



Rosedale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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## From the Principal

I am pleased to provide you with a copy of the 2018 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 2019 in what we believe will be another positive year.

### School overview

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

### School progress towards its goals in 2018

2018 was a tumultuous year in terms of school leadership with both the Primary Deputy Principal, Katrina Kruger and the Principal, Kerri Moore absent from the school for much of the year due to unexpected personal circumstances. Deputy Principal, Josh Morris (Rosedale SS) and from Term 3, Rick Dallas (Deputy Principal, Bundaberg SHS) took on the role of Acting Principal for the year and were supported by Nyree Buchanan, Kim Snell, Damian Jensen and Britta Munce in acting roles for the Primary Deputy and Heads of Department. On a positive staffing note, Head of Department for Senior Schooling, Jacqui Bowman returned in June and was able to support Year 12 students in finishing their schooling year. This plus the hard work of students and staff resulted in 100% of Year 12 students achieving their QCE (Qld Certificate of Education).

Curriculum development was a major focus for 2018 as 2019 sees the implementation of the new SATE (Senior Assessment and Tertiary Entrance) and 2020 the full implementation of the Australian Curriculum. This was one of the main areas for teacher professional development throughout the year.

We received (I4S) funding of \$166,671 and we continued to use this funding on the purchase of staff to support the continuation of our MultiLit Intervention Reading Program and other literacy strategies such as Sheena Cameron Reading Comprehension Strategies, 7 Steps in Writing, Guided Reading.

We also used this funding to developing staff capability in areas such as SATE, Literacy, Numeracy, Differentiation, ICP development and capability to teach digital technology, and embedding the use of ICT across learning areas through the provision of:

- Professional development.
- Release time for collaboration and planning.
- Mentoring, coaching and feedback opportunities.
- Building professional networks.

We also put funding towards maintaining the Primary Deputy Principal role, teacher support for Individual Curriculum Plan development and the purchase of teacher aide time to support indigenous programs and working with individual indigenous students to encourage improved attendance and retention.

In the first half of 2018 our .5 Master Teacher worked with staff around the implementation of our laptop program in secondary and the embedding of ICT in the classroom as well as coaching and modelling teaching pedagogy. In the second half of 2018, the Master Teacher worked with staff on the development of our Whole School Curriculum Plan in preparation for the implementation of the full National Curriculum in 2020.

NAPLAN results continue to show ongoing positive results. While we continue to be below the Nation in all areas we are above or substantially above schools with similar students in all areas except Year 3 writing.

Senior results continued to be strong with 100% QCE attainment due to the continuing case management and individual progress monitoring of Year 10, 11 and 12 students by members of the administration and the Head of Department for Senior Schooling. Our top academic student received an OP 2 with all six OP Eligible students not only in 1 – 15 range but all students in the 1 – 8 range. 100% of students who applied for Tertiary Entrance received an offer with students choosing to study Medicine, Science, Nursing, and Education. Due to our onsite VET programs, 100% of students also received a Certificate 2.

Despite the disruption caused by staffing issues there were numerous exciting programs, events and achievements throughout the year for our students. Some of our highlights in 2018 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 students participated in a number of cultural activities and an Indigenous artist completed our ANZAC Mural. Last year we had two students who achieved a prestigious QATSIF scholarship.

#### Vocational Education and Training (VET)

- We again ran the onsite Certificate 2 courses in Resource Infrastructure Preparation and Health Services throughout the year for Year 11 and 12 students that saw 100% of our Year 12s finish with a VET qualification as well as their QCE (Qld Certificate of Education).
- In Term 3 we ran our highly successful biennial Try A Trade Day with employers and businesses running stalls and demonstrations here at the



school for secondary students. Students found it extremely helpful to be able to talk with employers about possible careers.

### Year 6 Secondary Experience

- This year in response to requests from primary students and families we changed



our Year 6 Secondary experience program to run across the year rather than in Term 4 only. This meant that students were able to familiarise themselves with how secondary school operates and experience curriculum activities in Manual Arts, Home Economics, Science and Health & Physical Education. Feedback from students and parents indicated that students enjoyed their time at our school and felt that they

were better prepared for secondary school the next year.

### Other activities

In the nation wide Country to Canberra essay writing competition, two of our students made it into the top 40 out of hundreds of entries. Students also participated in the Reader's Cup, Premier's Reading Challenge and "The Priceless Past" biographical project that was published in the *Gladstone Observer*.

Our Student Council attended the Gladstone Regional Council meeting and several students attended the Mayor's Youth Breakfast in Gladstone.

Primary students were again involved in the cluster Academic Triathlon, students participated in the annual OptiMinds competition and interschool sports continued on Wednesday afternoons.

### Facilities

2018 saw the beginning of our Multi-purpose Hall. Through funding from Education Qld, the State Government and the school we began Stage One of our long awaited project. Stage One will see resurfacing of the old tennis courts, installation of retractable basketball hoops, construction of a roof and foundations for future enclosure. In later stages we hope to connect this structure to the main part of the school with a covered walkway, build storage facilities for equipment, put in a toilet block and enclose and put in a stage.

We also put in a bitumen car park at the back of the school for staff.

## Future outlook

In our Annual Improvement Plan the areas identified for improvement are literacy, numeracy, curriculum implementation, attendance, embedding of inclusive education and embedding of ICT. However our moral imperative in terms of every student succeeding is for students to achieve a C or better in English and Maths.

Our targets for literacy are –

- 85% of students achieve a C or higher in English in Prep – 10.
- In NAPLAN 100% (Primary) and 95% (Secondary) students who are not verified or on an ICP are at, or above the national minimum standard in all strands (except writing) in all year levels.
- Increase the mean scale score in writing strand compared to the national mean scale score from 2018 for all year levels and 85% students who are not verified or on an ICP are at, or above the national minimum standard in all strands (except writing) in all year levels.
- All students engaging in Multi-Lit / Mini-Lit program show improvement in tracking data.
- 20% Year 5 students represented in the U2B in all strands.
- Improved student confidence and engagement in writing.

Our targets for numeracy are –

- 80% of students achieve a C or higher in Maths.
- In NAPLAN 100% (Primary) and 100% students who are not verified or on an ICP are at, or above the national minimum standard in all strands in all year levels.
- Increase difference between school mean scale score compared to the national mean scale score from 2018.

Our targets for the implementation of new Curriculum initiatives are –

### New QCE / SATE

- Structure for New QCE timetabled subjects is in place.
- Formative units 1 and 2 teaching programs completed and full resources developed for all subjects including alternate sequence delivery.
- Teaching programs and resources developed for units 3 and 4.
- Assessment instruments for IA1, IA2 endorsed, IA3 completed and ready for endorsement (week 1 2020).
- Ongoing professional development for staff regarding New QCE.
- Formal exam process has been implemented in Year 10.
- Staff, parents and students express confidence in the current delivery of the NEW QCE system and planned delivery for 2020.
- Assessment for units 1,2 and 3 in applied subjects completed.
- All Year 11 and 10 students successfully completed the academic integrity module.

### Australian Curriculum

- Full implementation of the Australian Curriculum from P-10 (excluding language).
- Review the success of AUSLAN trial and determine options for 2020 implementation.
- Implementation of pre and post moderation processes P-6.
- Ongoing professional development for staff regarding Australian Curriculum implementation.
- Align assessment portfolios (P-6) to the Australian Curriculum.

### Embedding ICT

- 100% take up by secondary families of the Laptop Hire Program (including the Equity Pool)
- 100% secondary students using laptops each day in all classes

### Attendance

- 90% and above attendance rates for students in each year level.
- Individual plans for students with attendance of less than 85%.
- Improve the gap between indigenous and non-indigenous attendance rates from 2018.
- Retention rate from Year 10 – 11 for indigenous students is less than that 2018/2019.

### Inclusive Education

- Every student of Rosedale SS regardless of their social, cultural, community and family backgrounds, identity and ability can;
  - Attend and be welcomed at the school.
  - Access and participate in a high-quality education and fully engage in the curriculum alongside their similar aged peers.
  - Learn in a safe and supportive environment, free from bullying, discrimination and harassment.
  - Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.
- Every student with a disability succeeding.



In 2018 Rosedale Students participated in a variety of activities throughout the year.



# 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 2018</b>	Prep Year - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	266	230	243
Girls	136	117	124
Boys	130	113	119
Indigenous	40	37	43
Enrolment continuity (Feb. – Nov.)	84%	81%	90%

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 2018, there were no students enrolled in a pre-Prep program.



## Characteristics of the student body

### Overview

Students who attend Rosedale State School come from a diversity of backgrounds. Myschool.com.au reports that the level of socio- educational advantage declined for the community in 2018 with 56% of students identifying in the bottom quarter of socio-educational advantage compared to 25% Australia wide and 4% in the top quarter compared to 25% Australia wide.

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

We have approximately (10%) 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 (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.

In 2018 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 2018 (as outlined above) we continued to make relative gains for individual students with results comparing above and substantially above schools with similar students and were named in the *Bundaberg Newsmail, April 23 2019*, as one of the best Naplan achieving schools in the district .

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

- attendance (average student attendance remained at 89% )
- 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 Hospitality and Manual Arts and all Year 11 and 12 students achieved a Certificate 2 through the provision of on-site vocational courses.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	16
Year 4 – Year 6	21	21	23
Year 7 – Year 10	16	19	15
Year 11 – Year 12	16	15	15

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.

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.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018 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 and 5/6. In the senior secondary most classes were composite Year 11 and 12 classes running on a two year cycle.

The P – 10 Curriculum was organized around C2C National Curriculum units and in Years 7, 8, 9 & 10 we also offered individual subjects of Manual Arts, Home Economics, Art and Drama. Languages Other Than English (LOTE) Indonesian was not offered because of ongoing technical and staffing issues.

Year 10 at Rosedale was a transition year with a focus on preparing students for entry into the senior phase of learning. Student Education and Training Plans were developed in Term 3.

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

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

### Co-curricular activities

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
- Careers EXPO

- Cluster Academic Triathlon
- Community Garden
- Curricula/Leadership related school camps
- CQU Widening Participation activities
- Excursions
- Girls in Trade Day
- 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
- Priceless Past Project
- Premier’s Reading Challenge
- Readers Cup
- Science & Engineering Challenge
- Student Council
- Swimming Lessons
- Tertiary Trip to Sunshine Coast and Brisbane
- Try A Trade Day

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

In 2018 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. To support this program we purchased 50 new laptops and cases. 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. 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.

We purchased 2 Ipad Pros for use with students using AUSLAN.

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 also 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.

In 2018 we spent \$77 219 on the ICT area including ICT repairs & maintenance, various site licences, Ipad pro, 50 laptops and cases, assorted cords, SMS messaging and Technician Wages.

## Social climate

### Overview

In 2018 we continued to support the social-emotional development of our students as well as curriculum learning through the provision of Pastoral Care programs from P – 9 and specialist student support personnel. As part of our Pastoral Care Program we ran a number of programs throughout the year some delivered by staff within the school such as teachers, Youth Support Co-ordinator, the Chaplain or the School Nurse. Others were delivered by external support agencies such as Uniting Care and Youth Justice. 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. We also continued our Bullying Prevention Strategy - “Stop Walk Talk” .

### Student Support Services available to students and parents included:

- Special Needs teachers to support students with disabilities
- Support teacher to support students with learning difficulties
- Guidance Officer 2 ½ days per week
- Act For Kids External Counselling Services
- 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:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	92%	100%
• this is a good school (S2035)	95%	88%	84%
• their child likes being at this school* (S2001)	100%	92%	89%
• their child feels safe at this school* (S2002)	100%	92%	89%
• their child's learning needs are being met at this school* (S2003)	95%	88%	95%
• their child is making good progress at this school* (S2004)	100%	88%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	90%	83%	95%
• teachers at this school treat students fairly* (S2008)	90%	79%	84%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	100%	88%	94%
• this school works with them to support their child's learning* (S2010)	94%	92%	95%
• this school takes parents' opinions seriously* (S2011)	100%	88%	84%
• student behaviour is well managed at this school* (S2012)	90%	78%	84%
• this school looks for ways to improve* (S2013)	95%	96%	94%
• this school is well maintained* (S2014)	100%	96%	100%

\* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	82%	85%	82%
• they like being at their school* (S2036)	77%	77%	74%
• they feel safe at their school* (S2037)	85%	88%	80%
• their teachers motivate them to learn* (S2038)	85%	85%	79%
• their teachers expect them to do their best* (S2039)	92%	92%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	74%	75%	80%
• teachers treat students fairly at their school* (S2041)	63%	65%	64%
• they can talk to their teachers about their concerns* (S2042)	55%	62%	64%
• their school takes students' opinions seriously* (S2043)	62%	66%	63%
• student behaviour is well managed at their school* (S2044)	58%	60%	52%
• their school looks for ways to improve* (S2045)	82%	82%	81%
• their school is well maintained* (S2046)	81%	79%	79%
• their school gives them opportunities to do interesting things* (S2047)	73%	72%	71%

\* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	93%	96%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	87%	91%
• students are encouraged to do their best at their school (S2072)	98%	100%	91%
• students are treated fairly at their school (S2073)	95%	98%	87%
• student behaviour is well managed at their school (S2074)	91%	85%	79%
• staff are well supported at their school (S2075)	93%	89%	82%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	91%	95%	81%
• their school looks for ways to improve (S2077)	98%	93%	90%
• their school is well maintained (S2078)	95%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	92%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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

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

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

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

In 2018 we held a number of community events, Try A Trade Day, ANZAC DAY and Student Leader Induction Ceremonies and our annual Secondary Awards Evening and Primary Awards. Parents are also welcome to attend sporting events such as Cross Country, Fun Run, Athletics Days and Swimming Carnivals that are held at various times throughout the year.

2018 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 and 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 – B8, B9, D3, D4 and Drama 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

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This approach is incorporated in our Whole School Positive Behavior Support focus on Respect, our Pastoral Care Programs as well as specific programs that are delivered by external agencies. These skills are also embedded in curriculum areas such as Health and Physical Education, Home Economics and English.

### School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	66	75	86
Long suspensions – 11 to 20 days	2	9	4
Exclusions	5	3	1
Cancellations of enrolment	1	1	1

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 2018 was Thorpe House. Thorpe led throughout the year and is the winner for the second year in a row.

Overall the number of suspensions rose slightly with long suspensions and exclusions falling while short suspensions increased. We take a strong view around behaviours that impact the safety and wellbeing of staff and students in our school.

## Environmental footprint

### Reducing this 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.

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.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	31,095	35,705	143,940
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon 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.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### 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.

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

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

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	30	27	<5
Full-time equivalents	26	16	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	7
Bachelor degree	20
Diploma	2
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$46 178.

The major professional development initiatives are as follows:

- Curriculum capability development for the implementation of SATE and new QCE 2019
- 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
- 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 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	89%
Attendance rate for Indigenous** students at this school	87%	87%	87%

\* 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	2016	2017	2018
Prep	93%	88%	88%
Year 1	92%	88%	95%
Year 2	89%	90%	86%
Year 3	94%	95%	91%
Year 4	89%	94%	93%
Year 5	85%	89%	92%
Year 6	93%	87%	89%

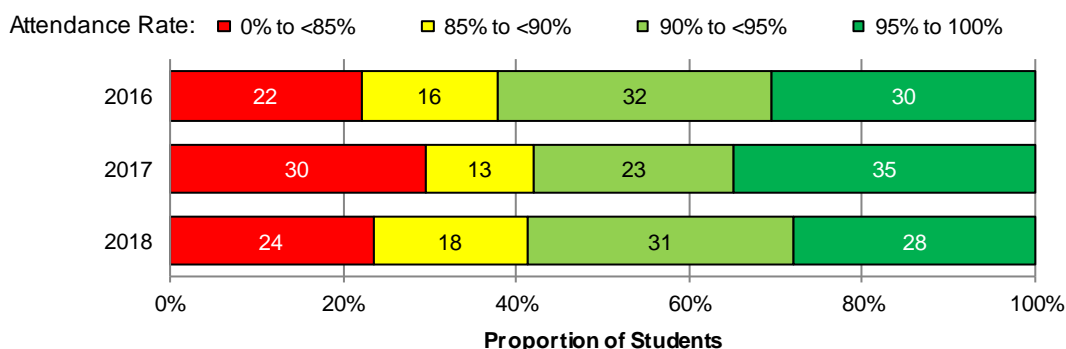
Year level	2016	2017	2018
Year 7	90%	91%	91%
Year 8	92%	91%	92%
Year 9	90%	85%	90%
Year 10	89%	85%	88%
Year 11	86%	89%	86%
Year 12	89%	91%	86%

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 2018 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. As a result 1 student had their enrolment cancelled due to non-attendance and failure to complete required course work.

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

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

[View School Profile](#)

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

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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	2016	2017	2018
Number of students who received a Senior Statement	30	21	26
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	30	19	26
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	8	4	6
Percentage of Indigenous students who received an OP	17%	0%	25%
Number of students awarded one or more VET qualifications (including SAT)	19	11	26
Number of students awarded a VET Certificate II or above	13	7	26
Number of students who were completing/continuing a SAT	3	2	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	63%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	90%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - 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	2016	2017	2018
1-5	1	1	2
6-10	2	0	4
11-15	2	3	0
16-20	3	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	11	9	9
Certificate II	13	7	26
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018 students completed Certificate 1 in Furnishing offered through Rosedale State School. This course is offered every second year and in the alternate year students complete a Certificate 1 in Engineering.

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

As stated earlier students also completed a Certificate 2 in Resource Infrastructure Preparation or Health Services through onsite delivery by an external provider. 100% of Year 12 students exited with a Certificate 2 as a result of this program.

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	72%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	150%	33%	83%

Notes:

1. 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%).
2. *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

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

Our community has a highly transient nature (10% turnover per term) due to limited employment opportunities for parents in the local area. Therefore many students move due to personal / medical / family reasons with most students continuing study at their destination. A small number of students leave at the end of Year 10 and gain employment in the tourism industry at Agnes Water.

### **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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

<http://www.rosedale.q.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

## Conclusion

I would like to thank you for taking the time to read our Annual School Report for 2018. I look forward to continuing our improvement journey with the school community in 2019.

Kerri Moore

Principal