



Rosedale State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	21 James Street Rosedale 4674
<b>Phone</b>	(07) 4156 5777
<b>Fax</b>	(07) 4156 5700
<b>Email</b>	principal@rosedaless.eq.edu.au
<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>



## From the Principal

I am pleased to provide you with a copy of the 2019 Annual Report for Rosedale State School. 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 2020.

### School overview

Rosedale State School is a Kindy 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 co-educational 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. From the beginning of 2020 our school now offers a free State Delivered Kindergarten playbased program. 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'.

### School progress towards its goals in 2019

2019 was one of the busiest years for Rosedale State School as a number of historic changes occurred in schooling across Queensland. Most importantly, 2019 marked the graduation of our Year 12 cohort who were our first year of students in Prep, our last Year 7 in Primary school and the last Year 12s to use OPs (Overall Positions) and fully school based assessment to determine their final academic achievement and university scores. This year, Year 11 students moved to a new assessment system including external exams that will see them receiving an ATAR (Australian Tertiary Admissions Rank) for university entrance. To support this process staff have worked to develop and implement the new Year 11 Senior Assessment and Tertiary programs, writing new assessment items, having them endorsed and preparing students for external exams in 2020 while at the same time teaching our Year 12s on the old programs.

Our Year 12 cohort which was extremely small (10 students) due to the introduction of Prep performed well. Our Dux received an OP 6, 100% of OP students received an OP in the 1 – 15 range, and 100% of students received either a QCE (Queensland Certificate of Education) or QCIA (Queensland Certificate of Individual Achievement).

At the start of the year it was announced that we had been selected to run the first Remote Kindy in the North Coast Region opening in 2020 so much time has gone into training of staff, developing programs, purchasing resources and facilities development that is scheduled to be completed before 2020. Children aged 4 by the end of June 2020 will participate 5 days a fortnight in a free kindy program as part of a composite P – 2 class. It is an exciting opportunity that will benefit our families who have not been able to access Kindy programs due to distance and cost.

In the last week of Term 3 we had our Full School Review. Every four years a team of external reviewers visits the school and talks with staff, students and parents. They then provide a written report at the end of the review that will help us to develop our next Four Year Strategic Plan by the end of this term. This Plan sets the direction for us to follow in our continuing journey of school improvement. The Executive Summary outlining key findings and key improvement strategies can be accessed through this link –

[https://rosedaless.eq.edu.au/supportandresources/formsanddocuments/documents/school%20improvement%20executive%20summary\\_2019.pdf](https://rosedaless.eq.edu.au/supportandresources/formsanddocuments/documents/school%20improvement%20executive%20summary_2019.pdf)

We received (I4S) funding of \$172,740 and we continued to use this funding on the purchase of staff to support the continuation of our MultiLit Intervention Reading Program, the purchase of extra Guidance Officer allocation and to develop staff capability in areas such as the new senior assessment and QCE (Queensland Certificate of Education) processes and improving Literacy and Numeracy through Differentiation and ICP (Individual Curriculum Plan) development.

A positive for the year saw the permanent appointments to Rosedale of key staff members – Peter Jordan, Deputy Principal - Primary ; Anthony Holt, Head of Department Senior Schooling; Warren Creighton, Head of Department Junior Secondary and Debra Flessor as Head of Special Education Services. We also farewelled two long standing staff members, Trish Gibson and Ross Coates who retired after long and outstanding careers teaching and supporting students and families.

There were numerous exciting programs, events and achievements throughout the year for our students. Some of our highlights in 2019 included –

#### Indigenous Programs

- We continued to run our Indigenous cultural program each Friday with the support of Elders and Indigenous community groups.
- On NAIDOC Day (the theme for 2019 was “Voice Treaty Truth”) students participated in a number of traditional activities and an Indigenous guest Rick Rosser engaged the students in traditional hunting skills, body art incorporating ochre, bees wax and emu feathers and firemaking. Selected students also took part in bush tucker cooking and demonstrations with special guest chef Dale Chapman. Invited guests enjoyed Lilly Pilly chutney, Finger Lime cheesecake, roasted Bunya nuts, Lemon Myrtle dampers along with Kangaroo curry, Emu steaks and Pork and Kakadu Plum sausages served with rice salad and vegetables. The food was amazing as was the service by our students.
- Les Lowe our Native Bee expert began an ongoing project with students establishing a Gumby Gumby Plantation in our school. He also engaged with our cultural group with a diverse range of topics from Native bees to the wide use of drones in modern day life such as: farming, disasters (flooding, fires), pest control and land management.
- Two of our students attended a Social Innovation Workshop in Bundaberg through CQU along with students from Bundaberg, Noosa, Rockhampton, Gladstone and international uni students from Papua New Guinea, India and China. The theme for the workshop was how First Nation knowledge and practice around agriculture, sustainable farming and land management can interface with new technology to maintain and regenerate local ecosystems.
- Last year we had two students who achieved a prestigious QATSIF scholarship.



#### Vocational Education and Training

- We re-introduced Hospitality into the school program in Year 10 and students worked hard learning the ins and outs of the restaurant industry, while also learning to cope with the daily challenges associated with running a small business. They organised a variety of functions and school events throughout the year.



## Other Activities

- Primary students were again involved in the cluster Academic Triathlon, students participated in the annual OptiMinds competition and interschool sports continued on Wednesday afternoons.
- Some of our reef guardian students participated in the opening ceremony of the Milbi Festival
- The Year 5/6 students from Rosedale and Lowmead State schools spent a week on North Keppel Island for our biannual cluster transition camp. They spent the week getting to know other students, learnt how to work in groups, solve challenges and participated in a range of activities. These included snorkelling, building and launching a raft, discovering alternative energies, outriggering and some walks where they learnt about the intertidal zones and the natives of the Keppel Area, the Woppaburra people.



- Prep/1/2 students had a special visit from the Miriam Vale Fire Department to talk about fire safety. The students participated in a range of activities including fire safety talks with the crew, fire evacuation procedures in the home, safe and unsafe types of fires, firefighting equipment demonstrations and the always popular fire engine walk around.
- Primary students travelled to Miriam Vale to participate in a weeklong dance program where they learnt individual, partner and group dances to popular songs.
- At the beginning of 2019 Year 12 students went on a leadership day to help them bond as a group. This was a great experience for them all as they went to the Escape Room and Bundaberg Bowl and Leisure Complex. At the end of the year, thanks to the support from the Royal Hotel Rosedale, Year 12 students enjoyed a trip and cultural exploration of Brisbane. The three day tour encompassed many of the city's attractions, including Queen Street, City Hall, Southbank, Queensland Performing Arts Centre, the museum, art gallery and the ferry system. They also went to Dreamworld and experienced a tour of the Lyric Theatre and Music Hall.
- Cadets continued as an extra-curricula program
- Finally, I would like to acknowledge the sporting achievements of our student Tyron Owen who in 2019 became the New Zealand National Champion and the Australian National Champion for boxing in the 57kg weight division.



## Facilities

2019 saw the completion of a number of major facilities projects including –

- New cold water coolers installed so that we now have 7 more drinking coolers and another water bottle station
- Stage 1 of our Multi-Purpose Undercover Court and grant applications for the next two stages

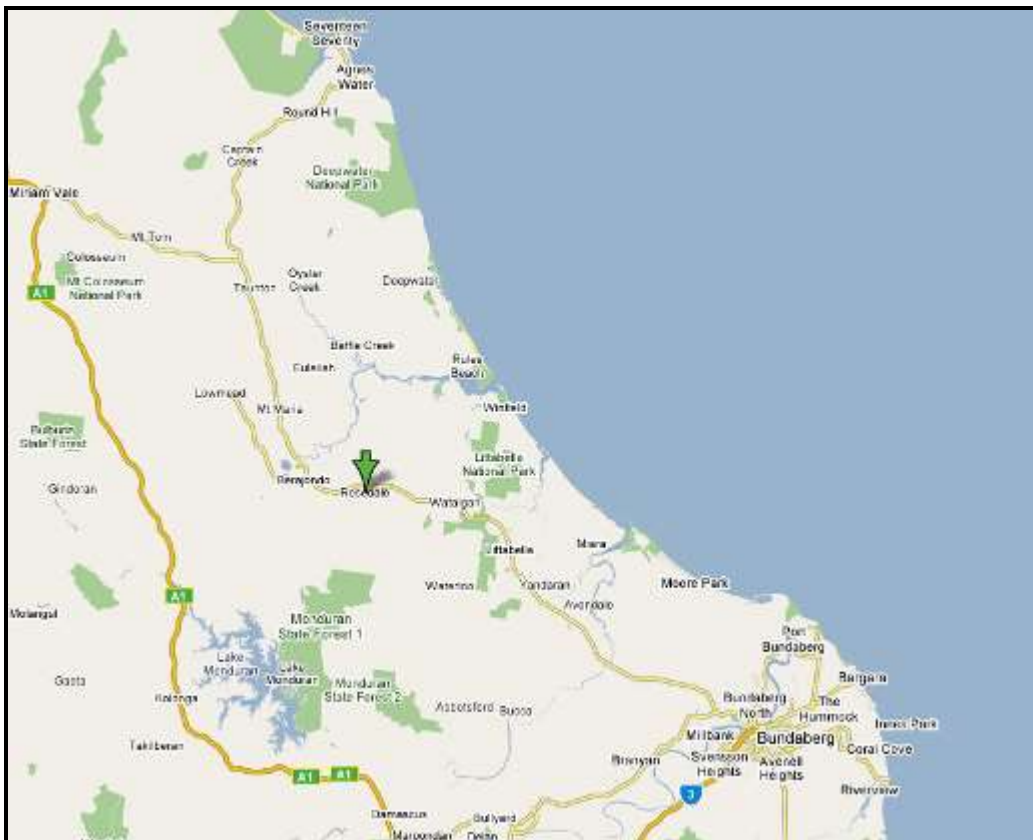
- the completion of the footpath construction along the front of the school by the Gladstone Regional Council
- the opening of our Flexible Learning Space (B10) to provide an alternative classroom environment for students with a variety of comfortable furniture items and a colourful mural.
- the construction and opening of our new Junior Secondary Climbing Gym
- Gates, fencing and other construction work to ensure that our Y3 area is safe for Kindy students beginning in 2020.



## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2019</b>	Prep Year - Year 12



## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	230	243	266
Girls	117	124	142
Boys	113	119	124
Indigenous	37	43	47
Enrolment continuity (Feb. – Nov.)	81%	90%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

### Overview

Students who attend Rosedale State School come from a diversity of backgrounds. Myschool.com.au reports that the level of socio-educational advantage declined again for the community in 2019 from 915 to 911 with 59% of students identifying in the bottom quarter of socio-educational advantage compared to 25% Australia wide and 2% 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 (10%) students who have been verified with a disability and are supported by specialist teachers and aides. These students range from students with Physical, 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 (The Hive) 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 and the need to purchase extra Guidance Officer allocation.

In 2019 approximately 18% 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 particular, a significant portion of our I4S funding is allocated to support our reading intervention program to support these students.

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

- attendance (average student attendance was 88% )
- engagement of community with the school.

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 Manual Arts and all Year 11 and 12 students can access further courses through on-line or TAFE programs.

## Average class sizes

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 and their needs better.

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

Phase of schooling	2017	2018	2019
Prep – Year 3	20	16	16
Year 4 – Year 6	21	23	25
Year 7 – Year 10	19	15	20
Year 11 – Year 12	15	15	14

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### Our approach to curriculum delivery

In 2019 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 three classes - P/1/2, 3/4/5 and 5/6. In the senior secondary most classes were composite Year 11 and 12 classes. However, in contrast to previous years 2019 composite classes were extremely challenging in the senior school for staff as they implemented the new senior programs for Year 11 and delivered current programs to the Year 12 cohort.

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, Digital Technology, Hospitality, Art and Drama. Languages Other Than English (LOTE) Indonesian was not offered because of ongoing technical and staffing issues and we explored Auslan as a possible alternative.



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 to senior students subjects were available via



- Enrolment in the School of Distance Education
- Vocational Courses through TAFE or Online.

### Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

Despite the challenges of distance, 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
- Book Fair
- Careers EXPO
- Cluster Academic Triathlon
- Community Garden
- Curricula/Leadership related school camps
- CQU Widening Participation activities
- Excursions
- Indigenous Cultural Program including NAIDOC activities
- Instrumental Music - Woodwind and Brass Program
- Interschool Sport – soccer, football and netball
- Life Education Van
- Maths Team Challenge
- Mayor’s Breakfast
- Opti Minds
- Premier’s Reading Challenge
- Readers Cup
- Rewards and Activity Days for PBL
- Science & Engineering Challenge
- Student Council
- Swimming Lessons
- Tertiary Trip to Sunshine Coast and Brisbane



### How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

In 2019 we continued our ICT strategy around the use of laptops, with all secondary students offered the opportunity to take part in our Laptop Hire Program. Our aim is to have all secondary students with a laptop that they can use in every class as part of our one-to-one program. We maintained a set of computers in the library and removed our classroom labs as we are now using laptops with all classes.

Our Primary classrooms share the use of 30 iPads and a trolley of 20 laptops which are due for replacement in 2020. 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. Students were enrolled in an on-line library to support their reading. C2C teaching units implemented in Primary and Junior Secondary rely heavily on the use of digital resources and data projectors. Teachers received training in the use of OneNote and set up virtual classrooms for each of their secondary classes.

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 engaged a Computer Technician to support all our equipment two days per week.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school’s behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

In 2019 we continued to support the social-emotional development of our students as well as curriculum learning through embedded programs such as “Respectful Relationships”, the provision of specialist student support personnel and through programs delivered by external support agencies such as Uniting Care. Our Primary School Pastoral Care Program for P – 6 was taught from the “You Can Do It” program which focuses on key skills of – confidence, organisation, resilience, persistence and getting along with others.

### 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 4 days per week
- Chaplain
- School based Youth Nurse
- Alternate programs including work experience
- Youth Support Co-ordinator
- Uniting Care Community Youth Worker

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	92%	100%	88%
• this is a good school (S2035)	88%	84%	82%
• their child likes being at this school* (S2001)	92%	89%	76%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child feels safe at this school* (S2002)	92%	89%	82%
• their child's learning needs are being met at this school* (S2003)	88%	95%	88%
• their child is making good progress at this school* (S2004)	88%	89%	82%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	76%
• teachers at this school motivate their child to learn* (S2007)	83%	95%	82%
• teachers at this school treat students fairly* (S2008)	79%	84%	56%
• they can talk to their child's teachers about their concerns* (S2009)	88%	94%	88%
• this school works with them to support their child's learning* (S2010)	92%	95%	88%
• this school takes parents' opinions seriously* (S2011)	88%	84%	81%
• student behaviour is well managed at this school* (S2012)	78%	84%	56%
• this school looks for ways to improve* (S2013)	96%	94%	81%
• this school is well maintained* (S2014)	96%	100%	94%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	85%	82%	86%
• they like being at their school* (S2036)	77%	74%	80%
• they feel safe at their school* (S2037)	88%	80%	87%
• their teachers motivate them to learn* (S2038)	85%	79%	85%
• their teachers expect them to do their best* (S2039)	92%	91%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	75%	80%	87%
• teachers treat students fairly at their school* (S2041)	65%	64%	69%
• they can talk to their teachers about their concerns* (S2042)	62%	64%	63%
• their school takes students' opinions seriously* (S2043)	66%	63%	67%
• student behaviour is well managed at their school* (S2044)	60%	52%	56%
• their school looks for ways to improve* (S2045)	82%	81%	87%
• their school is well maintained* (S2046)	79%	79%	84%
• their school gives them opportunities to do interesting things* (S2047)	72%	71%	77%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	96%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
• they receive useful feedback about their work at their school (S2071)	96%	88%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	91%	86%
• students are encouraged to do their best at their school (S2072)	100%	91%	94%
• students are treated fairly at their school (S2073)	98%	87%	97%
• student behaviour is well managed at their school (S2074)	85%	79%	80%
• staff are well supported at their school (S2075)	89%	82%	89%
• their school takes staff opinions seriously (S2076)	95%	81%	94%
• their school looks for ways to improve (S2077)	93%	90%	94%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	92%	97%

\* 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

Our approach to engaging with parents and the community is aligned to the department's Parent and Community Engagement Framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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. We also support parents by meeting at outside venues to save travel for parents when possible.

In 2019 we held a number of community events, ANZAC DAY and Student Leader Induction Ceremonies and our annual Secondary Awards Evening and Primary Awards Day. 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.



2019 saw the continuation of the Little Endeavours Playgroup that met throughout the year in the Prep/1/2 area providing parents with the opportunity to interact with other families and to engage with school personnel. Thank you to our P/1/2 teacher aide, 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. P&C conducted a number of fundraising ventures including Mothers' Day and Fathers' Day stalls and the Chaplaincy Trivia Night. P&C continued its goal to air condition the school and this year air conditioned three more rooms.

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 education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

### School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	75	86	115
Long suspensions – 11 to 20 days	9	4	3
Exclusions	3	1	3
Cancellations of enrolment	1	1	2

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

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 for Learning 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 WSPBL goals. The winner of the House Cup for 2019 was Thorpe House. Thorpe led throughout the year and is the winner for the third year in a row.

## Environmental footprint

### Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	35,705	143,940	169,585
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

Unfortunately with all students in the school using a laptop computer each lesson, most of our classrooms air-conditioned thanks to our hardworking P&C and the extreme and long lasting heat wave conditions experienced, our electricity costs increased dramatically. However, our staff and students were able to work comfortably in these difficult weather periods. We have solar panels installed however, may need to look to expand the number of panels in the future to assist with the increased electricity usage.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a search icon on the right.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a rectangular button with the text 'View School Profile' in a light blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in a darker blue), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	27	<5
Full-time equivalents	26	17	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2019 was \$48 943.

The major professional development initiatives are as follows:

- Curriculum capability development for the implementation of SATE and new QCE 2020
- Curriculum capability development for implementation of full National Curriculum 2020
- ICT training particularly the use of OneNote and Class OneNote
- Behaviour Management - WSPBL and Manual handling training
- ICP development
- Differentiation and Inclusion training
- Beginning Teacher Programs
- Literacy and Numeracy teaching capability development
- Indigenous Education Forum
- Mandatory Training

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

Tables 11–12 show attendance rates at this school as percentages.



Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	89%	88%
Attendance rate for Indigenous** students at this school	87%	87%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2017	2018	2019
Prep	88%	88%	87%
Year 1	88%	95%	95%
Year 2	90%	86%	89%
Year 3	95%	91%	83%
Year 4	94%	93%	89%
Year 5	89%	92%	93%
Year 6	87%	89%	88%

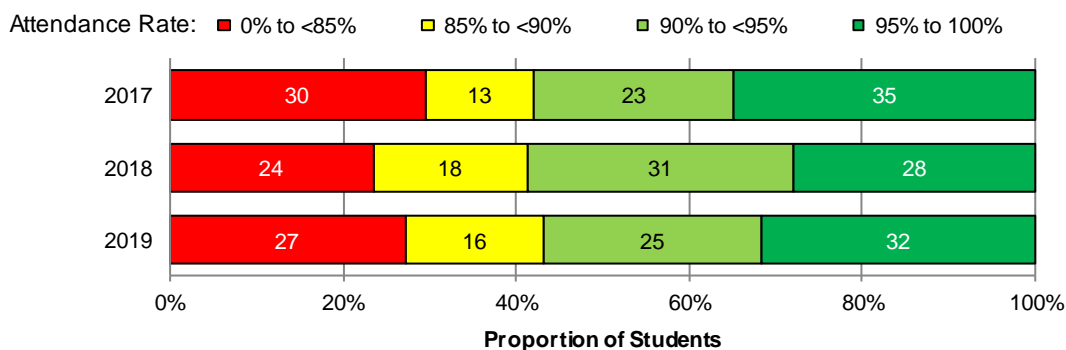
Year level	2017	2018	2019
Year 7	91%	91%	91%
Year 8	91%	92%	89%
Year 9	85%	90%	84%
Year 10	85%	88%	89%
Year 11	89%	86%	88%
Year 12	91%	86%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

During 2019 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 Principals and 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.

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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	21	26	10
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	19	26	9
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	67%
Number of students who received an OP	4	6	4
Percentage of Indigenous students who received an OP	0%	25%	33%
Number of students awarded one or more VET qualifications (including SbAT)	11	26	9
Number of students awarded a VET Certificate II or above	7	26	8

Description	2017	2018	2019
Number of students who were completing/continuing a SbAT	2	0	2
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	90%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	1	2	0
6-10	0	4	2
11-15	3	0	2
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	9	9	3
Certificate II	7	26	8
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	72%	68%	53%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	33%	83%	75%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

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. A small number of students leave at the end of Year 10 and gain employment in the tourism industry at Agnes Water.

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

## Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://rosedaless.eq.edu.au>.

I would like to thank you for taking the time to read our Annual School Report for 2019. I look forward to continuing our improvement journey with the school community in 2020.



Kerri Moore  
Principal