



Rosedale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Rosedale State School is a Prep to Year 12 Campus situated approximately half way between Bundaberg and Agnes Water that caters for students within the Discovery Coast area. Our school is a multi-age stage based school that offers a curriculum that is suited to meeting the diverse needs of our students and our community, giving students sporting and cultural opportunities as well as an academic and vocational education with a strong focus on the wellbeing of each individual. Our Junior School (Prep-Year 5) learning phase focuses on early childhood and development whilst our Middle Phase of Learning (Years 6-9) caters for meaningful engagement, building relationships and achievement of outcomes for young adolescents. Our Senior Phase of Learning (Years 10-12) ensures our students are able to access a broad curriculum with multiple pathways. While we have an academic focus for those choosing to follow a tertiary education pathway, we also offer a strong alternative vocational pathway for those seeking traineeships, apprenticeships and employment. This is in keeping with our vision of 'preparing today for life tomorrow'.

Principal's Foreword

Introduction

I am pleased to provide you with a copy of the 2016 Annual Report for Rosedale State School.

2016 saw the start of a whole new leadership team (apart from the Principal) here at the school with the appointment of -

Katrina Kruger (Deputy Principal Primary)
Josh Morris (Deputy Principal Secondary),
Jacqui Bowman (Head of Department Senior School)
Darran Stutz-Grimmond (Head of Department Junior Secondary)



Sue Chippendale (Business Services Manager)

It also saw the retirement of two longstanding and dedicated staff members, Mariae Doherty (Business Services Manager) and Nancye Manteit (Teacher Aide).

As you can imagine with such a large change in leadership positions across the school, this year was one of settling into new positions, learning new roles, building a team, reviewing our progress over the past few years, and planning around the implementation of the School Strategic Plan that was completed at the end of 2015.

Partway through 2016 it was announced that we were eligible for a Head of Special Education Services (HOSES) position and with it a dedicated Special Education Unit facility. Much of Terms 3 and 4 were used to recruit for the HOSES position (filled by Trish Gibson) and plan for the development of the SEU facility. This facility will be housed in the upgraded Prep building and the Prep/1/2 class moved to upgraded rooms at the back of the school with the other Primary classes. This will finalise our plans for a Primary Precinct within the school grounds. Work on these upgrades began over the 2016 Christmas holidays and continued into the start of 2017.

Other important facilities improvements in 2016 included air conditioning for B4 & B5 classrooms provided by the school and over the 2016 Christmas vacation the P&C paid for air conditioning of all the Primary classrooms. Thanks to Mariae Doherty's grant writing we were able to secure a Community Gambling Fund Grant to establish the Daniel Keighran VC Remembrance Garden in honour of all Australian Service Men and Women. We had an official opening of the garden in Term 3 that was attended by Daniel Keighran VC.



While we had a number of exciting student achievements such as improved Years 7 & 9 writing in NAPLAN and having 100% of



& 9 writing in NAPLAN and having 100% of Year 12s including our indigenous students achieve their Queensland Certificate of Education (QCE) for the second year in a row, a highlight was recognition for one of our indigenous students, Angel Owen. This year we introduced a new award presented on Awards Evening. This award, “The Community Citizen Award” was given in recognition of a student who has made a significant contribution to the community in some form. The inaugural winner was Angel Owen for her tireless representation of indigenous youth. Over her years as a student at Rosedale State School she has attended the National Indigenous Youth

Leadership Academy, co-launched the first Indigenous Youth Climate Network (SEED) and has been a key note speaker at a number of environmental forums across the nation. She has also attended Garma Festivals and facilitated the Youth Forum as an alumni member for The Foundation for Young Australians. She has been our inaugural school Indigenous Ambassador in 2016 and was the recipient of “The Youth NAIDOC Award” for the Bundaberg Region in 2016 and she was also recognised by the school community for her leadership qualities through the Australian Defence Force Leadership Award.

In 2016 we continued to offer a range of extra curricula events. Primary students were again involved in the cluster Academic Triathlon, students participated in the annual OptiMinds competition and interschool sports continued on Wednesday afternoons. The Chaplaincy Trivia Night ran for its third year and the Student



Council ran the “Dare to Dream” project promoting positive mental health and wellbeing for students supported by Beyond Blue and the Foundation for Young Australians. Students also supported the HayRun for drought stricken farmers.

Please read through our report to see the progress we have continued to make in our ongoing improvement journey and we look forward to working with students and parents in 2017 in what we believe will be another positive year.

School Progress towards its goals in 2016

We received (I4S) funding of \$167,515 and we continued to use this funding on the purchase of staff to support the continuation of our MultiLit Intervention Reading Program and other literacy strategies such as Sheena Cameron Reading Comprehension Strategies, 7 Steps in Writing, Guided Reading and Strive Vocabulary. This was delivered mainly through building the capacity of staff through Professional Development, coaching and feedback, Instructional Rounds, modelling and mentoring. Data shows students on the program made massive increases with their reading accuracy and fluency and that more importantly a majority of students on the program have improved to a point of reaching age appropriate reading levels. This means that they begin 2017 at a reading level similar to their peers.

Our .5 Master Teacher continued to work with staff around the implementation of the STRIVE Vocabulary Program as well as coaching and modelling teaching pedagogy. As part of her role she also ran professional development for staff, developed resources to support our literacy programs and worked with staff in classrooms modelling teaching strategies around literacy and observing and coaching individual teachers who volunteered to work within the program. As the Master Teacher left at the end of 2016 to take up a principal role in 2017 she was able to complete and present her Action Research report to the school.

As mentioned above our NAPLAN results continued to improve in Junior Secondary. Results show that in Years 7 and 9 we are similar to the Nation in results in all areas of NAPLAN. Also you may have read in *The Weekend Australian*, October 1 2016, that Rosedale State School was the 6th Most Improved Secondary School in Australia based on NAPLAN results.

Although Primary NAPLAN results did not show the same improvement in all year levels, we were pleased to see improvements in our Year 3 data. The number of Year 3 students who achieved at or above National Minimum Standard for writing, spelling, grammar & punctuation improved at a GREATER rate than the nation and was at a SIMILAR level to the nation. Year 3 reading improvement was SIMILAR to the nation and writing improvement for Year 3 students in the Upper Two Bands (U2B) was ABOVE the nation.

Long term data (2008 – 2016) shows that Rosedale primary is working well towards ensuring students are at national minimum standard, although reading in Year 3 and writing in Year 5 still need to be improved.

In the U2B area, there is steady improvement in a number of areas, with similar achievement to the nation. A focus on moving students on from achieving at a minimum standard to a higher level would be future goal.

Senior results continued to be strong with 100% QCE attainment due to the continuing case management and individual progress monitoring of Year 10, 11 and 12 students by members of the administration and the Head of Department for

Senior Schooling. Our top academic student received an OP 3. 100% of students who applied for Tertiary Entrance received an offer with students choosing to study ICT/ Maths, Equine Science, Nursing, Education, Business and Arts/Law. While we offered students an opportunity to participate in the GenR8 Program again this year studying logistics, no students took up the offer. However, three students took up positions in the new AlleV8 program studying Allied Health and both successfully completed their Certificate 2 in Allied Health and associated Industry Placement.

As pre-empted in last year's Annual Report in 2016 we offered LOTE (Indonesian) to a trial group through Distance Education due to ongoing issues around quality staffing. This appears to have been successful so in 2017 we will be expanding this to all students participating in Indonesian.

We continued to run our Indigenous cultural program each Friday with the support of Elders and Indigenous community groups. Last year we had one student who achieved a prestigious QATSIF scholarship.

Staff completed professional development across a range of areas including Coaching, Literacy, Numeracy, 7 Steps in Writing, Guided Reading, ASOT (Art and Science of Teaching Pedagogy), Mentoring for Beginning Teachers, and Behaviour Management.

This year one of our focus areas was on building stronger partnerships with our community. This saw us take on a more active role in the Bundaberg Region Youth Hub around building collaboration between schools, community and industry to enhance youth transition/employment capacity and hosting an Industry Reference Group Meeting; participating in the Discovery Coast Health Alliance to advocate for



more support for young people with mental health issues resulting in the appointment of a schoolbased therapist through Act For Kids for 2017; and working with our cluster schools to deliver the Cluster Conference on Literacy and Numeracy for Primary teachers that was held at Agnes Water SS in Term 4.

In Term 3 we ran our highly successful Try A Trade Day with employers and businesses running stalls and demonstrations here at the school for secondary students.

Students found it extremely helpful to be able to talk with employers about possible

careers and the range of people involved tripled from our previous Try A Trade day three years ago.

Future Outlook

Our goals for 2017 align with those outlined in our Strategic Plan 2016 – 2019.

We aim to improve –

Literacy P – 9 with a continuing focus for 2017 on Reading with the implementation of Before School and Home Reading Programs P – 9. We will continue with targeted intensive intervention through programs such as MultiLit and MiniLit. We will also continue to introduce a consistent approach to teaching writing in P -9.

Our targets for Literacy are –

- In NAPLAN minimum of 80% of students (Primary) and 85% (Secondary) are at, or above the national minimum standard in all strands in all year levels
- Increased mean scale score in all strands compared to the national mean scale score from 2016
- 75% of students achieve a C or higher in English
- 80% students participate successfully in Reading Programs
- Multi-Lit data continues to show strong positive results

Numeracy P – 9 has become a higher priority in 2017 than in previous years. A key strategy is to improve teacher pedagogy through Professional Development and also to implement a Laptop Hire Strategy to enable students to engage more successfully in STEM (Science, Technology, Engineering, Maths).

Our targets for Numeracy are –

- In NAPLAN minimum of 90% of students (Primary) and 95% (Secondary) are at, or above the national minimum standard in all strands in all year levels
- 80% of students achieve a C or higher in Maths
- Increased mean scale score in all strands compared to the national mean scale score from 2016
- Improvement relative to the nation is between zero and the positive threshold or above the positive threshold or no room for improvement for 50% of strands for U2B
- 50% takeup by secondary families of the Laptop Hire Program

Our focus on Academic Attainment continues.

Our targets are –

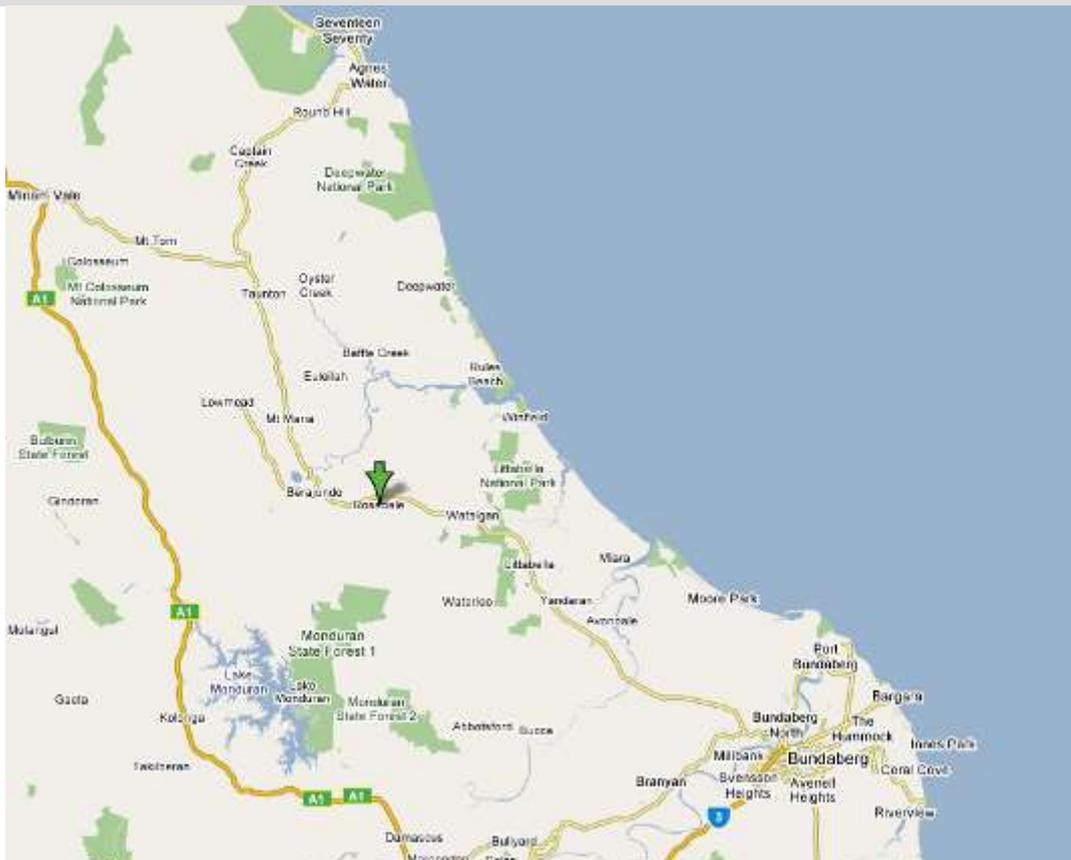
- 95% QCE / QCIA achievement
- 85% of Senior students achieving a C or better across 5 subjects
- 75% of Junior Secondary students achieving a C or better across 5 subjects
- Number of students in U2B increases in Maths and English
- Maintain positive gains for indigenous students and close the gap around attendance for indigenous students

Attendance targets are -

- 90% and above attendance rates for students in each year level
- No students at less than 85% attendance
- Gap between indigenous and non-indigenous attendance rates is less than 2016

As well as these three key areas for improvement we will be looking to maintain and improve staff and student wellbeing at the school through a variety of strategies and we will be readying the school to implement NAPLAN on line beginning with the trial in 2018 and the new Senior Assessment and Tertiary Entrance changes in 2019.

Our School at a Glance



School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 12
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	250	120	130	29	87%
2015*	262	138	124	32	91%
2016	266	136	130	40	84%

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.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students who attend Rosedale State School come from a diversity of backgrounds. Myschool.com.au reports that the level of socio- educational advantage for the community in 2016 dropped to an ICSEA rating of 924 with 53% of students identifying in the bottom quarter of socio-educational advantage compared to 25% Australia wide and 4% in the top quarter compared to 25% Australia wide.

The majority of our students travel to school on designated school buses and due to the need to travel long distances and the extra costs involved volunteer and parental involvement at the school and student participation in extra curricula activities is limited.

We have approximately (7%) students who have been verified with a disability and are supported by specialist teachers and aides. 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 support with learning difficulties and others because of family / environmental circumstances or behavioural difficulties require alternative programs and increased support. This is provided through staff, the Student Services Department and external agencies engaged through the school. We have a significant number of incidences of student self-harm, students living away from home, family trauma, and students at risk and the social implications of these community issues impact upon the school – hence the fact that student wellbeing is a high priority within the school.

In 2016 approximately 15% of our students identified as indigenous and 3% of students spoke a language other than English. Student achievement data (NAPLAN) indicated that despite many of our students consistently falling below overall results for the nation in literacy and numeracy, they make continuing improvement in those areas over time.

Distance as indicated above also contributes to other challenges for our school such as

- attendance (average student attendance was at 89.9%)
- engagement of community with the school
- the creation of a purposeful and united school community.

Despite the challenges faced by the school we also have some wonderful opportunities available to our students. Whilst we maintain an academic pathway for our senior secondary students the majority of our students pursue vocational

pathways. We have a Trade Training Centre facility around Hospitality and Manual Arts and have engaged with the Bundaberg Secondary Schools' Cluster to support student careers and transition to work.

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	25	28	20
Year 4 – Year 7	21	26	21
Year 8 – Year 10	18	16	16
Year 11 – Year 12	17	18	16

*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.

One of the benefits of a small school is that class sizes tend to be smaller than in larger schools and this offers greater opportunity for teachers to spend more individual time with each student, to build better relationships with students and therefore to know their students better.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 Rosedale State School was organized around a Primary and Secondary School structure and because of the size of the school, multi-age classes were utilized across the school. In Primary we ran four classes - P/1, 2/3, 4/5 and 6 .



The P – 10 Curriculum was organized around C2C National Curriculum units and in Years 7, 8, 9 & 10 we also offered individual subjects of Manual Arts, Home Economics, Art and Drama. Languages Other Than English (LOTE) Indonesian was offered through Distance Education.

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.

Years 11 / 12 offered subjects for students seeking an academic pathway with a variety of Authority subjects. It also offered VET (vocational education and training) 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

- Vocational Courses through TAFE or Online.

Co-curricular Activities

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

- Annual school/cluster athletics days
- Annual school swimming carnival
- Army Cadet Corps Unit that provides leadership adventure and personal development opportunities
- Big Science Competition
- Bridge Building Competition
- Careers EXPO
- Cluster Academic Triathlon
- Curricula/Leadership related school camps
- CQU Widening Participation activities
- Excursions
- Fanfare Band Competition (Silver Award in 2016)
- Indigenous Cultural Program including Deadly Choices and NAIDOC activities
- Instrumental Music Woodwind and Brass Program
- Interschool Sport – soccer, football and netball
- Life Education Van
- Maths Team Challenge
- Science & Engineering Challenge
- Swimming Lessons
- Opti Minds
- Try A Trade
- Under 8s Day
- Youth Parliament in Bundaberg
- Tertiary Trip to Sunshine Coast and Brisbane



How Information and Communication Technologies are used to Assist Learning

In 2016 we continued our ICT strategy around the use of laptops, with all Year 11 & 12 students allocated their own laptop for use within the school over the two years they are in senior. We maintained a set of computers in the library and three classroom labs containing a class set of computers for Years 7, 8, 9 & 10 students.

Our Primary class rooms share the use of 30 iPads and a trolley of 20 laptops. Students with Disabilities used both laptops and Ipads to support their learning programs. We also had a set of Ipads to use with Health & Physical Education classes.

As well as this equipment students and teachers also had access to and regularly used intranet, internet, interactive whiteboards, data projectors, computer microscopes, and a wide range of regularly updated software programs to enhance their learning experiences. We also provided virtual babies for our Year 10 Home Economics course and used “Clickview” an online site for commercially produced video materials to support learning across a range of subjects. C2C teaching units implemented in Primary and Junior Secondary rely heavily on the use of digital resources and data projectors.

In 2016 we spent \$70 795 on the ICT area including ICT repairs & maintenance, various site licences, 10 Ipad airs, 4 computers, 50 laptops for the 2017 Laptop Hire Program and Technician Wages.

We continued to operate our website and school Facebook site and we used SMS texts to communicate with parents on a same day notification process. We also increased our part time Computer Technician to support all our equipment from one to two days per week.

Social Climate

Overview

In 2016 we continued to support the social-emotional development of our students as well as curriculum learning through the provision of Pastoral Care programs from P – 9 and specialist student support personnel. As part of our Pastoral Care Program we ran a number of programs throughout the year some delivered by staff within the school such as teachers, Youth Support Co-ordinator, the Chaplain or the School Nurse. Others were delivered by external support agencies such as Uniting Care. Our Primary School Pastoral Care Program for P – 6 connects with the Secondary program and we also ran a Bullying Prevention Strategy - “Stop Walk Talk” .

Because of the large turnover of staff and the loss of expertise around Positive Behaviour Support (our whole school approach to Behaviour Management) we began retraining personnel.

Student Support Services available to students and parents included:

- Special Needs teachers to support students with disabilities
- Support teacher to support students with learning difficulties
- Guidance Officer 2 ½ days per week
- Gladstone Link Online Counselling Services
- Chaplain
- School based Youth Nurse
- Alternate programs including work experience
- Youth Support Co-ordinator
- Uniting Care Community Youth Worker
- Access to external community support programs e.g. Discovery Coast Community



Health, Salvation Army Tom Quinn Centre

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%	91%	90%
this is a good school (S2035)	83%	100%	95%
their child likes being at this school* (S2001)	85%	100%	100%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	95%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	90%
teachers at this school motivate their child to learn* (S2007)	85%	100%	90%
teachers at this school treat students fairly* (S2008)	77%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	85%	100%	100%
this school works with them to support their child's learning* (S2010)	92%	91%	94%
this school takes parents' opinions seriously* (S2011)	69%	91%	100%
student behaviour is well managed at this school* (S2012)	83%	91%	90%
this school looks for ways to improve* (S2013)	77%	91%	95%
this school is well maintained* (S2014)	92%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	82%	91%	82%
they like being at their school* (S2036)	80%	83%	77%
they feel safe at their school* (S2037)	91%	92%	85%
their teachers motivate them to learn* (S2038)	89%	95%	85%
their teachers expect them to do their best* (S2039)	95%	96%	92%
their teachers provide them with useful feedback about their school work* (S2040)	82%	95%	74%
teachers treat students fairly at their school* (S2041)	71%	75%	63%
they can talk to their teachers about their concerns* (S2042)	79%	81%	55%
their school takes students' opinions seriously* (S2043)	80%	81%	62%
student behaviour is well managed at their school* (S2044)	68%	77%	58%
their school looks for ways to improve* (S2045)	88%	93%	82%
their school is well maintained* (S2046)	83%	91%	81%
their school gives them opportunities to do interesting things* (S2047)	83%	81%	73%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	94%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	68%	71%
students are encouraged to do their best at their school (S2072)	100%	89%	98%
students are treated fairly at their school (S2073)	96%	91%	95%
student behaviour is well managed at their school (S2074)	88%	91%	91%
staff are well supported at their school (S2075)	92%	94%	93%
their school takes staff opinions seriously (S2076)	92%	97%	91%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	96%	100%	95%
their school gives them opportunities to do interesting things (S2079)	88%	97%	95%

* 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 an integral part of the Rosedale State 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 at the end of each term.

Parents for students with Disabilities and Case Workers and Carers for Students in Out of Home Care are involved in the development of each student's Learning Plan through individual consultation and review meetings. Parents and students with learning difficulties are also involved in the development of Individual Curriculum Plans and plans for those enrolled in the Qld Certificate of Individual Achievement.

Despite the distances separating parents and the school, regular communication occurred through our website, Facebook site, phone calls, and regular newsletters. In recognition of the ongoing difficulties presented by distance inhibiting parents' ability to attend formal information evenings at Rosedale State School we now meet with parents individually. By meeting individually, while more time consuming, we are able to discuss more personal information that is relevant to individual parent and student needs.

In 2016 we held a number of community events, the Official Opening of the Daniel Keighran VC Remembrance Garden, ANZAC DAY and Student Leader Induction Ceremonies and our annual Secondary Awards Evening and Primary Awards. Parents are also welcome to attend sporting events such as Cross Country, Fun Run, Athletics Days and Swimming Carnivals that are held at various times throughout the year.



2016 saw the continuation of the Little Endeavours Playgroup that met throughout the year in the Prep/1 area providing parents with the opportunity to interact with other families and to engage with

school personnel. Thank you to our P/1 teacher and also parent, Nadine Graham, who took on the role of co-ordinator to ensure that regular days were held.



Our small but dedicated P&C met every second Monday of the month and the Local Chaplaincy Committee combined with the P&C and met once a term.



P&C operated the tuckshop and also the Uniform Shop. We also had parents and community members involved through volunteering in the library, tuckshop, Student Services, classroom reading, and the Indigenous Cultural Program. We are very grateful for the ongoing commitment to our school from parents and community members.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This approach is incorporated in our Whole School Positive Behavior Support focus on Respect, our Pastoral Care Programs as well as specific programs that are delivered by external agencies.

School Disciplinary Absences

As in previous years behaviour management continued to remain a high priority for our school and we continued to implement a Whole School Positive Behaviour Support Program that focused on the three values of “Be Safe. Be Respectful. Be Responsible.” We continued to explicitly teach each of the three values across the school and implement the Bee Reward System that acknowledged and rewarded students who demonstrated the school values. We continued to implement the “House Cup” where students earned points for their House through the Positive Behaviour Rewards program, attendance and ongoing weekly challenges relating to WSPBS goals. The winner of the House Cup for 2016 was Slater House. Slater led throughout the year and is the winner for the second year in a row.

Suspensions were slightly down from 2014 and 2015 and significantly below 2011 figures of 142.* However, due to a small number of serious incidents in the school over 2016 the number of exclusions was significantly increased. We take a strong view around behaviours that impact the safety and wellbeing of staff and students in our school.

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	74	74	66
Long Suspensions – 6 to 20 days	3	2	2
Exclusions	0	1	5
Cancellations of Enrolment	4	1	1

* 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

As a rural school our drinking water is provided through a number of rain water tanks that are placed around the school and bore water is used in gardens and to run toilets. We also have solar panels installed.

We also reduced our paper usage by providing secondary students with a school USB to use and encourage students to email work to teachers to reduce printing costs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	146,421	0
2014-2015	137,335	
2015-2016	131,095	

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

School name

Suburb, town or postcode

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	26	23	<5
Full-time Equivalent	25	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	7
Bachelor degree	18
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 \$25 116

The major professional development initiatives are as follows:

- **In school coaching**
- **Literacy** – including whole school 7 Steps in Writing Training, Guided and Shared Reading, Reading assessment
- **Sports Accreditation Courses, Canoeing Course, First Aid Training and Anaphylaxis Training**
- **Embedding Indigenous Perspectives**
- **Beginning Teachers Mentoring Program**
- **Special Education** – Education Adjustment Plan and verification for Autism, Autism and Aspergers training, HOSSES training, AIMS training and Speech using Ipads training
- **Changemakers** – leadership and creative problem solving
- **Reef Guardian and Marine Science**
- **Early Years Conference**
- **AUSLAN**
- **Primary Maths**

- **Professional Learning Communities** – Teachers work in small groups to learn and share teaching and learning pedagogy, collaborate, reflect and share best practice strategies.

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	87%

*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 P-10/P-12 schools was 90%.

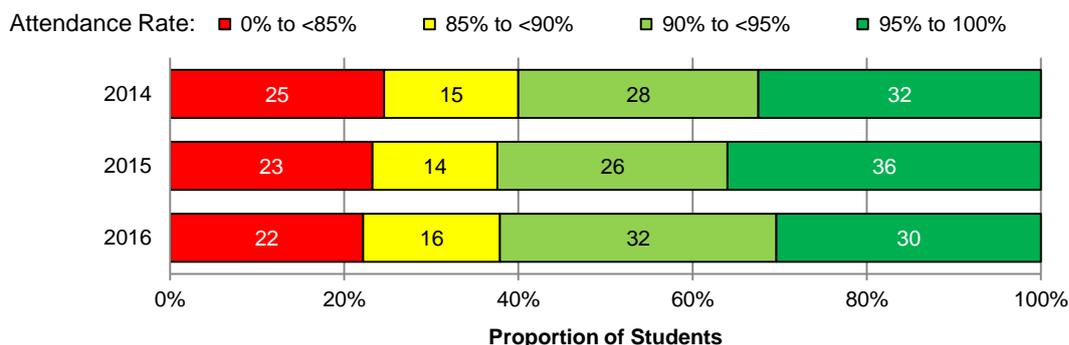
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	97%	94%	93%	94%	92%	95%	93%	91%	90%	88%	85%	87%
2015	88%	92%	97%	89%	91%	93%	90%	93%	92%	90%	90%	87%	86%
2016	93%	92%	89%	94%	89%	85%	93%	90%	92%	90%	89%	86%	89%

*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.

During 2016 formal roll marking occurred daily each morning in Roll Classes and then again each Period throughout the day in the Secondary school. In the Primary school roll marking occurred daily in Period 1 and Period 4. A computerised marking system ID Attend was used so that staff could mark rolls directly onto their computers for uploading to OneSchool each week. Daily text messages were sent to parents of absent students and the Deputy Principal then followed up with formal letters and interviews with parents of students with ongoing unauthorised absences.

Formal interviews were conducted with Year 11 and 12 students around academic progress that also included discussion on attendance requirements. As a result 1 student had their enrolment cancelled due to non-attendance and failure to complete required course work.

Attendance was also acknowledged through the Rewards Program and students could gain House points by attending school.

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	29	25	30
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	3	7	8
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	3	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	12	19
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	9	13
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	20	25	30
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	86%	63%
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.	86%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	2	1	0
2015	1	3	2	1	0
2016	1	2	2	3	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	7	10	3
2015	6	9	0
2016	11	13	0

As at 3rd February 2017. The above values exclude VISA students.

In 2016 students completed Certificate 1 in Furnishing offered through Rosedale State School. This course is offered every second year and in the alternate year students complete a Certificate 1 in Engineering. While a small number of students enrolled in courses externally through CQ TAFE no students completed their course. We will be reviewing this approach for 2017.

Students also completed Certificate 2 courses through Rosedale State School in Manufacturing and they completed a Certificate 2 in Hospitality (Kitchen Operations) through a school/WideBayTAFE arrangement.

As stated earlier students also completed a Certificate 2 course in Allied Health through the AlleV8 program.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	72%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	120%	200%	150%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be pasted into this space within the document.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Our community has a highly transient nature (10% turnover per term) due to limited employment opportunities for parents in the local area. Therefore many students



move due to personal / medical / family reasons with most students continuing study at their destination.