

Rosedale State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I am pleased to provide you with a copy of the 2015 Annual Report for Rosedale State School.

2015 was a historic occasion as it marked the first year of Year 7 students transitioning into High School. At Rosedale we had two classes of Year 7 students that were housed in a refurbished and enhanced double classroom located between the primary precinct and the main secondary areas. Students began the year liaising with the primary school and as the year progressed gradually moved into the full secondary area so that by June Year 7 was immersed within the secondary school. Students coped very well with the transition and feedback from students and parents was that Year 7s should be able to integrate into the main secondary school much faster.

The year also saw some major changes to staffing with the move of our two long standing Deputy Principals to new positions outside the region at the end of Term 2 and several people in acting roles throughout the remainder of the year. We also struggled to find appropriately qualified staff to deliver our Indonesian Language Program and therefore offered Literacy as an alternative for much of the year. In 2016 we have opted to explore Distance Education as a more consistent alternative teaching delivery method to ensure that this subject will be available for students.

Terms 3 and 4 saw us completing our Full School Review and developing our next Four Year Strategic Plan. The Full School Review conducted by an external team of expert reviewers provided a detailed report to the school. I was very happy with the feedback in the report particularly around the commendations to staff around their skills, commitment, enthusiasm, support of students and their drive for improvement. I was also pleased that the feedback around areas for improvement aligned to the direction we are already working towards such as greater focus on higher academic outcomes, student attendance and extension of our

higher achieving students. You can find a link to the Executive Summary of the report on our school website.

Our Community Consultation and Strategic Plan identified the following as key improvement priorities for the next four years –

- Attendance
- Literacy – Reading / Writing / Spelling
- Student Attainment (achievement in English / Maths / Science)
- Wellbeing of students and staff
- Community Engagement.

We continued to offer a range of extra curricula events and this year Primary students were involved in a cluster competition and spelling bee. Students again participated in the annual OptiMinds competition with one team reaching the State Finals, interschool sports continued on Wednesday afternoons and we played netball and football against visiting teams when Clontarf SHS made their annual visit.

Thanks to the grant writing efforts of our Business Services Manager, Rosedale State School benefitted from -

- Queensland Gas Corporation funding (\$2864) in Science to purchase equipment (a brain model and incubator)
- Gladstone Ports Corporation (\$3 000) to create a wildlife habitat “Possum Gully”
- Gambling Community Benefit Fund (\$29 831) for a Remembrance Garden
- Caring for our Community (\$5 000) for a Student and Visitor Barbecue Area.

We also received generous donations from the Tyrian Masonic Lodge in Bundaberg including sewing machines for Home Economics and gardening equipment for the Bush Tucker Garden. The Tyrian Lodge also established two \$500 Senior School Education Support Bursaries that were announced in early 2016.

One of the highlights for the year was when Year 11 student Caitlyn Hovey was accepted to attend The National Computer Science School, which was conducted during the Christmas break. The National Computer Science School (NCSS) is a ten day summer school for students



going into years 11 and 12. NCSS brings together talented young people from around Australia for an intensive course of computer programming and website development in the School of IT at the University of Sydney. Furthermore Caitlyn’s significant contribution to her team’s project while at the University resulted in her receiving an award from the NCSS. The award includes a \$1000 grant for our school to participate in the 2016 NCSS Challenge. The Challenge is a programming competition for secondary school students which teaches participants computer coding/programming and runs for 5 weeks from the beginning August to September in 2016.



Another student who performed extremely well in his chosen field in 2015 was Sean Leyland (School Captain for 2016). Sean represented Rosedale State School at District, Regional, State and National Levels in the 100 and 200 metre sprints in the Parathletes Division. Sean won Gold Medals at the National Level for both the 100 and 200 metres and set new records in both races. Sean was also selected to represent Australia in the World Dwarf Games to be held in Canada at the beginning of 2017.

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 2016 in what we believe will be another positive year.

School progress towards its goals in 2015

After the election Great Results Guarantee (GRG) funding was replaced by Investing for Success (IFS) funding of \$145 838 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 across P – 12; professional development of staff in literacy and numeracy skills and staff release time to work with our Master Teacher in coaching and feedback.

Our .5 Master Teacher was appointed at the start of 2015 and worked with staff around the implementation of the STRIVE Vocabulary Program. 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 program.

We also participated in the SUCCESS Schools Reading Program for our Primary Sector in Semester 2 with staff working with the Regional Literacy Consultant to improve delivery of reading programs.

As a result of this and our ongoing strategies our NAPLAN results continued to improve (except in the area of writing). In Year 3 and 5 100% of our students performed at or above the National Minimum Standard in Writing, Spelling, Grammar & Punctuation and Numeracy and in Year 7 100% performed at or above the National Minimum Standard in Reading and Numeracy. In all strands except Year 5 Reading, Year 7 Writing and Year 9 all strands our Improvement Rate was higher relative to the Improvement Rate of the Nation. Our Improvement Rate was also higher in Upper Two Band Achievement relative to the Nation in Year Five and Year 7 (with the exception of Grammar and Punctuation).

In Years 1 – 10 our data shows improvement in student achievement across English / Maths / Science as well as in Report Card comments for Behaviour and Effort indicating academic improvement across the school. Also we saw significant improvement in our Year 12 Queensland Certificate of Achievement (QCE) attainment from 69% in 2014 to 100% in 2015.

This was 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.

We offered new Vocational programs –

- GenR8 – a work experience and training program where two of our students worked with Pacific Gold Macadamia Company to obtain their Certificate 2 in Logistics
- Certificate 2 in Public Safety offered by the Rural Firefighting Operations

Sadly 2015 saw the end of our School to Work Program with SuperiorPak in Bundaberg . We would like to thank the staff and owners of SuperiorPak for their support over the past seven years the program has run.

Staff completed professional development and then developed and implemented Individual Curriculum Plans for students P – 10 and also the Queensland Certificate for Individual Achievement (QCIA) for students in Year 11. These plans provide individualised and targeted support for students identified as needing highly individualised learning programs. Other plans in place such as Student Improvement Plans for Years 7 – 9 and Student Education and Training Plans (SETPlans) for Years 10 -12 students that focus on goal setting and tracking achievement continued to be used by students and staff.

In 2015 we continued implementing our pedagogical framework “The Art of Science and Teaching” (ASOT) with a focus on Design Questions 6 and 1. We completed professional development around Question 6 looking at routines across the school and within classrooms trying to establish consistent practices across all staff. We also mapped our Positive Behaviour Support Matrix against the ASOT expectations. Our Maths / Science Teams completed a project using Learning Goals and Feedback to Students (Design Question 1) to improve their understanding of how these practices can improve teaching and learning in the classroom. These results were shared with the remainder of the staff and towards the end of the year we began to focus on using Learning Goals across the school. (This will continue in 2016).

Finally as per our stated goals we reviewed and completed a variety of important school documents including –

- Strategic Plan 2016 – 2019
- Parent and Community Engagement Plan
- Whole School Curriculum Plan
- Literacy Plan
- Numeracy Plan
- Transition to School Plan

Future outlook

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

We aim to improve –

- our overall attendance by improving attendance for each year level to at least 90% and reducing the number of students with less than 85% attendance. We plan to identify and work with targeted students whose attendance is below the 85% and to celebrate and reward students above the 90%.
- Literacy P – 9 with the main focus for 2016 remaining on reading with continued development of vocabulary and comprehension strategies. We will also continue with targeted intensive intervention through programs such as MultiLit and MiniLit. We also aim to increase the number of students achieving a C or higher in English P – 12.
In 2016 we will start the introduction of writing strategies but this will be P – 9 English lessons only.

We will continue to increase student attainment as measured by students achieving a C or better across English/ Maths / Science; QCE attainment and increasing the number of students in the Upper 2 Bands

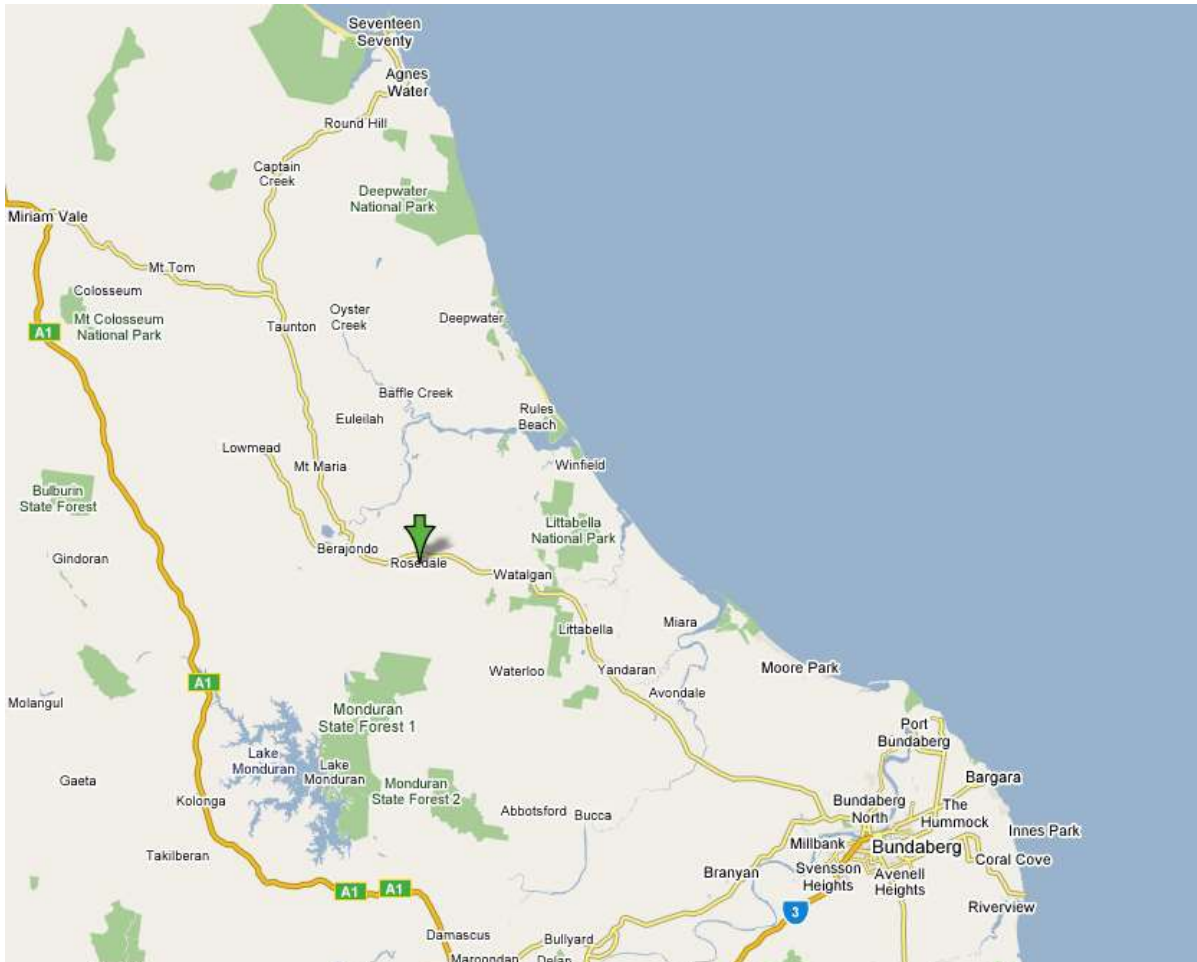
We will continue to build staff capacity through coaching and feedback and through professional development.

We aim to continue to strengthen our positive school culture and wellbeing through refreshing staff around Positive Behaviour & Learning (PBL) and aiming for a consistent approach to its implementation as well as upskilling staff on Essential Skills and other Behaviour Management Strategies.

We will continue to support students at risk and seek to make partnerships that can provide ongoing support to high needs students.

Our school at a glance

School Profile



Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	243	113	130	19	87%
2014	250	120	130	29	87%
2015	262	138	124	32	91%

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 2015, 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:

Students who attend Rosedale State School come from a diversity of backgrounds. Myschool.com.au reports that the level of socio- educational advantage improved for the community in 2015 with 45% of students identifying in the bottom quarter of socio-educational advantage compared to 25% Australia wide and 5% 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 (9%) 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 2015 approximately 12% of our students identified as indigenous and 2% 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. In 2015 (as outlined above) we continued to make relative gains for individual students and cohort groups above state and national gains.

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

- attendance (average student attendance remained the same as 2014 at 89.8%)
- 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 implement a Careers program in 2016.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	25	22
Year 4 – Year 7 Primary	21	21	26
Year 7 Secondary – Year 10	20	18	16
Year 11 – Year 12	15	17	18

*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.

In 2015 our Primary numbers increased throughout Semester 1 and we were able to offer a fourth class in the Primary area for Semester 2.

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 2015 was Slater House.

Suspensions were similar to 2014 and remained down from 2011 figures of 142.

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	51	74	74
Long Suspensions - 6 to 20 days	6	3	2
Exclusions	4	0	1
Cancellations of Enrolment	0	4	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.

Curriculum delivery

Our approach to curriculum delivery

In 2015 Rosedale State School was organized around a Primary and Secondary School structure and because of the size of the school multiage classes were utilized across the school. In Primary we ran four classes (Sem 2) - P/1, 2/3, 4/5 and 6 .

The P – 10 Curriculum was organized around C2C National Curriculum units in English, Maths, Science, History and Geography. In Year 8, 9 & 10 we also offered individual subjects of Manual Arts, Home Economics, Art and Drama.

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 SuperiorPak in North Bundaberg finished at the end of the year but a number of other employers took on students for work experience and school-based traineeships and apprenticeships.

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
- Vocational Courses through TAFE or Online.

Extra curricula 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
- Careers EXPO
- Curricula/Leadership related school camps
- CQU Short Film Festival and other CQU Widening Participation activities
- Excursions
- Impact Booster Online Writing Extension Program
- Indigenous Cultural Program including Deadly Choices and NAIDOC activities
- Instrumental Music Woodwind and Brass Program
- Interschool Primary Cluster Competitions
- Interschool Sport – soccer, football and netball
- Opti Minds
- Tertiary Trip to Sunshine Coast and Brisbane

How Information and Communication Technologies are used to improve learning

In 2015 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 one classroom lab containing a class set of computers for Year 8, 9 & 10 students as well as two sets of laptops on trolleys placed around the school.

Our Primary class rooms have the use of 30 iPads and their trolleys and an independent computer to run the iPads. 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 also had access to and regularly used intranet, internet, scanners, 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 2015 we spent \$45 066 on the ICT area including ICT repairs & maintenance, various site licences , 2 data projectors, 10 iPads, wireless upgrade and Technician Wages.

We continued to operate our website and school Facebook Site and we used SMS texts to communicate with parents. We also employed a part time Computer Technician to support all our equipment.

Social Climate

In 2015 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 – 10 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, the Chaplain or the School Nurse. Others were delivered by external support agencies. Our Primary School Pastoral Care Program for P – 7 connects with the Secondary program and we also ran a Bullying Prevention Strategy - “Stop Walk Talk” .

Student Support Services available to students and parents included:

- Special Needs teacher 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 Officer
- Community Youth Worker
- Access to external community support programs e.g. Discovery Coast Community Health, Salvation Army Tom Quinn Centre



In 2015 our School Chaplain was a semifinalist in the Regional Achievement and Community Awards for his support of students and families at Rosedale State School and at Wartburg State School where he volunteers his time. Terrence was also one of the Make A Difference Camp organisers awarded a State Child Protection Award for the work the group does in supporting young people at risk.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	83%	91%
this is a good school (S2035)	95%	83%	100%
their child likes being at this school (S2001)	95%	85%	100%
their child feels safe at this school (S2002)	100%	92%	100%
their child's learning needs are being met at this school (S2003)	85%	92%	100%
their child is making good progress at this school (S2004)	89%	92%	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)	74%	92%	90%
teachers at this school motivate their child to learn (S2007)	85%	85%	100%
teachers at this school treat students fairly (S2008)	89%	77%	100%
they can talk to their child's teachers about their concerns (S2009)	95%	85%	100%
this school works with them to support their child's learning (S2010)	89%	92%	91%
this school takes parents' opinions seriously (S2011)	100%	69%	91%
student behaviour is well managed at this school (S2012)	89%	83%	91%
this school looks for ways to improve (S2013)	95%	77%	91%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school is well maintained (S2014)	95%	92%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	80%	82%	91%
they like being at their school (S2036)	86%	80%	83%
they feel safe at their school (S2037)	92%	91%	92%
their teachers motivate them to learn (S2038)	83%	89%	95%
their teachers expect them to do their best (S2039)	97%	95%	96%
their teachers provide them with useful feedback about their school work (S2040)	84%	82%	95%
teachers treat students fairly at their school (S2041)	63%	71%	75%
they can talk to their teachers about their concerns (S2042)	62%	79%	81%
their school takes students' opinions seriously (S2043)	64%	80%	81%
student behaviour is well managed at their school (S2044)	68%	68%	77%
their school looks for ways to improve (S2045)	89%	88%	93%
their school is well maintained (S2046)	84%	83%	91%
their school gives them opportunities to do interesting things (S2047)	85%	83%	81%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	92%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	88%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	88%	68%
students are encouraged to do their best at their school (S2072)	100%	100%	89%
students are treated fairly at their school (S2073)	100%	96%	91%
student behaviour is well managed at their school (S2074)	93%	88%	91%
staff are well supported at their school (S2075)	86%	92%	94%
their school takes staff opinions seriously (S2076)	90%	92%	97%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	93%	88%	97%

[#] '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.

Despite the distances separating parents and the school, regular communication occurred through our website, Facebook site, phone calls, and regular newsletters. In 2015 we held a number of community events, CQU Short Film Festival, Opening of Possum Gully and our annual Secondary Awards Evening and Primary Awards. In recognition of the ongoing difficulties presented by distance inhibiting parents' ability to attend formal information evenings at Rosedale State School we decided to change the way we managed the provision of information to parents. We found that it was more effective and informative to meet with parents individually than as a larger group. By meeting individually, while more time consuming, we were able to discuss more personal information that is relevant to individual parent and student needs. Therefore we met individually with parents to discuss information around subject selection for Year 10 into 11 students and for Year 6 and 7 transition students.

2015 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 Kerry Jackson 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. They 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 and we are very grateful for the ongoing commitment to our school from parents and community members.

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 to reduce printing costs.

In September teacher, Keisha Wilson organised and ran Enviro Week to raise student awareness around environmental issues.

Over the week community organisations visited the school to connect with and educate students and the week ended with a whole school emu parade (litter cleanup). Local **Volunteer Qld Wildlife Carers** visited the school to share their experiences as wildlife carers. **The**



Gidarjil Rangers and staff from the **Burnet Mary Regional Group**, put together a display on marine debris and sea turtle care and seagrass researchers from **CQU Gladstone**, displayed their seagrass and invertebrate collection and demonstrated to students the scientific research and methods involved with seagrass restoration in the Gladstone Harbour.

Students in primary school learnt about the importance of recycling and decorated their new classroom plastic and paper recycle bins.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	138,411	0
2013-2014	146,421	0
2014-2015	137,335	

*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.

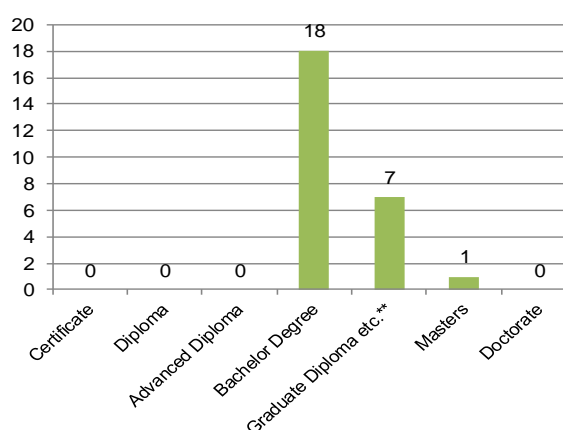
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	21	<5
Full-time equivalents	25	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	7
Masters	1
Doctorate	0
Total	26



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$35 208.

The major professional development initiatives are as follows:

- **Art and Science Of Teaching** - training for identified staff members on ASOT Framework and also whole school training in Design Questions 6 and 1
- **QELI** – leadership program for Deputy Principal
- **Literacy** – including 7 Steps in Writing Facilitator Training, Strive Vocab Approach, Guided and Shared Reading, Reading assessment, PAT Testing, MultiLit and MiniLit Reading Intervention
- **More Support for Students with Disabilities (MSSWD)** – Variety of online courses and Transition to work
- **Sports Accreditation Courses, First Aid Training and Anaphylaxis Training**
- **WorkPlace Health and Safety Officer training and Rehabilitation and Return to Work Training**
- **Beginning Teachers Mentoring Program and Growth Coaching**
- **Individual Curriculum Plan** – Development
- **Professional Learning Communities** – Teachers work in small groups to learn and share teaching and learning pedagogy, collaborate, reflect and share best practice strategies. Teachers record short teaching segments and then share and discuss with their colleagues.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	89%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

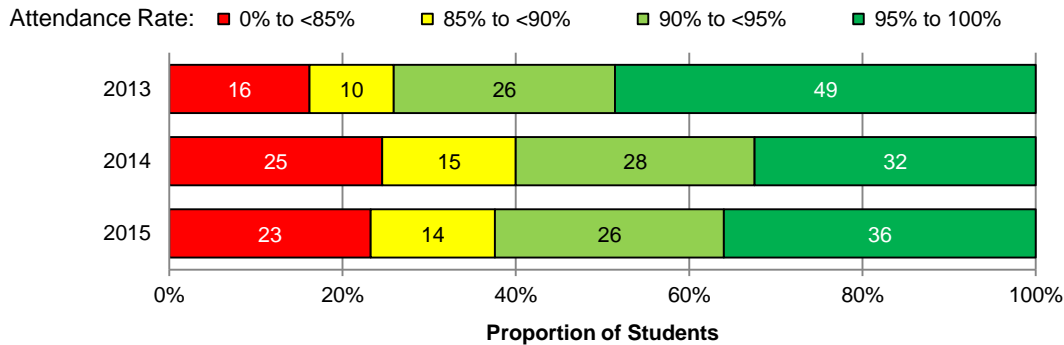
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	93%	93%	94%	93%	96%	91%	96%	93%	92%	92%	88%	88%
2014	94%	97%	94%	93%	94%	92%	95%	93%	91%	90%	88%	85%	87%
2015	88%	92%	97%	89%	91%	93%	90%	93%	92%	90%	90%	87%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 2015 formal roll marking occurred daily each morning in Roll Classes and then again each Period throughout the day. 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.

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 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

Where it says '**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.

Closing the Gap

In 2015 Indigenous students made up approximately 12% of our student body with the majority of indigenous students in the secondary school. Due to the transient nature of our community and the small numbers of students involved, trends are affected annually by small changes to the student body. Therefore individual indigenous student results for academic performance are monitored and tracked through the use of Individual Learning Plans. In 2015 attendance rates for indigenous students was slightly below that of non-indigenous students (88.6% compared to 90.0%). The apparent retention rate (Year 10 – 12) for 2015 between indigenous students and non-indigenous students showed indigenous students significantly above non-indigenous. Again this retention rate for indigenous students was significantly higher than North Coast Region and State averages. Naplan results show indigenous students outperforming non-indigenous students in Year 9 Reading and Writing. There is a gap for indigenous students in Year 7 Reading, Writing and Numeracy and Year 9 Numeracy and we continue to implement targeted intervention strategies to support these students. In 2015 as in 2014 100% of our Year 12 indigenous students gained a QCE.

In 2015 we continued to run our indigenous cultural program with the support of local elders and other community members. As part of this program students continued with the bush tucker garden and native bee hives.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	56%	86%	72%

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	120%	200%
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Outcomes for our Year 12 cohorts

	2013	2014	2015
Number of students receiving a Senior Statement	28	29	25
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	8	3	7
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	7	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	20	12
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	11	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	18	20	25
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	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.	100%	67%	86%
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.	93%	86%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	3	3	0	0
2014	0	0	2	1	0
2015	1	3	2	1	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	18	12	3
2014	7	10	3
2015	6	9	0

As at 16 February 2016. The above values exclude VISA students.

In 2015 students completed Certificate 1 in Engineering offered through Rosedale State School. These students will complete a Certificate 1 in Furnishing in 2016. A small number of students also completed courses externally through our TAFE links course.

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/TAFE arrangement.

As stated earlier students also completed a Certificate 2 course in Public Safety through the Rural Firebrigade and a Certificate 2 in Logistics through the GenR8 program.

Post-school destination information

NEXT STEP 2016

DESTINATIONS OF 2015 YEAR 12s

Rosedale State School

Introduction

This page presents a summary of results of the annual *Next Step* survey for Rosedale State School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for Rosedale State School

Table 1 below reports the response rate for Rosedale State School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Rosedale State School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Rosedale State School 2016	Number of students who completed Year 12	Response rate (%)
Number of respondents		
19	25	76.0

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, eight young people who completed Year 12 at Rosedale State School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was apprenticeships (three respondents). The combined VET study destinations accounted for seven respondents, including four in campus-based VET programs,

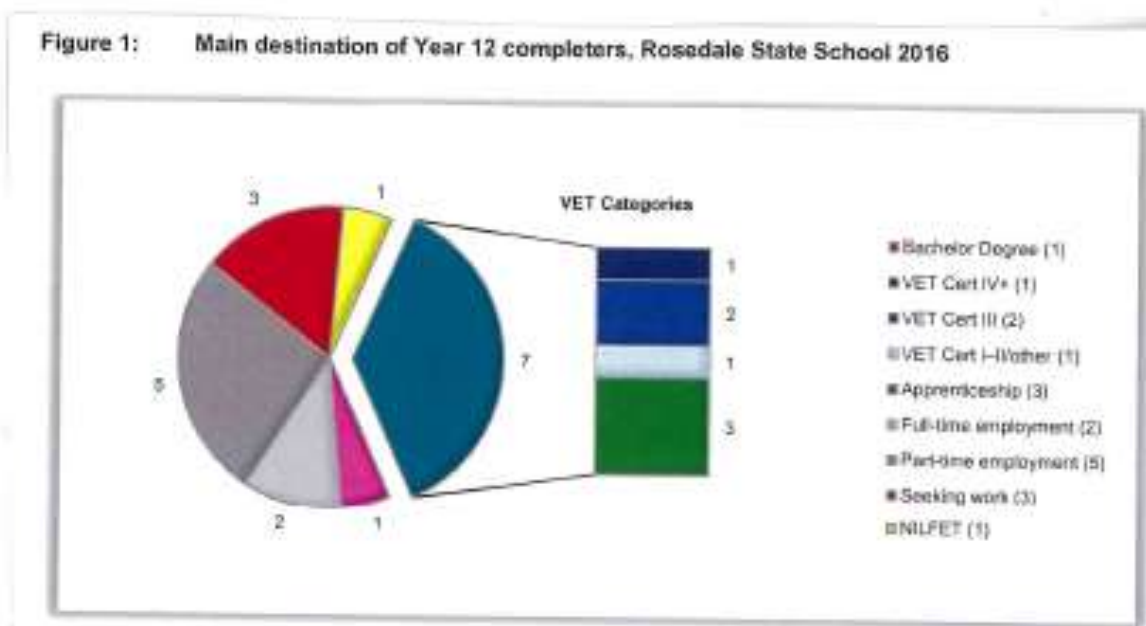
with one Year 12 completer entering programs at Certificate IV level or higher. One respondent was studying a Bachelor Degree.

Three Year 12 completers commenced employment-based training, all as apprentices.

In addition to the above study destinations, a further five respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

Eleven respondents did not enter post-school education or training, and were either employed (seven), seeking work (three) or not in the labour force, education or training (one).

Figure 1: Main destination of Year 12 completers, Rosedale State School 2016



Early school leavers information

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

Our community has a highly transient nature (10% turnover per term) 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. A very small number of students left to take up employment offers either in Agnes Water or Bundaberg mainly in the areas of retail, tourism and hospitality.