



Rosewood 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

School overview

Rosewood State School continues to be committed to providing a quality educational environment that maximises opportunities and learning outcomes for each student. Our school endeavours to make a positive difference in the lives of our students. Our goal is to equip students for the future to enable them to contribute positively to society. In 2018, Rosewood State School continued to focus on improving teacher pedagogy through professional, collaborative learning to ensure consistency and continuity of school and classroom practices in relation to Reading. The 'Reading is Our Thing' RIOT team was developed to support credible reading assessment data being collected and strategies developed through Fountas & Pinnell were directly communicated to the classroom teacher. The RIOT team worked hard to ensure all students from Prep to Year 6 were assessed once/ term. This data was then transferred to data meetings with the leadership team to ensure understanding, support and consistency of teaching occurred.

Extra curricula activities included our Chaplaincy Program, Garden Club, Breakfast Club, Chess Club, Dance Troupe, Choir, Community Bookshelf and Fitness Club. Our staff are dedicated to meeting the individual needs of their students ensuring that we are teaching today's children for tomorrow's world, using a variety of proven and well researched pedagogical practices from the past and the present. We always have and will continue to focus on the individual child learning in every lesson every day. We believe that our curriculum continues to be engaging, relevant and leads to improved academic achievement for all students.

Our positive Behaviour for Learning beliefs continue to be; Be Responsible, Be Respectful and Bring your Best!

School progress towards its goals in 2018

Action	Timeline	Completed
Employ Experienced Senior Teacher to provide intervention for Year 5 classes for one day per week	Term 1 & 2	Yes
Employ teacher aides to work with Reading Coach/ STLaN to maximize learning outcomes for students	Throughout year	Yes
Provide targeted intervention for National Minimum Standard & Upper Two Bands students through additional support teacher time	Throughout year	Yes
Employ Speech Language Pathologist an additional one day per fortnight to support vocabulary development and phonological awareness program.	Throughout year	Yes

Student Outcomes were improved by;

Strategies	Associated costs
<ul style="list-style-type: none"> Employing teacher aides to work with STLaN to enhance learning outcomes for students 	<ul style="list-style-type: none"> \$124, 489.00
<ul style="list-style-type: none"> Employing Experienced Senior Teacher one day per week to support Yr 5 students in Numeracy 	<ul style="list-style-type: none"> \$14, 000.00
<ul style="list-style-type: none"> Purchase additional Speech Language Pathologist allocation to support vocabulary development and phonological awareness - 	<ul style="list-style-type: none"> \$10, 000.00
<ul style="list-style-type: none"> Purchase subscriptions to Reading Eggs, Reading A-Z & Reflex Maths to support learning \$6220 	<ul style="list-style-type: none"> \$6, 220.00

Future outlook

Goals:

- Increase students meeting National Minimum Standards (NMS) in Reading to 100% in Year 3 and Year 5
- Increase the percentage of students meeting Upper Two Bands (U2B) in NAPLAN Reading in Year 3 to 40%
- Increase the percentage of students meeting Upper Two Bands (U2B) in NAPLAN Reading in Year 5 to 25%

Our initiatives include:

- Creating an active local cluster of schools to collaborate and assist facilitation of building teacher capacity and other school aspects.
- Employing Teacher Aides to provide targeted intervention and assessment of Reading (Levelled Literacy Intervention)
- Purchasing Speech Language Pathologist an additional day/ fortnight to support vocabulary development and phonological awareness program.
- Building teacher capacity in the teaching of Reading through Professional Learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	275	284	284
Girls	138	143	138
Boys	137	141	146
Indigenous	48	46	47
Enrolment continuity (Feb. – Nov.)	87%	89%	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 consists of a blend of rural and urban families based in and around the town of Rosewood and surrounding areas.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	22
Year 4 – Year 6	22	23	27
Year 7 – Year 10			
Year 11 – Year 12			

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 curriculum has been built on a foundation of quality teaching with an unrelenting focus on improving literacy and numeracy outcomes for all students. Our staff are dedicated to meet the individual needs of students, ensuring that we are teaching today's students for tomorrow's world, using a variety of evidence based pedagogical practices from the past and the present. We always have had and will continue to have a focus on individual child learning every day. We believe that our curriculum continues to be engaging, relevant and leads to improved academic achievement for all students.

Co-curricular activities

Dance Troupe

Chess Club

Choir

Instrumental Band

Garden Club

Breakfast Club

Fitness / Boxing Club

Days of Excellence

Specialist Science Teachers

NAIDOC Celebrations

Involvement in Children Literature Festival

How information and communication technologies are used to assist learning

Hardware infrastructure continues to grow, with all classrooms connected across a common network with high speed internet via wireless technology and cable.

All classrooms have access to interactive whiteboards which have enhanced learning and enabled the embedding of ICT's for students on the classroom. Student Lap Tops and IPADs are used in every classrooms where and when possible.

Social climate

Overview

At Rosewood State School we believe that every member of the school community has the right to feel safe and be valued. The school behaviour management practices, including the implementation of the anti-bullying policy, involves a planned continuum from positive to preventative actions for each student to responsive actions for specific individuals and groups.

Rosewood State School is a Positive Behaviour for Learning (PBL) School. The school is committed to PBL and has achieved outstanding results with demonstrating PBL in action. All staff and students are able to identify the school rules, and behaviour choices inside the classroom.

All members of the school community aim to model and reinforce non-violent and non-discriminatory language and practices. Rosewood State School aims to embed the Positive Behaviour for Learning Framework with fidelity.

The school is committed to at all time working alongside parents for the education and well-being of all students. The P & C Committee is actively fundraising and there is a large percentage of parents that come into the school grounds. On Monday mornings a meat tray voucher (in collaboration with local business – Schulz's Meat) is drawn to encourage attendance and this is a strategy that is highly valued by the community.

The School organises 'Brekky Club' every morning to ensure that all students start their learning day with food in their tummys and ready to learn.

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)	89%	100%	100%
• this is a good school (S2035)	83%	78%	100%
• their child likes being at this school* (S2001)	94%	89%	100%
• their child feels safe at this school* (S2002)	94%	78%	100%
• their child's learning needs are being met at this school* (S2003)	89%	100%	100%
• their child is making good progress at this school* (S2004)	89%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	89%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	100%	100%
• this school takes parents' opinions seriously* (S2011)	80%	57%	100%
• student behaviour is well managed at this school* (S2012)	82%	67%	100%
• this school looks for ways to improve* (S2013)	88%	75%	92%
• this school is well maintained* (S2014)	83%	78%	93%

* 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)	92%	94%	89%
• they like being at their school* (S2036)	73%	90%	88%
• they feel safe at their school* (S2037)	87%	93%	82%
• their teachers motivate them to learn* (S2038)	95%	96%	95%
• their teachers expect them to do their best* (S2039)	98%	100%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	84%
• teachers treat students fairly at their school* (S2041)	75%	87%	71%
• they can talk to their teachers about their concerns* (S2042)	84%	84%	77%
• their school takes students' opinions seriously* (S2043)	86%	87%	82%
• student behaviour is well managed at their school* (S2044)	61%	71%	70%
• their school looks for ways to improve* (S2045)	95%	94%	89%
• their school is well maintained* (S2046)	87%	81%	84%
• their school gives them opportunities to do interesting things* (S2047)	90%	91%	80%

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

* 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 encouraged to be involved in the education of their children through participation in classroom reading. Rosewood State School has an active Parents and Citizens Association which contributes to the resourcing of the school.

Parent Teacher meetings and class newsletters are organised throughout the year to inform parents of what students are learning and how they are progressing in the classroom. Written reports are provided at the end of each semester.

Fortnightly school newsletters keep parents up to date with school events while serving to develop positive and effective relationships with the school community. These newsletters contain future events, recent school news, photos of award winning students and a selection of student work. Classes also send home class newsletters periodically with information pertaining to individual classes. The school also uses its Facebook page and an LED billboard to communicate with the community.

School parades are held on Wednesday afternoons. Parents attend these parades to see certificates and awards presented. Parents are invited to participate in the ICP process to approve the adjustments being implemented for their students to ensure these students are able to access the curriculum being presented in the classroom.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Positive Behaviour for Learning is one of the key priorities for the school and is being implemented with fidelity. The school's three expectations are: Be respectful, Be responsible & Bring your best.

The school's chaplain also works with small groups and/or individuals with regards to friendship issues and social skilling.

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	34	30	35
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

At Rosewood state School we are committed to reducing our environmental impact. A review of electricity and water usage within our school led to the implementation of strategies to reduce our school's environmental footprint. Our school continues to address the issue of reducing our environmental footprint by participating in a recycling program, using water tanks to maintain gardens and ovals where possible and using appliances and air conditioners with more judicious care.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,177	112,150	111,685
Water (kL)	755	1,156	1,160

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/>.
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 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	22	23	<5
Full-time equivalents	21	12	<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	
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	15
Diploma	
Certificate	

*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 \$17, 489.35

The major professional development initiatives are as follows:

- Targeted Reading
- PBL Tier 2
- One School Training
- Age Appropriate pedagogies
- Assistive Technologies
- TRS for teachers attending PD

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	91%	92%	92%
Attendance rate for Indigenous** students at this school	87%	87%	89%

* 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

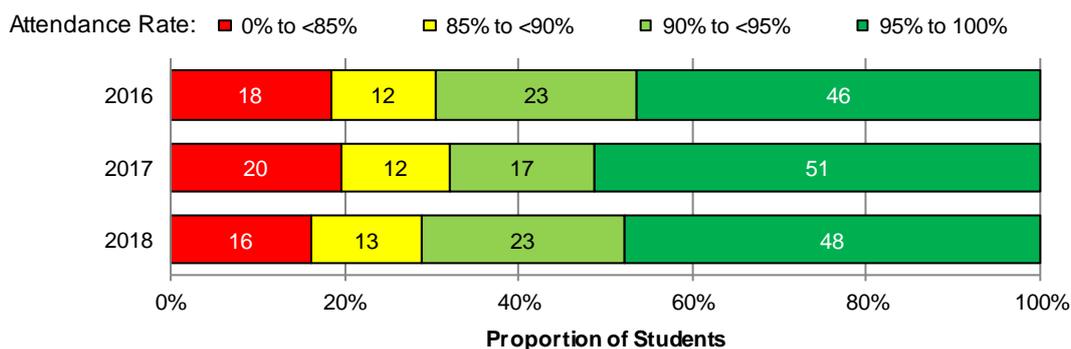
Year level	2016	2017	2018
Prep	94%	94%	92%
Year 1	94%	90%	93%
Year 2	91%	92%	92%
Year 3	93%	93%	94%
Year 4	90%	91%	91%
Year 5	89%	90%	89%
Year 6	89%	93%	90%

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.

Rolls are marked digitally twice daily. A daily SMS alert system has been implemented to alert parents to those students who are absent on that day without explanation.

Rosewood State School promotes, records and manages student attendance through the implementation of:

- Weekly school rewards for best class attendance and most improved attendance
- Attendance celebrations & rewards
- Parents/Caregivers of students who do not meet the attendance requirement of compulsory schooling are contacted by a member of the school administration to identify reasons for non-attendance and form collaborative partnerships to support the improvement of student attendance. More formal processes are implemented if attendance does not improve.

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.