

QUEENSLAND STATE SCHOOL REPORTING - 2009

Ryeford State School (0146)

	Postal address	MS 29 Clifton 4361
	Phone	(07) 4695 8515
	Fax	(07) 4695 8526
	Email	the.principal@ryefordss.eq.edu.au
	Webpages	www.ryefordss@eq.edu.au Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Mrs Ulla-Birgitte (Brigitte) Sheraton Principal

Principal's foreword

Introduction

2009 was an exciting year for Ryeford State School. The year started with a complete change in teaching staff including the arrival of a new Principal. The previous Principal had been in the school for 12 years so it was a considerable transition for the school. This report outlines the progress we made in 2009. We addressed many of the targets for the year as stated in our 2009 Annual Operational Plan. The opinions of students, staff and parents are important to us as they inform our future planning. Their scores are outlined in this report. We are proud of the improvements we have achieved and look forward to further improvement in 2010.

School progress towards its goals in 2009

1. Implement new P-12 Curriculum Framework.

Whole school planning moved towards the use of online Alignment Planners to track the Essential Learnings across the year levels. This will ensure that all Essential Learnings are being covered. School based training of teaching staff to use the Alignment Planner has occurred in 2009. The Alignment Planner used a task based assessment with exemplars being provided for students. Modification of Essential Learnings allowed for the "On the Same Page" policy for Special Needs students to be possible.

2. Manage staff changes, especially around inclusive practices and continue practises of 'Essential Learnings' that have been successful.

Plans were put in place to transition the school from a two-teacher to a one-teacher school. The needs of all students were considered to ensure that their individual needs were catered for. Special Needs student was introduced to the idea of moving to another classroom.

Staff members were briefed on the possible changes to the number of Teacher Aide hours with the drop in numbers.

Discussions were held to determine how we would use the hours to best cater for the students.

3. Continue to increase use of ICT's in the learning environment.

Students' ability to use ICTs to enhance their learning was continued. They were introduced to a range of new skills using a variety of media sources and these were used in their assessment pieces. This is an ongoing process that will continue each year.

The age of existing hardware was monitored to ensure that we had up-to-date equipment. This avoided the delays caused by slow machines.

4. Support the individual learning needs of all through creative timetabling, seeking funding, using support personnel, especially around Literacy and Numeracy.

The provisioning of Teacher Aide hours was dependent of the needs of students. All students were supported during key learning times for Literacy and Numeracy Blocks. One-on-one sessions as well as small group sessions were planned. The specific skills and gifts of staff were utilised to gain the best possible outcome for students. Planning sessions included teacher aides and specialist staff.

Upper school Literacy Grant funds allowed us to give further support to Year 6/7 students who required assistance in the area of Literacy. This was achieved by booking TRS time for small group activities.

5. Continue to improve the indoor / outdoor facilities to provide an exciting, challenging play and work environment, conscious of our environmental footprint, thus giving ownership to all.

A lot of work was required to improve the appearance of the school. Extensive work was done to improve the gardens, remove worn and broken items, replace broken or worn furniture and remove stacked items that were a haven for snakes. The school community rallied to the task and were proud of the improvements that were made. Letters were sent to Government departments to seek plants for a sustainable garden that met the needs of being drought, frost and wind tolerant. The Toowoomba Regional Council donated \$250 worth of plants from their depot. Many plants were also donated by parents. The school became more conscious of the amount of power that we used. This was improved by only lighting those areas being used, turning off air conditioners in empty rooms and using windows rather than fans or air conditioners if possible. The school started to recycle more of its paper waste. The paper was collected in a central area and used before fresh paper. Shredded paper also fed our worm farm.

Future outlook

There are many areas that we aim to improve in the future. In our Annual Operational Plan for 2010 we indicated the need to improve in the following areas.

1. Student improvement in Spelling, Punctuation and Grammar. Improvement will be evident in the results of the 2010 NAPLAN test.
2. Improved communication between parents and school. This communication involves parents contacting the school by email, letter or phone. Parents are also encouraged to be more prompt with their return of forms and payments.
3. Professional Development will be sought to improve the skills of varied staff members. Staff will be given access to Professional Development opportunities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
30	12	18	77%

Characteristics of the student body:

The student body was stable from the commencement of the Year until the end of Term Three. From the commencement of Term 4, our enrolments had dropped with the departure of three families. One new family enrolled a child at that time.

2009	Terms 1 - 3		Term 4	
	Girls	Boys	Girls	Boys
Prep	2	0	2	0
1	0	2	1	2
2	1	2	1	2
3	0	1	0	0
4	1	3	0	2
5	2	2	2	2
6	4	3	2	2
7	2	5	2	5
Totals	30		25	

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	8	100%	100%	0%	0%
Year 4 – Year 10	22	100%	100%	0%	0%

Our school at a glance

All Classes	15	100%	100%	0%	0%
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School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Literacy:

- Novel studies at reading level
- Indigenous Perspectives
- One-on-one and small group activities

- Life relevant text types and genre types
- Phonics and Sight word programs for juniors
- Whole school Home Reading Program
- Wording Building/word origin for seniors to enhance vocabulary
- The Language of Literacy

Numeracy

- Investigation based mathematics
- Real Life Maths problems
- Whole School Basic Number Facts every day
- Junior counting daily
- Use of ICT skills based programs
- One-on-one and small group activities
- The language of Numeracy

Science

- Investigation based science
- Transitioning to Primary Connections
- Relevant to real life situations
- Indigenous Perspectives
- Sometimes integrated with other subjects
- Based on hypotheses, planning, testing and evaluating
- Multi-age activities with year level emphasis on written tasks
- The language of Science

SOSE

- Related to real life situations
- Indigenous Perspectives
- Multi-age activities with year level emphasis on written tasks
- Sometimes integrated with other subjects
- Guest Speakers

The Arts

- Access to touring shows in our region
- Use of skills and gifts of staff and parents
- Opportunities to gain appreciation for all facets of the Arts
- Indigenous perspectives
- Use of recycled materials in Arts activities
- Instrumental music offered through Clifton High School (for selected students)
- Daily singing with junior students

HPE

- Sporting opportunities for all ages and abilities
- Participation in Central Downs, Southern Downs and Darling Downs selection trials
- Combined sports opportunities with neighbouring small schools
- Daily fitness program
- Appreciation of the abilities of all and students encouraged to support each other.
- Use of coaches to enhance skills
- Healthy Choices and Smart Choices an integral part of the school

Extra curricula activities.

There are many extra-curricula activities offered. Some are planned and others happen impromptu.

- Speaking Competition
- Eisteddfod
- Options Program (leatherwork, cake decoration, drama, photography, recycled clothing)
- RSL Broncos Sports Competition
- Gala Days (Rugby League, Soccer, Netball)
- Under 8s Day
- School visitors
- Theme Days
- Charity Fundraiser Days eg Pancake Day; Dress Differently Day
- Back to School Day Guest

Our school at a glance

- Kangaroos vs Possums Day
- Book Week Activities
- Science Week Activities
- Cycle Tour visitors
- Arts Council
- School Performance Tours
- Musica Viva
- Hospital visits
- Camps and excursions
- Chaplaincy Program

How Information and Communication Technologies are used to assist learning

All students at Ryeford State School have access to ICTs. It is used within all KLAs. The school is continually improving the ICT hardware and software in the school. In 2009 we purchased skills based software to cater for skill development in Literacy and Numeracy. These were networked programs that could be accessed throughout the school. Students were instructed in a wide range of new techniques to enhance their work. These included spreadsheets and tables; graphs and maps; online research techniques; cut and paste and many others worthwhile skills. The newly acquired skills were included in assessment items. Students had the opportunity to experiment with digital photography, microscopes and video recordings to enhance their assessment pieces. Year levels groups produced their own Year Book pages using data and images collected throughout the year. Students are encouraged to share their knowledge with their peers. When working individually or in groups, skills can be quickly demonstrated and shared to give all students equal opportunities to learn.

Social climate

Ryeford is a small school with a small number of families. Students are permitted to play with all students unlike larger schools where year levels have designated areas of play. While mixed play is encouraged the students still need to be reminded of safe play especially around sports equipment. Our students care closely for each other and are quick to assist when a fall occurs.

The climate of the school in 2009 carried with it an undercurrent feeling of uncertainty due to the change from a two-teacher to a one-teacher school. Throughout the year, we marketed the values of the one-teacher small school and informed parents of the benefits their children would experience by being in a small school environment. The information and marketing had mixed results with some families remaining doggedly loyal to the school and others making plans to transfer their children to larger schools for the 2010 school year.

During 2009, our Chaplain ran three highly beneficial programs for our students.

Years Prep – 5 completed the Friends for Life program which taught the values of having a friend and being a friend. There were many useful strategies and fun activities along the way.

Year 6/7 Girls completed the Shine Program. This program highlighted personal care and inner strength and beauty. The girls learnt some excellent beauty and personal hygiene skills as well as growing personally in the opinion of themselves.

Our school at a glance

Year 6/7 Boy completed the Rock and Water Program. This program was highly physical and taught the boys how to cope with stresses of life. They learnt anger management strategies by completing roleplay situations.

All students greatly enjoyed their sessions and the results were regularly reported in the weekly newsletter.

Parent, student and teacher satisfaction with the school

School planning and improvement is in line with the 1 and 4 year improvement cycles. We need to review our planning to ensure that parents feel their children are receiving a better education at our school. This is done through the planning of our Annual Operational Plan and our School Improvement Plan. In 2009 there was considerable unrest within a percentage of the school's families due to the change from two to one teacher schooling.

Worthwhile Professional Development is essential to all staff members and in 2009 Professional Development opportunities were sought for all staff members. The range of Professional Development opportunities and their usefulness varied greatly throughout the year leaving some staff members feeling they did not gain as much from the PD as hoped.

While the feeling of morale was high amongst the staff there is still room for improvement. Throughout the year there were a considerable number of staff changes (additional Teacher Aides, new Grounds staff and Administrative staff) which affected the school as each new staff member settled into the routines of the school. The staff continued to work and support each other in a very professional manner.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	95%
Percentage of parents/caregivers satisfied with their child's school	69%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	73%
Percentage of staff members satisfied with morale in the school	92%

Our school at a glance

Involving parents in their child's education.

Parents, Grandparents and other family member are always encouraged to participate in all areas of the school. These activities include:

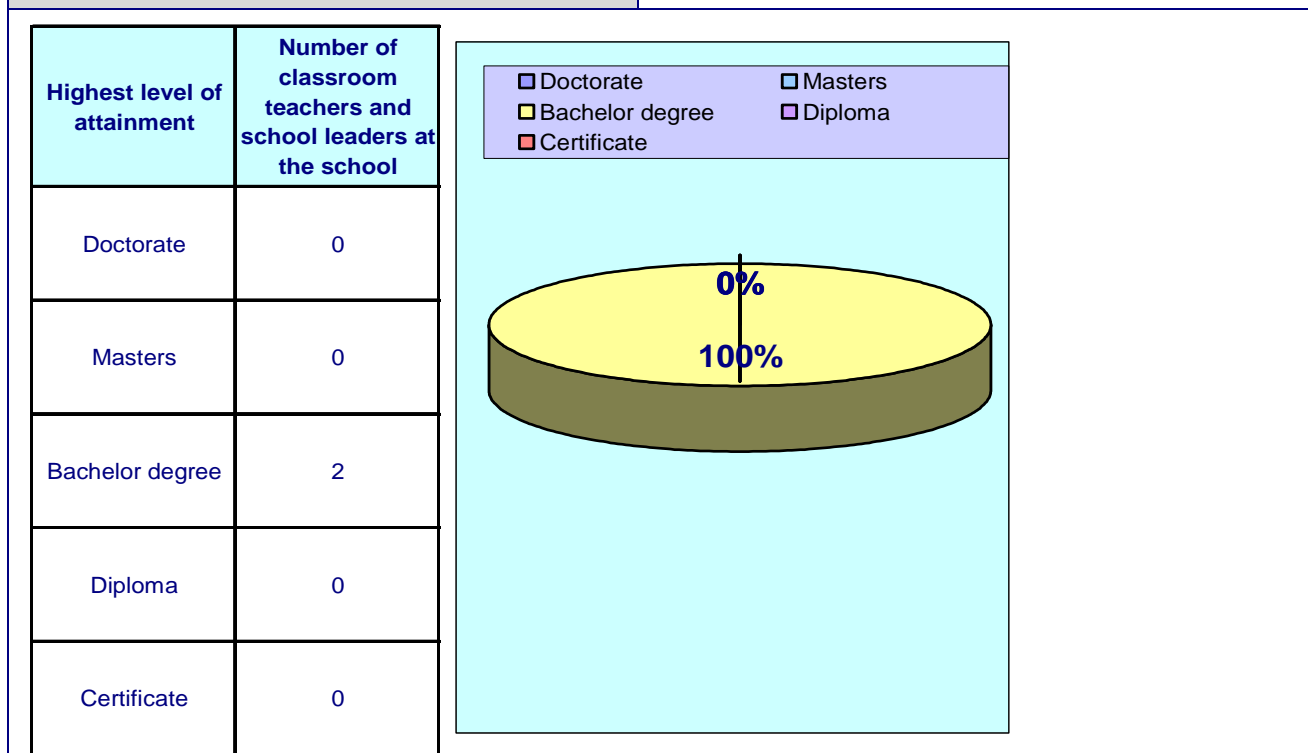
- Support at home with assignments, home reading and homework
- Attendance at assemblies
- Options program – skills activities run once a week on Term Three
- Guest Speaker for specific topics
- Reading, Numeracy and Craft activities
- Special rotation days eg Easter Activities
- Invitations to attend presentations of curriculum work
- Assist with transport and supervision at excursions, sports events and shows
- Attendance at camps

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4	2	0

Qualifications of all teachers.



**Ulla-Birgitte Sheraton (Principal) – When enrolment was being arranged to complete Bachelor upgrade for Diploma Of Teaching, USQ informed that they recognised Diploma and experience as Bachelor and offered enrolment directly into Masters Program. This has yet to be completed.

Mrs Caran Kennedy (Teacher Aide) – completing final year of Bachelor of Education UNE. Due to be completed in March 2010.

Expenditure on and teacher participation in professional development.

Our staff profile

The total funds expended on teacher professional development in 2009 were \$4965.30. Not all Professional Development attended last year attracted a cost.

The major professional development initiatives are as follows:

Inclusive Network – Hidden Disabilities (Teacher Aide and Principal/teacher)

Leadership Conference (Principal)

Number Workshop (Teacher, STLD)

Inclusive Education Conference (whole staff)

NAPLAN (Principal)

Year Two Net Training and Moderation (Principal/Key Teacher)

AVT Networking (AVT)

First Aid and Life Support Training (Teacher Aide, STLD)

Groundscare/Janitors Workshop (Schools Officer – Grounds)

Positive Partnerships – Autism (Principal/teacher)

Code of Conduct (STLD, Teacher Aide)

ICT Workshop (STLD)

P-12 Curriculum Framework (STLD, Teacher, Principal)

Prep Year Diversity (Principal/teacher)

Information Technology (Teacher)

QCAT Moderation (Teacher)

On The Same Page (whole staff)

State Purchasing Policy (Administrative Assistant)

Administration Training Day (Administrative Assistant)

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 66% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009 - 94.1%						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	95%	98%	97%	92%	95%	93%
Description of how non-attendance is managed by the school						
<p>Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.</p> <p>The level of attendance is very high at Ryeford State School and we experience very few “unexplained” absences. In the event of students requiring to be absent for reasons of family travel, etc, prior arrangements are made with the parents to provide ongoing school work for the students to ensure they are not missing new content.</p> <p>If unexplained absences are a concern, contact with parents is made through, firstly, phone calls and messages, and if unsuccessful, a posted letter. This is a very rare occurrence. Parents are reminded regularly through our weekly newsletter, to make contact with the school either before or after a student absence. This can be done by letter, in person, phone call or email. Most parents avail themselves of one of these methods regularly.</p> <p>The roll is marked daily at Ryeford with changes made in the event of a student leaving early. Because of the very low numbers of students it is not necessary to mark the roll twice daily.</p>						

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009	452	482	544		
	Average score for Australia in 2009	410.8	493.9	541.1	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	100%	100%	
		2009	100%	75%	100%	

Performance of our students

Domain	Measures		Yr 3	Yr 5	Yr 7	Yr 9
	For the school the percentage of students in the upper two bands	2008	33%	20%	40%	
		2009	100%	50%	14%	
Writing	Average score for the school in 2009		340	434	509	
	Average score for Australia in 2009		414.5	484.7	532.4	568.9
	For the school the percentage of students at or above the national minimum standard.	2008	100%	60%	100%	
		2009	100%	75%	100%	
	For the school the percentage of students in the upper two bands	2008	33%	20%	40%	
		2009	0%	0%	14%	
Spelling	Average score for the school in 2009		364	457	537	
	Average score for Australia in 2009		404.8	487.2	540.0	576.3
	For the school the percentage of students at or above the national minimum standard.	2008	100%	40%	100%	
		2009	100%	100%	100%	
	For the school the percentage of students in the upper two bands	2008	17%	20%	20%	
		2009	0%	0%	29%	
Grammar and Punctuation	Average score for the school in 2009		434	424	541	
	Average score for Australia in 2009		419.7	499.7	539.5	573.5
	For the school the percentage of students at or above the national minimum standard.	2008	100%	40%	100%	
		2009	100%	100%	100%	
	For the school the percentage of students in the upper two bands	2008	33%	20%	20%	
		2009	100%	0%	14%	
Numeracy	Average score for the school in 2009		444	437	557	
	Average score for Australia in 2009		393.9	486.8	543.6	589.1
	For the school the percentage of students at or above the national minimum standard.	2008	100%	100%	100%	
		2009	100%	100%	100%	
	For the school the percentage of students in the upper two bands	2008	33%	20%	40%	
		2009	100%	0%	29%	