



Russell Island State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Note 1. To assist with the development of the 2016 School Annual Report (SAR), this prepopulated template has been provided so schools can insert required information. Depending on your school type and year levels offered, you may choose to remove some non-applicable sections. Some sections marked optional may also be deleted.

Note 2. Careful consideration should be given to the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.

Note 3. To meet the 30 June deadline, the completed SAR **must be uploaded by 16 June 2017**. This will enable any issues to be resolved prior to the end of the school term. The SAR must be located no more than '1 click' away from the school's home page and be left on the website for a minimum of 12 months.

Note 4. Schools are to make arrangements to provide the information (e.g. a copy of the completed SAR), on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the School Annual Report on the internet.

Note 5. Please ensure that all RED text is deleted before converting to PDF and publishing on the web.

Contact Information

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School Overview

At Russell Island State School (RISS) we seek to inspire in every student the desire to be the best he or she can be and embrace learning throughout life. We challenge them to, rethink and innovate. We are a school of value for now and for the future. We aim for a proud and professional, high performing and committed educational community. Our curriculum is designed to engage young minds and provide a continuity of learning experiences through the 8 years of schooling from Prep to Year 7. We have implemented Australian Curriculum in English, Mathematics, Science, History, Geography and Technology.

It is our belief that education is the responsibility of teachers, students, parents and the wider community. We therefore seek to work together to provide the best possible learning outcomes for all our students. Parent/carer support, whether as a volunteer parent assisting in classrooms, the Tuckshop, with the Breakfast Club, Library or at special activities and sporting events, or as a member of our Parents and Citizens Association, is always very welcome and greatly appreciated.

We encourage and welcome parents to take advantage of the many opportunities provided to visit the school and actively share in their child's education.

Our school values are kindness, responsibility, perseverance, tolerance, respect and cooperation.

Our motto is 'Strive for Excellence'.

At RISS, we have a 100 year history of educating children in an isolated island community. The support of and involvement by parents and the wider community is invaluable and our goal is to continue to foster those relationships in the spirit of 'it takes a village to raise a child'.

Principal's Forward

Introduction

The Russell Island State School Annual Report provides parents, students and members of our school community with information about our achievements over the past year and provides information on our progress towards our planned goals and aspirations for the future.

Russell Island State School is a small school providing a warm, supportive environment where all students are given the best opportunity to reach their potential. Our students learn in well-equipped classrooms under the instruction and guidance of highly skilled, dedicated, caring and supportive staff. Our school strives to meet the needs of students as they progress through their education and establish a foundation for lifelong learning. We implement the Australian Curriculum providing differentiation for individual abilities and learning styles.

At Russell Island State School we believe that all students are being prepared to be engaged, informed and active Australian citizens. Underpinning this belief are the values of:

- Strong leadership with an unrelenting focus on improvement and specifically on literacy and numeracy skills.
- Teaching focused on the achievement of every student. A shared commitment to inclusion of diverse cultures, backgrounds and individual differences.
- Monitoring progress and responding to student needs. – Facilitating the three way learning partnership between students, parents and staff and using quality data to inform goal setting and student improvement
- Quality curriculum and planning. Developing and delivering a high quality learning framework for staff and students. Being accountable for student outcomes by ensuring high quality teaching and learning opportunities and the ongoing development of staff.
- Providing a safe supportive environment which addresses the academic, social and emotional needs of students.

School Progress towards its goals in 2016

2015 we reviewed the school's achievements and developed a 3 year improvement plan to ensure that students from Russell Island SS are engaged in 21st Century learning and are provided with every opportunity to achieve to their potential. We identified Writing as an area in which we could readily develop a model for improvement with the expectation of transferring that model to reading.

Prioritisation of high expectations and authentic relationships: The standards we as adults set for each child socially and academically are vitally important. Often it is an adult's expectation of a child that convinces them they can succeed when they would have otherwise given up. All students learn best, when they believe the adults in their life care about them personally and their success and expect them to do well. In 2016, strengthened the processes that frequently and explicitly teach positive and appropriate behaviours that support learning.

Our children all have the capacity to succeed if the adults in their lives believe in them and demonstrate a high level of care and commitment to their success. At RISS, our staff believe that to teach a child well you must first develop the relationship.

At RISS the Annual Improvement Plan for 2016 focussed on Reading, Attendance and U2B.

Attendance – strategies and rewards were implement to acknowledge and foster regular attendance. The focus was on reducing the number of students who were attending less than 85%. The strategies employed were:

- Regular contact with families/carers



- Home visits using the RSL mini bus
- Individual teachers maintaining a 'check in check out' process with these students.
- Regular analysis of attendance data to identify patterns and issues

Reading – targeted Professional Development for teachers and focussed discussions during PLT meetings on continuity of pedagogy and developing a Reading Framework that identified signature pedagogy and shared practices. The aim was to develop teacher capability and continuity of practice. Strategies identified were:

- Guided reading
- Close Reading
- Data integrity
- Modelling and coaching

100% of year 3 students achieved above NMS (National Minimum Standard).

U2B – using our data, students at or near U2B status were enrolled in Impact Programs targeting reading and maths. Focus was on developing students at year 3 and 4 in preparation for Naplan testing in 2016 and 2017. Staff received PD on higher order thinking skills, inferential questioning and deep thinking. Year 5 improved above the national average in Reading and Writing and Year 3 in Writing.

Future Outlook

As 2017 is the final phase of the 3 year implementation plan, the RISS Explicit Improvement Agenda will continue to have the same priorities as 2015-16.

Our sharp and narrow focus for each priority is as follows:

- Reading – developing a Reading Behaviours Matrix using this to map students' progress.
- Attendance – 90% overall and reducing number of students at <85% attendance to 25%, > 90% attendance to 55%
- U2B – Year 3 Reading to 35%, Year 5 Reading to 40%, Year 3 Writing to 25%, Year 5 Writing to 23%.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	224	116	108	26	87%
2015*	186	89	97	12	82%
2016	186	89	97	21	79%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

Students at RISS come from a variety of ethnic backgrounds. Whilst they live on the island, due to lack of a closer alternative, many parents/carers work on the mainland. There is a high degree of unemployment amongst the island communities. There is also a high proportion of families dependent on welfare and/or supported by only one parent. Island living presents a level of isolation from services and often from extended family support.

Travelling from the island to the mainland and therefore, access to many of the co-curricular activities that many other students are able to enjoy such as sport, music, dance, gymnastics etc is very difficult and very few do so. Similarly, access to cultural events, entertainment and other community events are rarely undertaken. Consequently, the school endeavours to engage students in as many activities/events as possible. The cost of transport is often prohibitive and the school relies on the Russell Island RSL to cover these costs in many instances.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	21	21
Year 4 – Year 7	28	23	22
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- C2C is used to guide our curriculum content and delivery with strong alignment to the Australian Curriculum.
- Mazarno's Art and Science of Teaching guides classroom practice.
- We are a Positive Learning Behaviors (PBL) school.

- Teachers use a variety of diagnostic tools to map student improvement.

Co-curricular Activities

- Basketball
- Netball
- Soccer
- Swimming
- Touch football

How Information and Communication Technologies are used to Assist Learning

Students at RISS have daily access to ICTs.

Each classroom has:

- A bank of computers (6 per classroom).
- 10 iPads shared between 2 classrooms
- An interactive whiteboard or screen.

Students and teachers also access to the Resource Centre which has:

- 25 computers in an air conditioned room.
- A Smart Television
- Interactive Whiteboard
- Robotics

Social Climate

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	93%	83%
this is a good school (S2035)	83%	86%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	83%	93%	87%
their child's learning needs are being met at this school* (S2003)	83%	67%	96%
their child is making good progress at this school* (S2004)	83%	87%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	67%	95%
teachers at this school motivate their child to learn* (S2007)	83%	93%	96%
teachers at this school treat students fairly* (S2008)	83%	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	96%
this school works with them to support their child's learning* (S2010)	83%	67%	91%
this school takes parents' opinions seriously* (S2011)	83%	67%	74%
student behaviour is well managed at this school* (S2012)	67%	87%	73%
this school looks for ways to improve* (S2013)	83%	86%	96%
this school is well maintained* (S2014)	100%	80%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	86%	94%
they like being at their school* (S2036)	92%	88%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	97%	95%	90%
their teachers motivate them to learn* (S2038)	92%	97%	100%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	98%
teachers treat students fairly at their school* (S2041)	92%	91%	90%
they can talk to their teachers about their concerns* (S2042)	86%	93%	87%
their school takes students' opinions seriously* (S2043)	84%	78%	79%
student behaviour is well managed at their school* (S2044)	78%	74%	71%
their school looks for ways to improve* (S2045)	97%	90%	88%
their school is well maintained* (S2046)	84%	85%	86%
their school gives them opportunities to do interesting things* (S2047)	90%	89%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	86%	97%
they feel that their school is a safe place in which to work (S2070)	100%	95%	90%
they receive useful feedback about their work at their school (S2071)	100%	90%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	90%
student behaviour is well managed at their school (S2074)	100%	95%	87%
staff are well supported at their school (S2075)	100%	95%	87%
their school takes staff opinions seriously (S2076)	100%	85%	79%
their school looks for ways to improve (S2077)	100%	95%	87%
their school is well maintained (S2078)	100%	95%	87%
their school gives them opportunities to do interesting things (S2079)	100%	95%	90%

* 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 invited to share in their child's learning experiences and school life in the following ways:

- Attend weekly parades
- Parent workshops
- Under 8's Day
- Easter Bonnet and Book Week parades.
- Swimming and Athletic Carnivals
- Classroom reading
- Library support – book covering and organisation.
- Volunteering at Breakfast Club and/or Tuckshop.

Community Organisations involved with the school are:

- RSL
- Bay Islands Transport

- Bay Island Gardeners
- Safe Harbour Church
- Ray White Real Estate

Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. Staff have been trained in mandatory reporting procedures and all referrals are addressed by the Principal. The school has employed a trained Psychologist to support all students with social/emotional issues including anxiety, PTSD, abuse and family dysfunction. A referral process to support agencies such as CHYMS, CFC, IFS, Child Safety and the Russell Island Police has been established. Safe, respectful and responsible behaviours are taught through the PBL program and reinforced by the RISS Behaviour Management Policy. Children identified as needing specific social skill development can access a number of programs such as Drum Beat, Friends, Super Heroes etc.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	25	36	52
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	1	0	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	141,958	1,042
2014-2015	176,162	1,201
2015-2016	68,300	1,848

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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	19	<5
Full-time Equivalents	14	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	16
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$11,298

The major professional development initiatives are as follows:

- Marzano 'Art and Science of Teaching'
- Seven Steps to Writing
- Guided Reading and Close Reading
- One school Data
- Visual Literacy
- CPR and First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

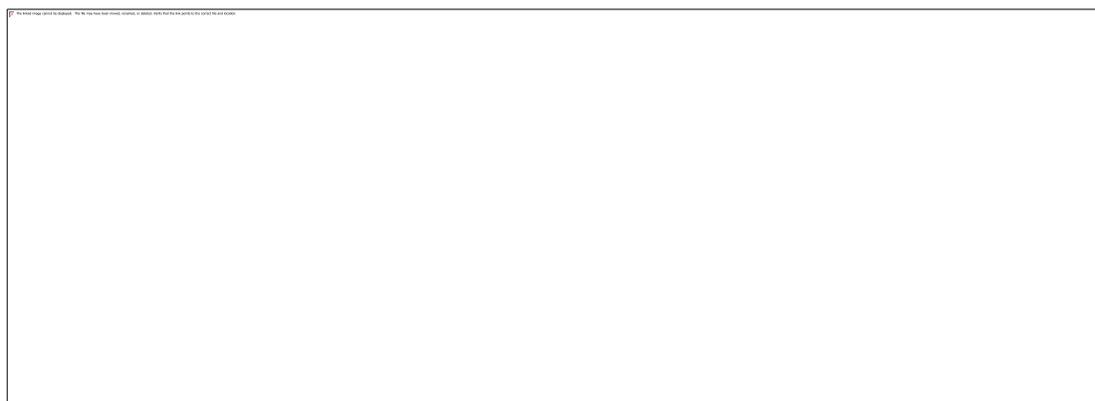
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	86%	86%	83%	87%	86%	85%	90%					
2015	87%	88%	87%	89%	87%	88%	89%						
2016	89%	83%	88%	87%	88%	86%	85%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

At RISS 'Every Day Counts' is the mantra that all students, parents/carers, staff and the wider community have adopted. It drives our attendance strategy and is the key focus for our school improvement agenda. The attendance monitoring includes:

- Twice daily (8.45am and 1.45pm) electronic role marking via Oneschool.
- SMS messages are sent each day to parents of any child who is absent without a reason.
- Parents who fail to respond to the SMS notification are phoned the following day or until a reason is given.
- Chronic absenteeism is follow-up by the classroom teacher in the first instance and then by administration staff.
- Failure to comply with the attendance policy will result in the issuance of letters as per EQ policy and procedures.

Attendance at RISS has been historically low. In 2016 the following strategies were employed to increase individual, class and therefore, whole school attendance:

- Daily 100% attendance is celebrated in classrooms by doing the 'happy' dance with the Principal.
- Weekly attendance of each is shared at the weekly parade and the highest attendance receives the 'Goldie' award.
- At the end of each term, students who have 100%, 95%+, 90%+ attendance respectively receive a 'prize' from a selection of toys, stationary, games, sports equipment etc.
- Teachers acknowledge and reward regular attendance in each classroom using charts and Class Dojo.
- The attendance rates are shared each week in the school newsletter.

NAPLAN

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**.

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

In 2016, RISS staff, parents and community worked closely with the P&C to support the 'Cool the School' initiative to provide air conditioners to every classroom and the Resource Centre. Whilst a 2 year timeline was set, over \$28,000 was raised in 8 months and air conditioners were installed during the 2016 end of year school holidays.

In addition, in October 2016, the school and the community celebrated the school's 100th Anniversary. Over 400 past and present students and members of the community joined together to reunite, share memories, have fun, eat, drink and commemorate a proud history.

Whilst the isolation from the mainland of RISS, presents challenges it also engenders a strong sense of ownership of the school as a pivotal influence in the lives of the Russell Island community. The Principal and staff are cognisant of the very important role they play in not only ensuring the best possible outcomes for students of RISS but for supporting their social and emotional health and wellbeing. The school and community work together – 'it takes a village to raise a school'.

