



Rosewood State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	46 Lanefield Road Rosewood 4340
<b>Phone</b>	(07) 5461 9400
<b>Fax</b>	(07) 5461 9446
<b>Email</b>	principal@rosewoodshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <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>
<b>Contact person</b>	Nicole Sherlock – Prinicpal

## 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. Rosewood State High School is a leader in the Vocational Education sector offering students School Based Apprenticeships in a variety of industry areas.

## School progress towards its goals in 2019

Rosewood State High School is passionate about Pathways for Students. The school is in development with external partners to ensure that our students are provided with experiences from the world of work to make informed decisions about their future directions for life long learning. The school has introduced Rural Operations studies with an Agricultural industry influence as well as a STEM focus on the future needs of the workforce and developed partnerships with University of Queensland to further strengthen our students pathways options for the world of work

## Future outlook

The School Annual Implementation Plan for 2019 has four key areas, in order to deliver a sharp and narrow focus on teaching and learning at Rosewood State High School:

### Differentiated learning / Successful Learners

- Targeted individual support and pathways for students
- Upskill teachers pedagogical practice around differentiation in the classroom
- Student services team working with individual teachers with individual student needs

### Data & Accountability:

- Reading is a priority in all classrooms with teacher focus on curriculum appropriate content
- 100% of Year 7 & 8 students 'at risk' are engaged in an individualised reading program for support and intervention

### Quality Teaching:

- Revamp current Explicit teaching model across the school
- Increase in peer mentoring across faculty areas
- Reduction in behavioural referrals and OneSchool reports

## Partnerships & Community Engagement:

- Increase in family participation in parent/carer participation in school events including parent/teacher information evening
- Increase positive school profile in the community and community awareness
- Increase use of Social Media for instant positive messaging and marketing
- Increase community partnerships with local industry to provide staff and students with industry currency and knowledge

Rosewood State High School is committed to provide students with individual learning opportunities that provide them with knowledge and skills to make choices for the future. The Implementation Plan is to ensure that staff and community have a clear understanding of the school direction.

## 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>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	415	428	455
Girls	201	211	216
Boys	214	217	239
Indigenous	49	64	72
Enrolment continuity (Feb. – Nov.)	89%	87%	91%

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

Our student body is drawn largely from the local area with some students travelling from Ipswich and other semi-rural locations. Our students have three main identified pathways:

- University
- Apprenticeships / traineeships
- World of work / Further study

Students who identify as being Aboriginal or Torres Strait Islander make up approximately 15% of our school population. Our incoming 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.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	21	19
Year 11 – Year 12	16	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 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! & III 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 / SATE 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
- Hands on Learning

## 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 17% 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 venture 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

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%	83%	100%
• this is a good school (S2035)	86%	82%	85%
• their child likes being at this school* (S2001)	91%	92%	90%
• their child feels safe at this school* (S2002)	91%	85%	90%
• their child's learning needs are being met at this school* (S2003)	86%	85%	95%
• their child is making good progress at this school* (S2004)	91%	92%	95%
• teachers at this school expect their child to do his or her best* (S2005)	95%	92%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	95%
• teachers at this school motivate their child to learn* (S2007)	95%	92%	90%
• teachers at this school treat students fairly* (S2008)	91%	85%	81%
• they can talk to their child's teachers about their concerns* (S2009)	91%	85%	100%
• this school works with them to support their child's learning* (S2010)	95%	83%	95%
• this school takes parents' opinions seriously* (S2011)	83%	69%	75%
• student behaviour is well managed at this school* (S2012)	68%	62%	80%
• this school looks for ways to improve* (S2013)	90%	100%	90%
• this school is well maintained* (S2014)	76%	83%	81%

\* 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)	97%	90%	95%
• they like being at their school* (S2036)	88%	75%	89%
• they feel safe at their school* (S2037)	92%	88%	93%
• their teachers motivate them to learn* (S2038)	85%	84%	94%
• their teachers expect them to do their best* (S2039)	96%	93%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	90%
• teachers treat students fairly at their school* (S2041)	77%	80%	85%
• they can talk to their teachers about their concerns* (S2042)	73%	76%	77%
• their school takes students' opinions seriously* (S2043)	72%	79%	81%
• student behaviour is well managed at their school* (S2044)	70%	70%	78%
• their school looks for ways to improve* (S2045)	94%	88%	96%
• their school is well maintained* (S2046)	81%	82%	89%
• their school gives them opportunities to do interesting things* (S2047)	85%	79%	88%

\* 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)	94%	67%	85%
• they feel that their school is a safe place in which to work (S2070)	94%	91%	89%
• they receive useful feedback about their work at their school (S2071)	89%	62%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	70%	69%
• students are encouraged to do their best at their school (S2072)	94%	89%	87%
• students are treated fairly at their school (S2073)	90%	84%	76%
• student behaviour is well managed at their school (S2074)	80%	49%	50%
• staff are well supported at their school (S2075)	78%	60%	54%
• their school takes staff opinions seriously (S2076)	74%	60%	59%
• their school looks for ways to improve (S2077)	92%	78%	87%
• their school is well maintained (S2078)	87%	76%	82%
• their school gives them opportunities to do interesting things (S2079)	85%	64%	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.

## Parent and community engagement

Our school has a small but very active Parents and Citizens Association which meets on the 3<sup>rd</sup> 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 education 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
- Unlimited Self awareness program

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

## 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	150	148	197
Long suspensions – 11 to 20 days	2	8	8
Exclusions	2	2	6
Cancellations of enrolment	5	8	5

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.

## Environmental footprint

### Reducing this 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 2018 will bring further exploration of ways in which we minimize our impact.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	335,815	323,319	294,230
Water (kL)	721	720	444

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](http://www.myschool.edu.au) website at.

#### How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](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	45	33	<5
Full-time equivalents	44	22	<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	1
Masters	6
Graduate Diploma etc.*	9
Bachelor degree	29
Diploma	3
Certificate	5

\*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 \$30 000

The major professional development initiatives are as follows:

- QCAA Workshops – SATE
- Junior secondary meetings
- Four Dimensions
- Classroom Profiling
- Beginning teacher conference
- Essential skills for classroom management
- Senior first aide
- CPR training
- Student protection
- Leadership training
- VET assessment

The proportion of the teaching staff involved in professional development activities during 2018 was 100% of teaching staff

## 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.	97%	96%	96%

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

From the end of the previous school year, 87% 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 Secondary 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	88%	88%	87%
Attendance rate for Indigenous** students at this school	86%	85%	85%

\* 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			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

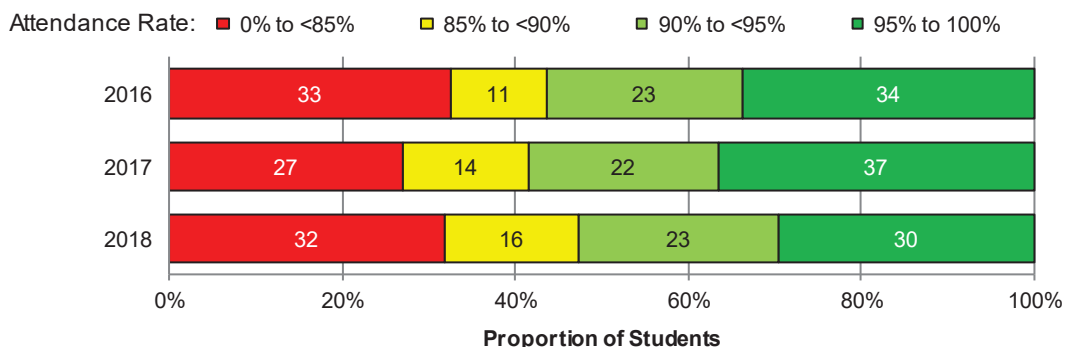
Year level	2016	2017	2018
Year 7	90%	91%	91%
Year 8	90%	88%	86%
Year 9	87%	87%	84%
Year 10	85%	83%	86%
Year 11	86%	87%	87%
Year 12	88%	90%	85%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

- Rolls are marked electronically using DayMap 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

## 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.

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	69	73	48
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	68	72	48
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	13	16	15
Percentage of Indigenous students who received an OP	14%	25%	0%
Number of students awarded one or more VET qualifications (including SAT)	51	70	41
Number of students awarded a VET Certificate II or above	50	42	35
Number of students who were completing/continuing a SAT	14	11	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	85%	88%	73%
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%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	93%	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	2	1	2
6-10	3	6	3
11-15	6	7	6
16-20	2	2	4
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	27	63	17
Certificate II	46	40	34
Certificate III or above	9	2	3

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).

Rosewood State High School is a Registered Training Organisation that offers students the undertake study in the following industry areas:

- Construction
- Engineering
- Creative Industries
- Adult Education
- Tourism
- Business
- Health & Fitness

## 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	73%	77%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	70%	67%	100%

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.

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

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

## **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.rosewoodshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>