



Ropeley State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	<p>Mrs Charmaine Wilson M.Ed, B.Ed, B.A. Principal</p>  A portrait photograph of Mrs Charmaine Wilson, the principal. She is a woman with short, curly blonde hair, wearing a dark blue sleeveless top and a necklace. She is smiling and looking towards the camera. The background is slightly blurred, showing what appears to be an outdoor area with some greenery and a yellow structure.

From the Principal

School overview

Ropley State School is a small, dynamic and very well resourced small school catering for the individual needs of all children in our care. The school community enjoys strong connections and overwhelming support from its surrounding community as can be evidenced in the attendance at the end of term open days and the end of year concert that traditionally attracts approximately 100 guests. The community of Ropley State School seeks to provide continuously improved quality learning experiences that foster a desire in all members for life long learning and an ability to adapt to the rapid changes of modern life. We prepare all students for a useful, satisfying and productive life, as members of a broader creative Queensland Community. We focus on a healthy, safe, tolerant, disciplined and positive environment for all students and staff. Ropley State School Key Values include supporting the Queensland Department of Education commitment to 'Inspiring minds, Creating opportunities and Shaping Queensland's future.'

School progress towards its goals in 2018

Implementation of the Australian Curriculum will continue as a focus. The use of DATA to inform teaching practice in consultation with visiting teachers. Data analysis included C2C Assessment tasks, NAPLAN, PAT and Probe assessments, Spelling Mastery and student work samples and folio. Our Investing for Success focus was on reading with some excellent outcomes. The continued development of productive partnerships with students, staff, parents and the community. Our success in these areas is ongoing and our yearbooks provide a deeper understanding of our context. The yearbook is available to view on request at the school. Our concerted efforts to improve school performance is ongoing and we have had some very pleasing results with individual students. We work with our cluster and Lockyer District State High School to plan successful transitions for our students moving on to the secondary education. Our resources and facilities are available for the local community as is the opportunity to access playgroup as necessary.

Future outlook

Our school's explicit improvement agenda for 2019 – Reading

We will improve reading by:

- Explicit teaching of reading
- Focused comprehension, grammar, spelling and library lessons.
- Addressing reading across the Key Learning areas of the Australian Curriculum.
- Provision of on-site and external professional development opportunities to build teacher knowledge and skills.



Mrs Charmaine Wilson M.Ed., B.Ed, B.A. Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	6	7	5
Girls	2	2	1
Boys	4	5	4
Indigenous			2
Enrolment continuity (Feb. – Nov.)	100%	71%	100%

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

Ropeley State School is a multi-age school catering for a range of students from Prep to Year 6. Due to our small cohort and to protect the individual privacy of our students, it is difficult to make any statements regarding the demographic/socio-economic characteristics of our student body. This includes any discussion around ethnicity, cultural background, religious backgrounds, rural/urban, indigenous/non-indigenous, student/community representation, family occupation/background, enrolment continuity, family composition, ESL or academic outcomes. We can say that our staff and community work hard to provide opportunities to bring about each individual student's personal best.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	6	7	5
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Ropeley State School is a fantastic, well maintained, family orientated small school, hidden in a pretty, rural area south of Gatton. In addition to the KLA's of English, Maths and Science, we offer: individualised attention to

learning to maximize the talents and future possibilities for all students. Individual student progress is mapped, recorded and reported using a variety of methods including NAPLAN, PAT and Probe assessment and analysis and achievement standards drawn from the Australian Curriculum. Our students have regular access to a range of visiting specialist teachers including Music, Movement, LOTE and Physical Education. We participate in a range of sporting and cultural events with our cluster schools. We maintain strong links with LDSHS for transition activities for students in year 6.

Co-curricular activities

Ropeley State School students enjoy access to the arts, technology and physical education learning opportunities. Children are involved in German language learning experience.

Interschool Sports (Athletics, Swimming)

Christmas Concert, traditionally highly supported by our local community.

ANZAC Day

School Excursions

Under 8's Week

Walk Safely to School

Remembrance Day

Ma Ma Creek Art Competition

Gatton Schol Art & Craft Competition

Cluster sports days (Caffey Sports, Cross Country)

Book Week Celebrations

National Literacy and Numeracy Week

NAIDOC Week Celebrations

Science Week.

How information and communication technologies are used to assist learning

Ropeley State School staff strive to provide the best possible outcomes for every student by enabling improved learning through the integration of Digital Technologies across the curriculum and by providing support to ensure that the equipment is maintained and teachers are well supported. All classrooms are fitted with smart board technology.

Digital Technologies are valuable tools that engender interest, enthusiasm and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to participate in a technologically driven future.

Students may be involved in:

- IMPACT online experiences offered through links with Griffith University
- Researching topics of interest using the internet
- Creating recounts of their experiences using Photo Story.
- Designing and Publishing brochures on particular topics.
- Developing and presenting PowerPoint presentations to peers and known audiences.
- Publishing written work.
- Using digital cameras to take photographs, downloading and manipulating images.
- Using digital video to create and edit digital video productions.

ICT's are viewed as being a necessary tool used to support and enhance learning experiences.

Social climate

Overview

Ropeley State School enjoys a very warm, caring and friendly social climate. The community works together to provide the best outcomes for our students. We have access to a range of visiting specialists including a Guidance Officer, Support Teacher Learning Difficulties, Speech Language Pathologist, Physiotherapist and Occupational Therapist.

We regularly publish Staff and Community newsletters. We aim to maintain a warm social climate through genuine caring for each other and through the opportunity for our community to participate in a range of activities both on and off site.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

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)	DW	100%	DW
• this is a good school (S2035)	DW	100%	DW
• their child likes being at this school* (S2001)	DW	100%	DW
• their child feels safe at this school* (S2002)	DW	100%	DW
• their child's learning needs are being met at this school* (S2003)	DW	100%	DW
• their child is making good progress at this school* (S2004)	DW	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
• teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
• teachers at this school treat students fairly* (S2008)	DW	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
• this school works with them to support their child's learning* (S2010)	DW	100%	DW
• this school takes parents' opinions seriously* (S2011)	DW	100%	DW
• student behaviour is well managed at this school* (S2012)	DW	67%	DW
• this school looks for ways to improve* (S2013)	DW	100%	DW
• this school is well maintained* (S2014)	DW	100%	DW

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	DW
• they like being at their school* (S2036)	DW	100%	DW
• they feel safe at their school* (S2037)	DW	67%	DW
• their teachers motivate them to learn* (S2038)	DW	100%	DW
• their teachers expect them to do their best* (S2039)	DW	100%	DW

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	DW
• teachers treat students fairly at their school* (S2041)	DW	67%	DW
• they can talk to their teachers about their concerns* (S2042)	DW	100%	DW
• their school takes students' opinions seriously* (S2043)	DW	100%	DW
• student behaviour is well managed at their school* (S2044)	DW	DW	DW
• their school looks for ways to improve* (S2045)	DW	100%	DW
• their school is well maintained* (S2046)	DW	67%	DW
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	DW

* 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.

Table 5: Staff opinion survey

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

* 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

Parent and community engagement

Parents are encouraged to share their special skills and talents which can contribute to all children's learning experiences. We regularly publish staff and community newsletters. Parents, grandparents and caregivers are encouraged to be part of our Parents and Citizens' Association, Fundraising and to participate in excursions and open days.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships, including 'Bullying! No Way'.

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	0	3	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Staff and students at Ropeley State School are environmentally conscious and are encouraged to make every effort to minimize our environmental footprint. We have installed tanks for drinking and other water needs. We recycle all paper. We have installed solar panels, lighting and electronic equipment is turned off when not in use or at the end of each day in order to minimize electricity usage and general wear and tear on our equipment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	5,820	7,258	6,220
Water (kL)	0000	0000	0000

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.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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

Ropeley State School Staff consists of one Teaching Principal, part time teacher (.2), part time administrative assistant, grounds care worker, cleaner and teacher aide.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	1	0

*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	1	
Bachelor degree	1	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4764.73

The major professional development initiatives are as follows:

- Queensland Curriculum (Humanities & Science)

- Anita Archer (Explicit Teaching)
- Principals Conference (DET)
- Principal Business Meetings (DDSW)
- Cluster Meetings
- Twilight Workshops Lake Apex

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

NA

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	96%	90%	93%
Attendance rate for Indigenous** students at this school			97%

* 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.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	98%		
Year 1	DW	DW	
Year 2		85%	
Year 3	96%		87%
Year 4		95%	DW
Year 5	97%		DW
Year 6		89%	DW

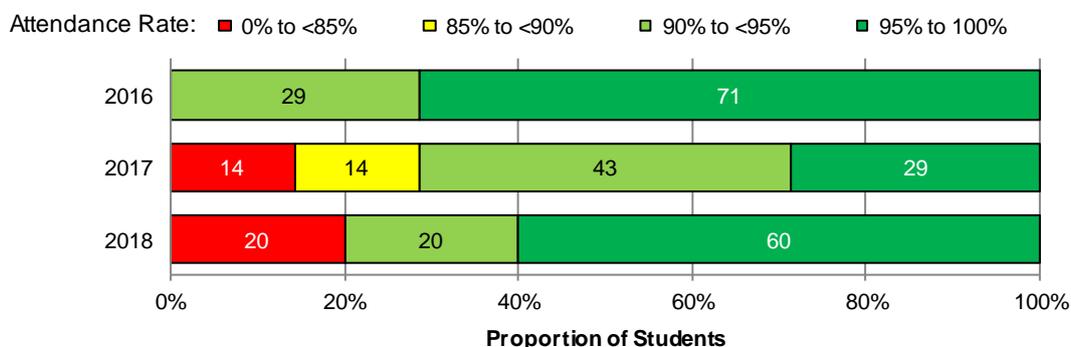
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Non – attendance is managed in Queensland state schools 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.

Rolls are marked daily and reconciled in accordance with Education Queensland requirements. Our community newsletter carries a permanent item reflecting research on the benefits of encouraging regular student attendance. Student absences at Ropeley State School are almost always explained or reflect significant issues within or beyond the local community. Parents are required to provide information about student absences and where possible longer absences are followed with staff contact in writing or phone call.

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	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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.