



Rosewood State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	46 Lanefield Road Rosewood 4340
Phone:	(07) 5461 9400
Fax:	(07) 5461 9446
Email:	principal@rosewoodshs.eq.edu.au
Webpages:	http://www.rosewoodshs.eq.edu.au/
Contact Person:	Nicole Sherlock – Principal

School Overview

Rosewood State High School is a rural school but is accessible to students in urban Ipswich. The school's motto, 'In Pursuit of Excellence', is underpinned by being prepared, showing respect and taking responsibility. The guiding values are care and tolerance, inclusiveness, honesty, trustworthiness, integrity, respectful freedom and responsible choice. The school provides a diverse range of curriculum offerings both academic and vocational in the senior school and the full range of core and elective subjects in the Key Learning Areas in the junior school. There is a strong emphasis on the development of leadership skills, community service and the growth of life skills, with many students participating in local community programs in the feeder primary schools and aged care and early childhood centres. Rosewood State High school has a high profile in the local community and the school site and personnel support many local activities and functions with a view to engage the community in school life. The school has a strong academic performance history and is a district champion in a range of sporting areas such as athletics. Students actively participate in regional, State and National level sporting teams across a range of sports. There is a pastoral care focus and a strong support network of student service providers in the school, or accessing the school regularly who supplement the school based programs. The school has very successful outcomes in the creative arts, with drama, dance music and the visual arts being key areas for student involvement in extra curricular activity. The school has a strong and growing program in Horticulture with an orchard and olive grove which produces fruit that is often donated to the local aged care facility. The school has a large number of students who are active participants in family rural properties and seek to make career pathways in areas that include agricultural or land management pursuits. Rosewood SHS also has a newly completed Language Centre which will enable it to become a cluster centre for LOTE and other language development projects in and out of school hours. The computer facilities in the Language Centre and across the school provide opportunities for students to enhance learning through digital medium and to use E-Learning programs where possible.

Principal's Forward

Introduction

Welcome to the Rosewood State High School for 2016. We are a small rural state high school that is suited 60 kms west of Brisbane. This report is a celebration of the achievements and results from the hard work undertaken by the students and staff at Rosewood SHS during the year. We are proud of our students and our teachers, who help our students with their individual learning journey.

Our school values are Achievement, Effort & Respect. Our core values are embedded in our everyday school practice. Our actions are firmly grounded in our values that are evident in every facet of the school environment. Our school motto is '*In Pursuit of Excellence*' and the essence of this motto shapes our work on a daily basis.

Our school annual report contains the following:

- An overview of our school, our students
- Our distinctive curriculum offerings , extra-curricular activities and integration of Information and Communication Technology
- An overview of the social climate of the school, stakeholder satisfaction and opportunities to involve parents in their child's education
- Our teachers' qualifications and a summary of professional development undertaken by our teaching staff
- Student performance results and key outcomes

School Progress towards its goals in 2016

The 2016 Annual Implementation Plan outlined the core priorities for 2016 as continuing and embedding our actions in:

- Pedagogy – improving teaching and learning through a deepened understanding of the Explicit Instruction Model
- Engagement – improving parent, student and community engagement in the school
- Attendance – improving student attendance on a regular basis to maximise outcomes – 95% and above
- Junior Secondary – embedding Australian Curriculum
- Senior Secondary – embedding new subject offerings in VET and individual pathways

Future Outlook

The key focus in 2017 will be deepening our practice in Pedagogy, Engagement and Attendance. The school focus will remain in the two critical focus areas of:

Positive Behaviour for Learning

Our school is starting the PBL journey so that we can:

- Continue to improve our academic outcomes
- Raise the positive public profile of our school
- Ensure that all behaviour is managed in a consistent manner
- Increase teaching time and the positive feeling and tone of the school and classrooms

Coaching and Mentoring for teachers

The school has introduced a formal coaching and feedback cycle that will continue into 2017 to ensure that reflective practice is used to support student outcomes

- Shift from a focus on teaching to a focus on learning
- Investigating with teachers what does good learning look like
- Continue to improve teaching quality
- Embed collaborative teaching practices across the school
- Strengthen pedagogical practices around Explicit Instruction to improve student outcomes

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	447	204	243	41	85%
2015*	447	216	231	44	88%
2016	415	201	214	49	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Our student body is drawn largely from the local area with some students travelling from Ipswich and other semi-rural locations to enjoy a small school feel. Our students have three main identified pathways including study, either at university or further study at TAFE; employment or School Based Traineeships and Apprenticeships.

Our community is largely Australian based. Students who identify as being Aboriginal or Torres Strait Islander make up approximately 12% of our school population. Our incoming year 7 enrolments from our major feeder schools of Walloon SS & Rosewood SS, although we do enrol students from approximately 13 feeder schools. We have an increasing number of students joining Rosewood SHS from local Independent and Catholic schools.

Our student body is transient as parent mobility for employment and family reasons is high

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	21	21	19
Year 11 – Year 12	19	17	16

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery



Our junior secondary curriculum is the Australian Curriculum and students study a set program across a range of learning areas in the Year 7-10 juncture. Our senior school curriculum offerings are targeted for student pathways and cover a comprehensive collection of both Authority, Authority Registered and Vocational Education subjects in the senior school.

There is a broad suite of subjects for students who are university bound as well as a suite of subjects suited to skill shortage and employment needs in the local area:

Our curriculum offerings include:

- Targeted semester long literacy subject with a specific focus on reading via the Corrective Reading Program
- Certificate I & II pathways offered at school to articulate further training and employment
- Certificate II pathways offered via partner programs to articulate to further study or employment
- Industry standard trade training through our students attending DET supported training in LAMIN8
- The Practical Arts and Technologies are popular curriculum offerings encompassing Manual Arts, Visual Arts, and Performing Arts, Home Ec, Business and Computer education. Our students are able to access industry quality hospitality kitchens and industrial workshops
- Student welfare and wellbeing is addressed through the Pastoral Care program that is run weekly
- OP eligible Year 12 students are supported by a program of QCS preparation and their progress is tracked term by term with a focus on individual growth and achievement
- ASDAN is our qualification for students with diverse learning needs. This learning contributes to their QCE
- We host a Cert II course in Indigenous Tourism for our senior students to broaden their curriculum and cultural experience and to assist the attainment of their QLD Certificate of Education

Co-curricular Activities

- Instrumental Music
- Fitness access to the gymnasium
- Student Representative Council
- The Leos Club (aligned with Rosewood Lions)
- Readers Cup
- Drama and Dance performance evening
- Interschool sports competitions and carnivals
- District and Regional sporting opportunities
- Community celebrations – Rosewood Festival, NAIDOC week
- Talent Quest
- Public Speaking competitions
- Visits to theatres, galleries and cultural events
- Art competitions
- School camps and Challenges
- Student Leadership Programs
- National Science Week

How Information and Communication Technologies are used to Assist Learning

Our students have access to a range of ICTs across the school. Every classroom in the school has a digital data projector or an interactive whiteboard. Teachers have a laptop which is used to assist them in lesson preparation and delivery. The school has a number of ICT laboratories which enable students to access industry standard software across the curriculum and across the school. Technology is also accessed by the use of laptop trolleys located in a variety of buildings.

Social Climate

Overview

Students at Rosewood State High School come from a diverse range of socio-economic backgrounds and geographical areas. Approximately 12% of the student population identifies as being Aboriginal or Torres Strait Islander and there is a small representation from other ethnic origins. The school population is socially and culturally cohesive. Students are supported by teaching and non-teaching personnel in relation to their individual and academic growth. The school provides pastoral care, anti-bullying and cyber bullying awareness programs and these programs are well supported by the student body.

Our students continue to be actively involved in many fundraising ventures and the SRC continues to support and sponsor a child from overseas. Our students are actively involved in community events, further contributing to their development as the leaders of tomorrow.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	84%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	88%	83%	86%
their child likes being at this school* (S2001)	90%	95%	91%
their child feels safe at this school* (S2002)	88%	74%	91%
their child's learning needs are being met at this school* (S2003)	85%	79%	86%
their child is making good progress at this school* (S2004)	88%	89%	91%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	74%	91%
teachers at this school motivate their child to learn* (S2007)	77%	68%	95%
teachers at this school treat students fairly* (S2008)	79%	72%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	91%
this school works with them to support their child's learning* (S2010)	87%	95%	95%
this school takes parents' opinions seriously* (S2011)	80%	83%	83%
student behaviour is well managed at this school* (S2012)	70%	68%	68%
this school looks for ways to improve* (S2013)	89%	84%	90%
this school is well maintained* (S2014)	91%	95%	76%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	84%	95%	97%
they like being at their school* (S2036)	87%	90%	88%
they feel safe at their school* (S2037)	86%	94%	92%
their teachers motivate them to learn* (S2038)	87%	94%	85%
their teachers expect them to do their best* (S2039)	95%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	85%
teachers treat students fairly at their school* (S2041)	77%	84%	77%
they can talk to their teachers about their concerns* (S2042)	75%	80%	73%
their school takes students' opinions seriously* (S2043)	76%	86%	72%
student behaviour is well managed at their school* (S2044)	55%	69%	70%
their school looks for ways to improve* (S2045)	89%	96%	94%
their school is well maintained* (S2046)	67%	85%	81%
their school gives them opportunities to do interesting things* (S2047)	77%	93%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	86%	94%
they feel that their school is a safe place in which to work (S2070)	97%	98%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	75%	83%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	71%	74%
students are encouraged to do their best at their school (S2072)	91%	98%	94%
students are treated fairly at their school (S2073)	93%	98%	90%
student behaviour is well managed at their school (S2074)	61%	73%	80%
staff are well supported at their school (S2075)	70%	84%	78%
their school takes staff opinions seriously (S2076)	69%	76%	74%
their school looks for ways to improve (S2077)	80%	93%	92%
their school is well maintained (S2078)	67%	88%	87%
their school gives them opportunities to do interesting things (S2079)	83%	88%	85%

* 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 school has a small but very active Parents and Citizens Association which meets on the 3rd Tuesday of each month. The P&C runs both the school canteen and uniform shop. We continue to invite parents to be active contributions both to the school and their students' progress.

In 2016 we continued our focus on ensuring parents received 'no surprises' in response to their students learning. This initiative saw a large amount of contact made home to parents from teachers. The school continues to meet with parents twice a year for parent teacher interviews. In the senior school our parents are actively involved in SET planning in Year 10 and have consistent contact with the senior School Deputy Principal throughout Year 11 and 12.

Our Community Education Counsellor and our Parent Liaison Officer continue to strengthen bonds with our parents and families.

We work in consultation with parents and students to ensure that students with diverse learning needs can access and participate fully at school.

We communicate with and invite collaboration from our parents in a number of ways and forums, including:

- Newsletters
- Orientation days
- Welcome BBQ
- Leadership, Badge and Graduation Ceremonies
- ANZAC ceremony
- P&C Meetings
- School Magazine
- School Website
- School Publications – including curriculum handbooks
- Teacher contact regarding individual progress
- Facebook – official school account
- Twitter

Respectful relationships programs

Rosewood SHS identifies that with the changing world we live in, we need to ensure that our families and students are well informed about the diverse world in which we live. Our school offers many programs that ensure that our students gain a wealth of education in the areas of:

- U Choose Program – Cyber bullying and awareness
- Love Bites – Domestic Violence
- Rocky Horror Road Show – Driver awareness program for year 12 Students
- STYMIE – Cyber awareness and reporting program
- Individual programs with student support services including GO, Chaplin and Youth Support Coordinator
- PBL Weekly Pastoral care program across the school
- Daniel Morcombe curriculum

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	105	146	150
Long Suspensions – 6 to 20 days	1	2	2
Exclusions	6	3	2
Cancellations of Enrolment	10	14	5

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We continue to work towards sustainability and reducing our environmental impact. We have paid attention to the use of consumables across the school and 2017 will bring further exploration of ways in which we minimize our impact.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	283,021	8,020
2014-2015	316,163	1,478
2015-2016	335,815	721

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	32	<5
Full-time Equivalent	44	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	9
Bachelor degree	29
Diploma	3
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$30,000. This was in addition to school based professional development which was significant but with the cost absorbed within the school

The major professional development initiatives are as follows:

- QCAA Workshops – SATE
- Junior secondary meetings
- Tactical reading
- PDN conference
- Beginning teacher conference
- Essential skills for classroom management
- Senior first aide
- CPR training
- Student protection
- Leadership training
- VET assessment

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	84%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	86%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

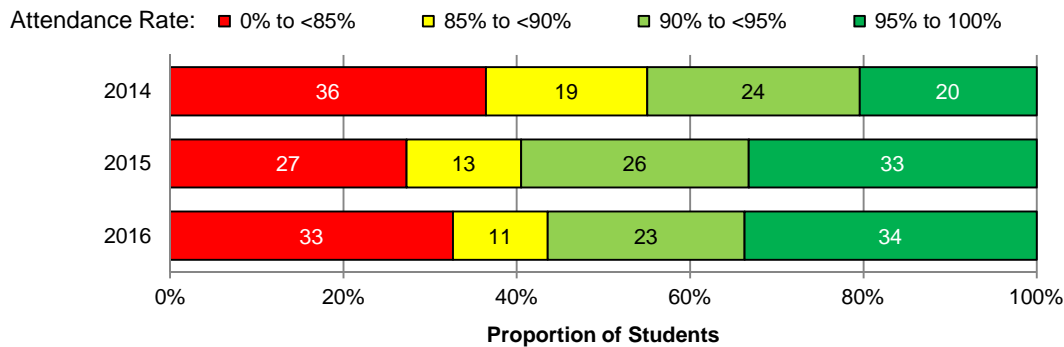
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	83%	79%	84%	85%
2015								92%	91%	88%	86%	88%	88%
2016								90%	90%	87%	85%	86%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- Rolls are marked electronically using ID Attend 5 times per day
- Parent Liaison Officer contacts parents where unexplained absences occur for 3 consecutive days or longer
- Absent letters are posted to parents when students accumulate 3 unexplained absence in a term
- If a student is away for 10 days without explanation, the appropriate process associated with enforcement of attendance in the compulsory schooling, or the compulsory participation phase enacted
- Students in Year 11 & 12 who do not attend school regularly may have continuing enrolment sanctions enacted
- A differentiated approach to case management is undertaken by the Student Support Services team involving intervention from the Youth Support Co-coordinator, Guidance Officer, Deputy Principal and Principal. This support is detailed in our Attendance Strategy

In 2017 our strong focus will be continued on attendance with a view to maximising student's attendance and engagement This process will include a celebration of excellence and 100% attendance.

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	70	80	69
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	0
Number of students receiving an Overall Position (OP)	15	24	13
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	18	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	78	51
Number of students awarded an Australian Qualification Framework Certificate II or above.	24	48	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60	77	68
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	67%	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.	80%	58%	85%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	92%	93%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	1	3	8	3	0
2015	4	7	3	5	5
2016	2	3	6	2	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	69	13	11
2015	77	42	10
2016	27	46	9

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

VET qualifications completed by our students in 2016 included Cert I Furnishing, Cert I in Work Education, Cert I in Hospitality, Cert I & II in Information and Digital Media & Technology, Cert I&II in Visual Arts, Cert II in Indigenous Tourism. These were



offered as part of the school curriculum. In addition to these, some students also received Cert II and III from school based apprenticeships and traineeships.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	71%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	54%	70%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.rosewoodshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

In a context of high transiency, the destinations of students who left Rosewood SHS are varied and include:

- Gaining employment in full time capacity
- Gaining a traineeship / apprenticeship
- Enrolment at TAFE
- Transferring to another school within the Metropolitan region/ state/ interstate

Conclusion

Rosewood SHS runs a rigorous Senior Education and Training Plan preparation program. We actively try to ensure that students are choosing pathways on which they will be successful and will receive support to be successful.

In 2017 we will continue our case management approach to ensuring that our students are on successful pathways at school and on track to achieving a worthwhile outcome.

