


QUEENSLAND STATE SCHOOL REPORTING - 2010

Rosedale State School (0759)

	Postal address	21 James Street Rosedale QLD 4674
	Phone	(07) 4156 5777
	Fax	(07) 4156 5700
	Email	the.principal@rosedaless.eq.edu.au
	Webpages	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	Kerri Moore

Principal's foreword

Introduction

I am pleased to provide you with a copy of the 2010 Annual Report for Rosedale State School.

Our goals for 2010 remained consistent with those developed during the 2009 Triennial School Review and are outlined below. We have remained focused on making improvements across those four areas of the school and we are seeing small but satisfying improvements in our school data.

Perhaps the most exciting improvements achieved in 2010 relate to the facilities improvements received under the Building the Education Revolution that saw our school gain three building projects and this will continue in 2011 as nearly one million dollars is spent on our Trade Training Centre. It is great to see our students working in newly renovated facilities that support their learning programs.

We look forward to working with students and parents in 2011 to continue the improvement journey we have begun.

School progress towards its goals in 2010

In 2010 we continued to work towards the goals set in our Triennial School Review 2010 - 2012

- The achievement of a safe and secure learning environment that supports staff and students
- The delivery of a curriculum that provides balanced, quality and rigorous programs that offer students pathways for individual success
- That staff, students and community are proud of the school and the achievements of its members
- The school is well resourced with skilled and committed staff and supported by modern facilities and equipment

In 2010 some of the specific projects undertaken included –

Curriculum:

- Introduction of literacy program with dedicated time in 8 & 9
- Continued implementation of Primary Connections Science Program and Stephanie Alexander Kitchen

Garden Program in the Primary area

- Use of specialist teaching staff in subject areas in Years 8 & 9 e.g. Maths, English, Science, Art
- Informing staff around the National Curriculum requirements and time allocations
- Developed Individual Learning Plans for learning support and indigenous students that align with their learning programs
- 5 Day Literacy training of Year 8 & 9 teachers
- establishment of a School Improvement Team that reviewed data and developed goals and strategies around items identified for improvement through the data analysis

School Climate:

- Introduced ID ATTEND an automated attendance recording and tracking system
- Improved the school intervention process to ensure better co-ordination of services for students needing support
- Reviewed "rewards" program strategies and introduced "Principal's Luncheon" / "Great Mates" Award to support students doing the right thing at school
- Year 10 & 11 went on Dream World trip as part of the rewards program
- Introduced 3 school rules – Be Respectful Be Responsible Be Safe
- Appointed new chaplain – Terry Hawes
- Two more staff trained in suicide intervention strategies

Communication:

- Improved quality of newsletter
- Began redevelopment of new website

Facilities:

- Under the Building the Education Revolution we upgraded two of our general teaching rooms with new paint, carpet, furniture, interactive white boards and ultra short throw data projectors.
- Guttered and refurbished our Science Building including the two labs and the preparation room
- Had a new library built and furnished with support from the P&C

Sport:

- As well as running annual events such as Rosedale athletics and swimming carnivals also ran the Primary cluster athletics carnival

Future outlook

In 2011 we are in the final year of our 3 year Triennial Review and will be reviewing our achievements over this period of time and developing goals for the next 4 years. This year is an exciting but challenging year for the school in that from July 2011 we become a Low Socio-Economic National Partnership School that attracts increased funding to support targeted goals for student achievement particularly around literacy and numeracy.

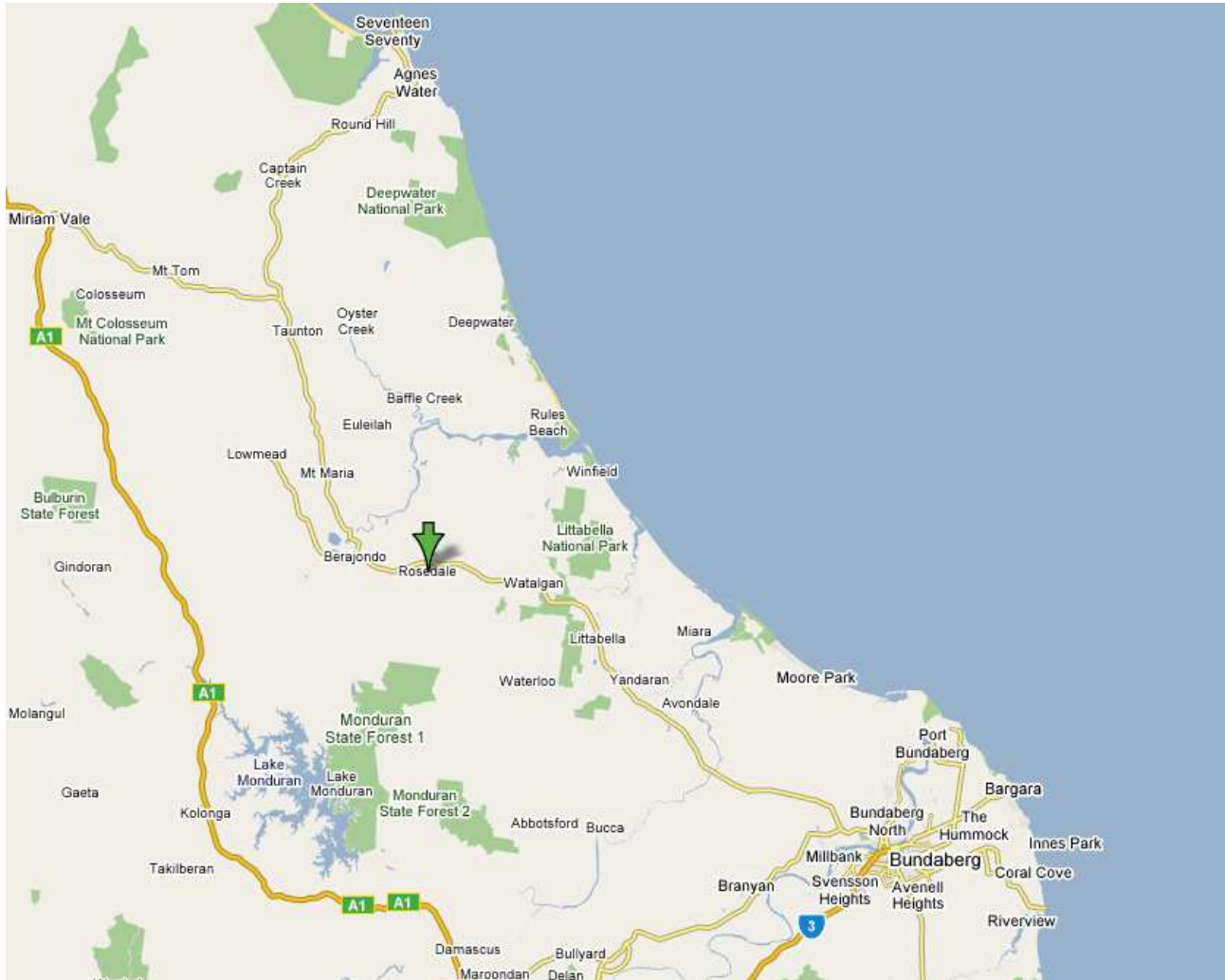
Key goals for 2011 include –

- Development and implementation of National Partnership Goals and strategies
- Workplace reform and the creation and staffing of a second Deputy Principal role within the school
- Development and implementation of an intensive NAPlan preparation plan that focuses on –
 - Whole school spelling
 - Reading
 - Number
 - Space
 - Persuasive writing genre
- Finalization of English, Maths and Science Plans P - 10
- Preparation and planning for the introduction of the National Curriculum in 2012
- Development and implementation of Professional Development plans for staff and development of whole school PD Plan
- Development of Individual Learning Plans for all students in primary, learning support and indigenous
- Upgrading Hospitality / Manual Arts / Marine Studies facilities under the Trade Training Centre Project and the ability to offer Certificate 3 Level courses for our students

Our school at a glance

School Profile

Rosedale State School is a co-educational Preschool to Year 12 Campus located 60 kms north west of Bundaberg and 120 kms south east of Gladstone. It lies in the southern part of the Baffle Creek Catchment, an area of about 3500 square kms and is approximately half way between Bundaberg and Agnes Water. Our present enrolment is drawn from Rosedale and surrounding communities including Winfield, Yandaran, Lowmead, Wartburg and Agnes Water.



Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
283	131	152	74%

Characteristics of the student body:

We are located in a socio-economically disadvantaged area that is further exacerbated due to the geographical isolation of the area and many of our students live in single parent families with restricted incomes. There is no public transport and the majority of students travel to school on designated school buses. Parental involvement at the school and student participation in extra curricula activities is limited due to the need to travel long distances and the extra costs involved for such activities.

A large number of our families are transient and this is reflected in a high turnover of students throughout the year and the associated educational difficulties experienced by students who move from school to school. We are also seeing an increase in "absentee" parents in families where the breadwinner has to work outside of the community and is absent from the home for lengthy periods of time.

There is a diversity of lifestyles evident in the community including traditional, alternative, rural, small acreage farming and tourism. The community has no or very limited infrastructure and industry and hence limited job opportunities exist for our students in the immediate environment. The largest opportunity for employment for students from our school exists in the areas of retail and tourism for those students living at Agnes Water.

We have approx (9%) students who have been verified with a disability and are serviced by the Special Needs teachers and aides. (Predictions show a steady increase to this number over the next few years.) These students range from students with Intellectual and Speech Language Impairment to students with Autistic Spectrum Disorder.

We also have a large number of students who require learning support assistance and others who, although not formally identified, but because of family / environmental circumstances or behavioural difficulties require alternative programs and increased support. This is provided through teachers, Learning Support staff and the Student Services Centre. We have a significant number of incidences of student self-harm, students living away from home, family trauma, students at risk of being homeless, drug and alcohol use outside of school and the social implications of this community issue.

Approx 8% of our students identify as indigenous and less than 1% of students speak a language other than English.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	17	100%	100%	0%	0%
Year 4 – Year 10	21	98%	98%	0%	2%
Year 11 – Year 12	9	100%	100%	0%	0%
All Classes	16	99%	99%	0%	1%

School Disciplinary Absences

Behaviour management continues to remain a high priority for our school and Student Disciplinary Absences continue to focus around incidents of –

-verbal misconduct

Our school at a glance

- physical misconduct
- refusal to follow reasonable instruction

However, what we have noted is that there has been a reduction in these behaviours from widespread across the school to a small number of repeat offenders. This now allow us to use more targeted strategies for those particular students. In 2011 we will also be introducing the Whole School Positive Behaviour Support Program to further enhance the strategies we use with students.

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	124
Long Suspensions - 6 to 20 days	23
Exclusions	1
Cancellations of Enrolment	2

Curriculum offerings

Our distinctive curriculum offerings:

In 2010 Rosedale SS was organized around a Primary and Secondary School structure and because of the size of the school multiage classes were utilized across the school.

The P – 7 Curriculum was organized around integrated units based on QCAR Essential Learnings. In Year 8 & 9 we moved to individual subjects including electives of Manual Arts, Home Economics, Art and Drama. We offered LOTE – Indonesian to students in Years 6, 7 and 8. Primary teachers further developed the Science Connections Program into their learning programs with students investigating “Change and Reactions” through a series of experiments and a culminating presentation for parents. The Stephanie Alexander Kitchen Garden Program also continued with students learning about growing food, harvesting, cooking and eating it.

Year 10 at Rosedale was a transition year with a focus on preparing students for entry into the senior phase of learning. Student Education and Training Plans were developed in Term 3. The Learning to Work Program that offers work experience to Year 10 students leading to a possible school-based apprenticeship with TransPacific Superior Pak in North Bundaberg continued in its second year of operation.

Years 11 / 12 offered subjects for students seeking an academic pathway with a variety of Authority subjects. It also offered VET subjects for those seeking a vocational pathway. To expand curriculum offerings available to senior students subjects were available through –

- Enrolment in the School of Distance Education and Virtual Schooling
- Year 11 and 12 students were also offered Vocational Courses through TAFE

Our school at a glance

Extra curricula activities:

Staff at Rosedale State School continued to offer students opportunities to participate in a range of extra-curricular activities including:

- Army Cadet Corps Unit that provides leadership adventure and personal development opportunities
- Instrumental Music Woodwind Program
- Opti Minds
- Curricula/Leadership related School Camps
- Interschool Sport – cricket, football and netball
- Annual School swimming carnival
- Annual School/Cluster athletics days
- Arts Council performances
- Life Education
- Excursions to “Snakes Down Under” , “Bah Humbug”
- World Indigenous Day
- Our Hospitality students participated in and won the Bundaberg Macadamia Nut Cooking Competition for the second consecutive year.

How Information and Communication Technologies are used to assist learning:

At Rosedale State School we have three computer labs, a pod of computers in the library and D Block and two laptop trolleys that service classrooms around the school. In 2010 expenditure on new computers was \$43 669 and software expenditure was \$15 488. We installed data projectors and interactive white boards in most teaching classrooms and total ICT expenditure for the year was \$ 75 504.

Students had access to and regularly used intranet, internet, digital cameras, digital video cameras, scanners, interactive whiteboards, data projectors, computer microscopes, and a wide range of regularly updated software programs to enhance their learning experiences.

Year 12 students finished their Certificate I in Information Technology. The school had a designated ICT co-ordinator who worked with teachers and students to progress the integration of technology into classroom learning experiences and integrated activities. Unfortunately for much of the year we were without a school-based technician and relied heavily on our ICT Co-ordinator.

Social climate

Rosedale State School had a strong focus on social development as well as curriculum learning with opportunities and personnel provided to support students in this area. Student Support Services available to students and parents included:

- Special Needs teacher to support students with disabilities
- Learning Support teacher to support students with learning difficulties
- Guidance Officer
- Chaplain

Our school at a glance

- School based Youth Nurse
- Behaviour Management Specialist
- Pastoral Care classes in Years 8 / 9 / 10
- Anti-bullying programs such as "Friends" in the primary area
- Alternate programs
- Youth Pathways Officers
- Access to the Positive Learning Centre
- Access to external community support programs e.g. Gladstone Community Health, Tom Quinn Centre

Parent, student and teacher satisfaction with the school

While student satisfaction remains low particularly in Year 9, parent and staff satisfaction has increased from 2009.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	58%
Percentage of students satisfied that they are getting a good education at school	29%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	67%

Involving parents in their child's education.

Parents are an integral part of the Rosedale School community. We believe each child's education is a partnership between the school and parents and the stronger that partnership the better the school outcomes for the child will be.

Regular contact between parents and the school is welcomed and parents are able to arrange interviews with their child's teachers or administration at any time. Formalised interviews were held twice annually and report cards were sent out after Easter and then again at the end of each semester.

Despite the distances separating parents and the school, regular communication occurred through phone calls, information displays, information evenings, and regular newsletters.

Our small but dedicated P&C met every second Monday of the month. We also had parents and community members involved through volunteering in the library, Student Services, classroom reading and in the Stephanie Alexander Kitchen Garden Program and we are very grateful for their ongoing commitment to our school.

Our school at a glance

Reducing the school's environmental footprint

In 2010 the school installed two new water tanks as part of the Stephanie Alexander Kitchen Garden Project.

We also installed solar panels to assist with rising electricity costs.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KWH	WaterKL	GasMJ
2010	\$32,913	\$28,593	\$0	\$4,320	\$0	\$0	\$0	150,172	0	0
2009	\$25,010	\$24,550	\$0	\$0	\$240	\$0	\$220	147,789	11	0
% change 2009 - 2010	32%	16%	N/A	N/A	-100%	N/A	-100%	2%	-100%	N/A

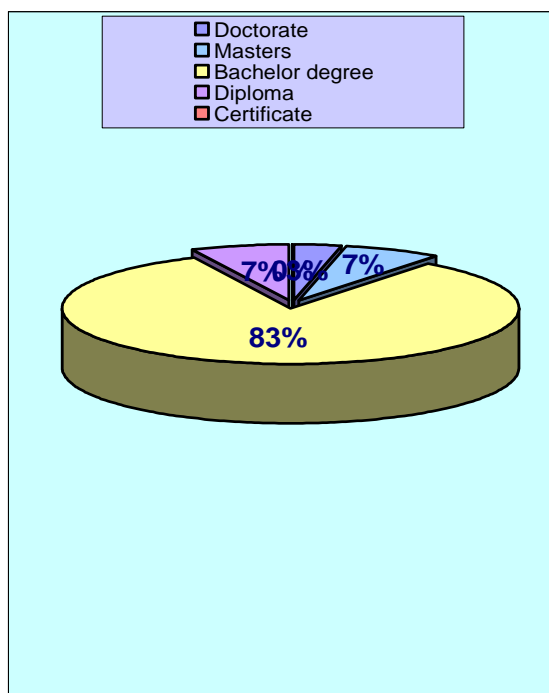
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	14	0
Full-time equivalents	26	9	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	24
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$17 683.

The major professional development initiatives are as follows:

- Literacy Training for all year 8 & 9 teachers

Our staff profile

- Embedding Indigenous perspectives training
- Introduction to National Curriculum
- Data Analysis
- Individual Secondary subjects and work program development e.g. English
- Queensland Studies Authority sponsored programs
- ASSIST Suicide Intervention Training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 79%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	91%	77%	80%	83%	84%	89%	80%	78%	75%	73%	77%

Description of how non-attendance is managed by the school

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.

During 2010 formal roll marking occurred daily at the beginning of each day and then again in Period 4. Throughout the day all teachers, especially secondary teachers, were required to maintain a class roll for each lesson of the day that could be reviewed if necessary. Rolls were collated and recorded in the computerised SiMS system and school staff attempted to phone parents of absent students each afternoon. The Deputy Principal then followed up with formal letters and interviews with parents of students with ongoing unauthorised absences.

Late in 2010 an automated marking system ID Attend was introduced so that staff could mark rolls directly onto their computers for uploading to a central system. This will be improved to include a messaging service to parents in 2011/2012.

Performance of our students

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

Whilst attendance rates for indigenous students across the school and also the apparent retention of indigenous students in Years 10 – 12 met or exceeded the 2012 system targets, attainment rates for indigenous students varied according to year level. Overall indigenous students performed reasonably well compared to state comparisons however are still below non-indigenous students and we continue to work to close this gap.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%
--	-----

Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	28
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	1
Number of students receiving an Overall Position (OP).	11
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	15
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	14
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	82%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

Performance of our students

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	3	5	3	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
12	4	1
<p>Students were offered Certificate 1 level courses at Rosedale SS in the areas of -</p> <ul style="list-style-type: none"> - Furnishing - ICT - Engineering <p>They were able to complete Certificate 1 level courses at TAFE in the area of -</p> <ul style="list-style-type: none"> - Construction 		

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Our community has a highly transient nature due to limited employment opportunities for parents in the local area and many students move due to personal / family reasons with most students continuing study at their destination.