Ramsay State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Our school has a strong history within the community and the continued support of members of the Ramsay Community is valued. The school opened in 1881 and has become the focal point for events in the local area.

At Ramsay State School we pride ourselves on providing quality instruction in a family oriented small school environment. We achieve this through an interesting and varied curriculum program based around tasks which are real-life and connected to the child's real world. We pride ourselves on providing an individualised, high quality curriculum which produces students who are knowledgeable, good thinkers, creative, effective communicators, active participants in society and reflective and self directed learners. We encourage a positive culture for learning that promotes enagagement, resilience and achievement in the learning process.

Our school Responsible Behaviour Plan focuses on explicitly teaching skills, values and attitudes that encourage students to accept responsibility for their actions and learning in a supportive and positive environment. We foster in students respect for each other and for the community and a love of learning.

 We are fortunate to have strong community support for our school, with community members giving of their time and skills to benefit student learning. Parents play an important role in our small school in all areas of curriculum, extra curricular and social activities.

We value our motto 'Learning Through Understanding'.

School progress towards its goals in 2018

The following report addresses the progress of our school priorities for the 2018 school year.

Strategy	Actions	Progress
Review and further develop the school's Responsible Behaviour Plan.	Updated the plan to reflect current practice. Targeted teacher training to establish positive behaviours in the early years.	Added more learning behavior goals to the program.
Develop and implement a whole school approach to the teaching of numeracy.	Ramsay State School Whole school Numeracy Program developed and in practice.	Plan completed
Develop and implement a whole school approach to the teaching of reading.	Implemented the "Ramsay's Approach to Reading" Framework. Moderated the success of the program based on collected reading.	Reviewed and updated
Professional engagement with research driven pedagogy to build the data literacy skills of teachers.	The Principal and one teacher to engaged with the "Putting Faces on Data" Professional Development. Principal facilitated PD opportunities for all staff in the effective use of data.	Staff collaborated develop a Positive Culture for Learning Framework
Develop processes for clearly communicating the school's improvement agenda to the parent body and the wider community	Fully operating new website Options for accessing information available to parents.	Improved communication

Future outlook

The following forms part of our school's explicit improvement agenda for 2018 including the continuing of strategies to improve the teaching of reading, developing a framework for the teaching of numeracy and a sharp and narrow focus on.

Strategy	Target	Timeline
Implement the Ramsay Positive Culture for Learning Framework	Full implementation across the school. Improved learning, goal setting and on task behavior	Term 1 2019
Use of Learning Intentions and Success Criteria	All staff complete Professional Development. In use across the school.	By term 2 2019
Embed Age Appropriate Pedagogies	All staff complete Professional Development. In use across the school evidenced in planning.	By term 3 2019
Implement the Numeracy Framework – 'Numeracy the Ramsay Way'.	Developed and in practise	By term 3 2019
Review and implement the Reading Framework – 'Reading the Ramsay Way'.	In practice	Term 1

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	45	40	46
Girls	22	20	19
Boys	23	20	27
Indigenous			4
Enrolment continuity (Feb. – Nov.)	96%	95%	96%

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

Ramsay State School is a small school located on the rim of the Great Dividing Range, approximately twenty-five kilometres south of Toowoomba. The school is the central focus of the Ramsay District.

Traditionally a farming community, the area is increasing in popularity for those who desire a rural lifestyle, and thus is becoming semi-rural in nature.

Students come from homes where education is highly valued and seen as a shared venture between the school, home and community. Students at Ramsay State School are typically well supported within stable, middle to high socio-economic, two parent family structures.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	15	16
Year 4 – Year 6	18	10	15
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 curriculum is based on student needs, regardless of age level. We differentiate our curriculum in a number of ways:

- Vertical groups that meet the academic needs of students

- Specialized programs delivered by support teachers/teacher aides

- Peer tutoring and ability groupings in classes

- Utilizing ICTs

- Extension programs

- All classes have instruction in playing Chess once a fortnight and are involved in regular tournaments

- The Language other than English offered is Indonesian

- Instrumental music program including keyboard, guitar and drums.

Co-curricular Activities

- Fortnightly Chess lessons for all students

- Toowoomba Individual Chess Championship

- Toowoomba Team's Chess Day

- Big Day Out for years 4,5 and 6.

- Overnight Sleepover for all students.

- Under 8s Day at Wellcamp State School

- ANZAC Day Service held for the Ramsay Community with a new ANZAC Memorial installed at the school

- ANZAC Day Service in Cambooya

- Development officers from Basketball, AFL and Soccer came to the school to engage students in these sports.

- Instrumental music lessons (guitar, drums, keyboard and base) are offered to all students who form the school band

- Tennis coaching is offered once a week

- Young Leader's Day in Brisbane for all year 6 students

- Mayoral Morning Tea – School Leaders

- Student Representative Council

- Sporting Events – Inter-house Athletics Carnival and Cross Country held at School, Athletics Carnivals, Swimming Carnivals, Interschool Sport held at a variety of other schools.

- Trip to Brisbane to see "The Twits" at Twelfth Night Theatre and an excursion to Newstead House.

How information and communication technologies are used to assist learning

Across the school the computer to student ratio is 1:2.
Tools for teaching technology including Beebots and Dot and Dash are used to assist with implementing the Digital Technologies Units.
Students access a variety of software and peripherals in the course of their curriculum studies. Reading, Spelling, Grammar and Number Fact programs to reinforce class lessons, word processing, multi-media, spreadsheet and the use of the interactive Smartboards to organise and present information.
We also utilise 18 iPads, digital cameras and CDs as they are all important tools that are integrated into student learning experiences.
Specific aps are available to assist students with needs access the curriculum.

Social climate

Overview

Ramsay State School is a PBL school. The school has in place a Positive Behaviour for Learning policy that sets out agreed expectations, a teaching program for teaching expected behaviours and articulated positive and negative consequences. The social climate of Ramsay State School is underpinned by high expectations of staff, parents and students that students behave in socially acceptable ways and accept responsibility for their actions.
Ramsay State School has a positive school climate, high level of compliance with school rules and values shared by school staff and parents.
Bullying is not tolerated in any form at Ramsay State School. As part of our PBL program students are explicitly taught anti-bullying lessons outlining what bullying is and strategies to address it.
This initiative is well supported by students, staff and parents. Ramsay SS is a safe, supportive and happy environment in which to learn.
In the 2018 School Opinion Survey 100% of parents indicated that they believed their child was safe and getting a good education at Ramsay State School and 100% of students reported that they liked going to this school.

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)	91%	100%	100%
• this is a good school (S2035)	90%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	91%	100%	100%
• their child is making good progress at this school* (S2004)	82%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	82%	100%	100%
• teachers at this school treat students fairly* (S2008)	64%	75%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	82%	100%	100%
• this school takes parents' opinions seriously* (S2011)	64%	75%	100%
• student behaviour is well managed at this school* (S2012)	73%	75%	80%
• this school looks for ways to improve* (S2013)	100%	75%	80%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	100%	95%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	95%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	89%	80%
• they can talk to their teachers about their concerns* (S2042)	100%	95%	80%
• their school takes students' opinions seriously* (S2043)	94%	89%	87%
• student behaviour is well managed at their school* (S2044)	94%	100%	93%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	86%	86%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	86%	100%	100%
• staff are well supported at their school (S2075)	86%	86%	100%
• their school takes staff opinions seriously (S2076)	86%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	86%

* 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 very involved in their children's education at Ramsay School. Classroom assistance, participation in P&C activities, grounds care, tuckshop, excursions and sport are all areas we invite involvement. We keep parents informed and up to date on a regular basis using a variety of mediums - weekly assemblies, fortnightly newsletter, website and parent email. Parents know they are always welcome to come and discuss their child's education and are involved in setting individual goals for student learning. Parent/teacher interviews are conducted twice yearly to discuss student's strengths and weaknesses and to set goals for learning.

Respectful relationships education programs

The school has developed and implemented 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	0	0	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

Ramsay State School has taken an active role in reducing its environmental footprint. Currently we:
- Have a paper recycling program which works alongside a local business to reduce our paper waste. The community is also active in using this facility.
- Have extra water tanks have been installed to reduce our water usage.
- Have solar panels to reduce our electricity consumption
- Are part of the Cans for Cash program.
- Have bins provided for recycling and for soft plastic recycling.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,559	16,665	14,081
Water (kL)			

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
Search by school name or suburb	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	5	6	0
Full-time equivalents	3	3	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
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	2
Diploma	2
Certificate	0

*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 $9125.51.

The major professional development initiatives are as follows:

- SET training
- Numeracy for Prep
- Southern Vale Cluster conference
- PBL Behaviour management for younger students
- Problem Solving P-6
- Principal's Regional Development Day
- Student Bullying and Mental Wellbeing Conference
- Business Managers Information session
- Putting Faces on Data – Lyn Sharratt
- Number Sense and Mathematics
- NAPLAN Improving Reading
- Improving Writing in the Primary Years
- Planning for teaching numeracy

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.	94%	96%	96%

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

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	95%	96%	96%
Attendance rate for Indigenous** students at this school			98%

* 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.

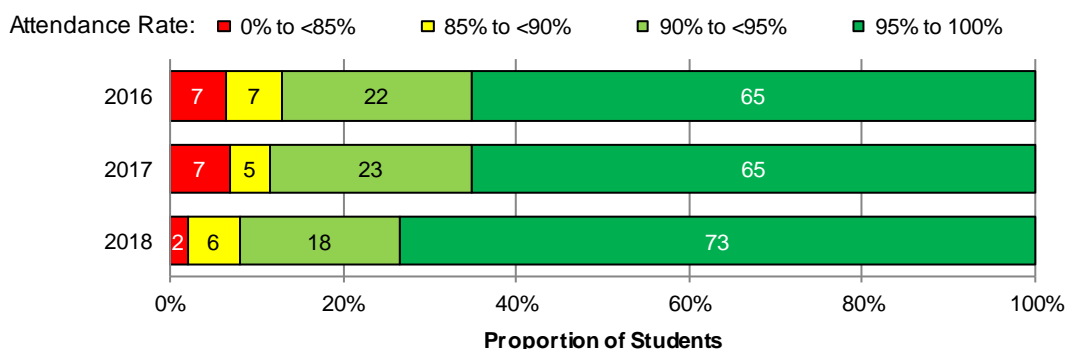Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	96%	97%
Year 1	97%	95%	93%
Year 2	94%	98%	93%
Year 3	96%	97%	98%
Year 4	91%	97%	98%
Year 5	97%	88%	95%
Year 6	94%	96%	95%

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

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	7	22	65
2017	7	5	23	65
2018	2	6	18	73

Proportion of Students (0% – 100%)

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.

At Ramsay State School parents are expected to contact the school via SMS if their child is going to be absent. Rolls are marked twice a day. If students are not at school by morning tea and the parents have supplied no reason, the school will contact a parent via a phone conversation to ascertain the reason for absence.

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	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.