
- Annual NAIDOC celebrations
- School assemblies
- Class or cultural performances
- School Sports Days
- Assisting in the Library
- Working in the school tuck shop
- In-class helpers
- P & C meetings and fundraising events
- Annual Commemorative Services
- Class excursions and Celebration days
- School Camp
- Delta Dogs Reading program: Harvey, Monty and Cooper have been 'reading' across the school, this therapeutic environment motivates students and is guided by a trained Literacy support teacher. Program was showcased on Channel 7 News.
- Trauma Dog Program: Tink, Winter and Mishka (Huskies) are trained Trauma Dogs that come to interact with students and they have a calming and soothing effect on students.
- Communicated our vision for Reading and LOA improvement to all stakeholders through parade, newsletter, website, parent meetings, community events and school events.
- Parents actively walking into the school gate, in the morning and afternoon, engaging with teachers to discuss their child's learning in Reading. Offered Parent Ready Reader workshop each term.
- Engaged Community support to action 'Maslow's Hierarchy of Needs': SU QLD Chaplaincy program to support student wellbeing, Salvation Army makes our school sandwiches for students needing lunches. Woolworths and Food Relief North Qld provides for our breakfast/lunch Program.
- Networked with local Townsville schools, ECE Cluster and Principal Learning communities to share best practice and collaborate ideas in regards to teaching of Reading.
- 22 local schools visited Rasmussen, sharing Best Practice and Classroom Walk Throughs.
- Free Pancake breakfast for school and community, once a term
- Under 8's day
- Sourcing Agency support for families

Academic Reporting to parents and carers occurs at the following times:

- Term 1 – Face to Face interviews with parents and carers
- Term 2 – Written reports forwarded home and interviews can be requested by parents and carers
- Term 3 – Face to Face interviews with parents and carers
- Term 4 – Written reports forwarded home

Respectful relationships education programs

Rita Pierson underlines our motto: "Kids don't learn from people they don't like". Our teachers are friendly, approachable and hold high expectations for students. The school's Responsible Behaviour Plan for Students provides the framework for ensuring effective behaviour support strategies are implemented at school wide, specific setting, classroom and individual student levels.

In the event that a problem may arise, community members are encouraged to communicate directly to the most relevant person at the school. Parents and carers are urged to speak directly to their child's class teacher or meet with the responsible line manager to develop a meaningful plan to resolve the problem.

Rasmussen State School caters for children from many and varied backgrounds, ability levels and cultures. Our school provides a number of services and strategies to enhance the well-being of our student population. In response to community needs, after school care is operated by PCYC.

Bullying refers to deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied, to defend themselves. Rasmussen State School takes proactive actions with regards to dealing with bullying, matters are dealt with according to Departmental procedures.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	87	100	206
Long suspensions – 11 to 20 days	0	4	7
Exclusions	1	0	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Whilst our electricity consumption has increased, our water consumption has decreased due to the reparation of our bore.

This school is continually seeking ways to reuse and reduce waste across all aspects of energy and resource usage. Rasmussen State School has one of the largest pieces of land to maintain and our ovals are in constant need of watering. We have created Rassar's Garden based on the book "Grandpa's Garden". Granddad's Garden project (resilience and community garden) has received numerous donations and this is a wonderful example of teaching our students the importance of our environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	207,000	227,114	247,687
Water (kL)	5,435	3,157	16,279

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this 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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	38	29	6
Full-time equivalents	37	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	35
Diploma	2
Certificate	

*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 2018 were \$70,000

The major professional development initiatives are as follows:

Rasmussen's inspiring, collaborative and accountable learning initiative is as follows:

- Leadership Team Professional Development according to each member's Performance Development Plan

- Staff release time (Co-planning, WOW time/Peer Observation, STDC meetings)
- Professional development according to each Staff member's Performance Development Plan

Leading 'Quality Teaching and Learning of English', through capability building of staff is ongoing in our school context as all stakeholders continue to take ownership and accountability for student outcomes. Every day it is about 'knowing the child-growing the child' (Sharratt & Fullan, Pg43).

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

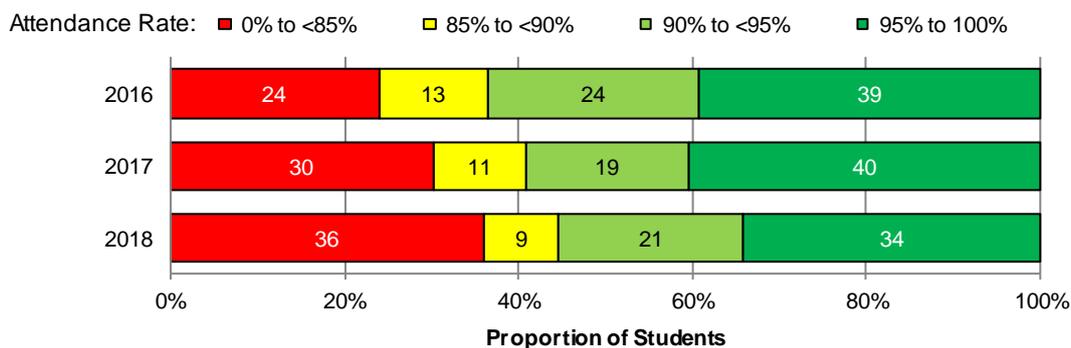
Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	86%
Attendance rate for Indigenous** students at this school	89%	86%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Teachers mark rolls in the morning and afternoon. Teachers and administrative staff follow up student absences with students and parents by requesting notes, sending sms texts and making phone calls. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed and following procedures identified in the Department flowchart 'Managing Unexplained Absences'. For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart 'Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age'. Rasmussen's Community Liaison Officers also do home visits and support families.

Administrators manage 'at risk' attendance and target those students with irregular attendance including early school leavers and late arrivals. Rasmussen State School consistently articulates the key message that "Every day counts" to our school community.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.