



Rosewood State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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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 2016, Rosewood State School continues to focus on improving teacher pedagogy through professional, collaborative learning to ensure consistency and continuity of school and classroom practices in relation to Reading, Writing, Mathematics and Science, with particular emphasis on investigation and inquiry in Mathematics and Science, oral language development in the Early Years and the continued focus on the explicit teaching of Reading. Rosewood State School's key strategic directions for 2016 are: Reading, , Early Intervention through oral language development in the Early Years, and The Teaching of Writing with the following to be embedded in teachers' practice-the Teaching of Reading and Differentiated classrooms that meet the needs of individual students. Extra curricula activities include Chaplaincy Program, Breakfast Program, Chess Club, Garden Club, Choir, Fitness Club and Days of Excellence across all key learning areas. Our curriculum has been built on a foundation of 'quality teaching' with an unrelenting focus on improving literacy and numeracy learning outcomes for all students. 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.

Principal's Forward

Introduction

This report reflects the story of the 2016 school year at Rosewood State School. Rosewood State School continues to be committed to providing a supportive educational environment delivering quality learning opportunities for every student.

Our staff is a dedicated team of professionals who endeavour to provide a rich learning environment for the students of Rosewood and are committed to inclusive education where all learning needs are catered for in supportive classrooms. Our goal is to equip students for the future, enabling them to contribute positively to society.

Below is a copy of Rosewood State School's annual progress towards its goals and vision as achieved in 2016. We hope you enjoy reading about our progress and achievements.

Many thanks to the staff, students and community for their commitment to student learning and school progress. Your efforts are greatly appreciated and valued.

School Progress towards its goals in 2016

The following goals were the focus of the 2016 year for Rosewood State School. We continued to work toward these goals throughout the year. While significant progress has been made, the goals below continue to direct the efforts and energies of our staff.

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnership with students, staff, parents and the community

- Improve school performance

For 2016 the school's priorities included:

The Teaching of Reading

Numeracy

Culture

Attendance

High Expectations in every aspect of the school

Future Outlook

While significant progress was made in each of the focus areas named above, Reading, Numeracy and School Culture continue to be the focus for 2017.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	273	133	140	39	87%
2015*	283	139	144	54	88%
2016	275	138	137	48	87%

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 consists of a blend of rural and urban families based in the town of Rosewood and surrounding areas. Historical data demonstrates a substantially stable population combined with a significant transient population.

The enrolment numbers remained stable across Prep-year 6 in 2016. Almost all of the students have English as their first language with only a very small percentage having different cultural backgrounds. We have approximately 20% of our student population who identify as Aboriginal or Torres Strait Islander. Approximately 25 of our students are in our Special Education Program. All of these students are integrated into the mainstream classrooms.

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	20	24	24
Year 4 – Year 7	24	26	22
Year 8 – Year 10			
Year 11 – Year 12			

*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

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 learning outcomes for all students. Our staff are dedicated to meet the individual needs of their students, ensuring that we are teaching today’s students 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 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 distinctive curriculum offerings included:

Moderation processes across the school to ensure consistency of teacher judgment

Consistency and continuity of school wide focus on the teaching of reading

Unrelenting focus on distance travelled by every student identified through clearly defined measurable targets

Specialist Science teacher for all year levels

Co-curricular Activities

Homework Club

Chaplaincy Program

Breakfast Program

Days of Excellence

Specialist Science teachers

Naidoc Celebrations

Yarning Circles

Instrumental Music and music camps

Gardening Club

Behaviour Reward days

Fitness Club

Dance Troupe

Choir

Involvement in Children’s 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 through a curriculum server 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 in the classroom. The school employs a technology teacher to develop the digital skills of students in Prep –year 3. This teacher supports teachers in the upper school to embed digital skills in their teaching.

Teachers have access to Hover cams, class ipad sets, a computer lab and smartboards to support the delivery of curriculum. The school purchases subscription to Reading Eggs, Mathletics and a range of other online learning programs, all designed to engage students in the learning process.

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 behavior management practices, including the implementation of our anti-bullying policy, involve a planned continuum from positive to preventative actions for each student to responsive actions for specific individuals and groups. All members of the school community aim to model and reinforce non-violent and non-discriminatory language and practices. Rosewood State School endeavours to embed the Positive Behaviour Framework with fidelity

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	99%	92%
they like being at their school* (S2036)	91%	94%	73%
they feel safe at their school* (S2037)	91%	97%	87%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	93%	100%	95%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	89%
teachers treat students fairly at their school* (S2041)	90%	94%	75%
they can talk to their teachers about their concerns* (S2042)	91%	78%	84%
their school takes students' opinions seriously* (S2043)	90%	94%	86%
student behaviour is well managed at their school* (S2044)	80%	90%	61%
their school looks for ways to improve* (S2045)	95%	99%	95%
their school is well maintained* (S2046)	94%	97%	87%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	93%
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)	100%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	92%	96%
student behaviour is well managed at their school (S2074)	89%	77%	82%
staff are well supported at their school (S2075)	100%	79%	93%
their school takes staff opinions seriously (S2076)	94%	86%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	93%	96%

* 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. Parents assist in the high and low ropes program. Rosewood State School has an active Parents and Citizens Association which contributes to the resourcing of the school.

Parent Teacher meetings and interviews are held throughout the year to inform parents of what students are learning and how they are progressing in the classroom. Written reports and portfolios containing student work samples are provided to parents 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 presented and groups perform.

Parents are invited to participate in ICP (Individual Curriculum Planning) and IEP (Individual Education Planning) meetings to discuss and 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 programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This program, Positive Behaviour for Learning is one of the key focus areas for the school and is being implemented with fidelity. The school's three expectations are Be Respectful, Be Responsible and Bring Your Best.

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	17	20	34
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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

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 several strategies to reduce our school's environmental footprint. Several of these strategies included being part of the national solar schools program and additional rainwater tanks being installed. 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 with more judicious care.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	63,812	224
2014-2015	72,375	1,444
2015-2016	102,177	755

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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	20	17	<5
Full-time Equivalent	18	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	3
Bachelor degree	12
Diploma	1
Certificate	0

*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 \$15708.

The major professional development initiatives are as follows:

- Positive Behaviour Learning
- Positive Agile Learning
- Pedagogical Framework
- Professional Learning Communities
- Teaching of Reading
- Literacy Block
- Inquiry Maths
- Primary Connections
- Learning Connections
- Beginning Mentor Teaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% 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).	91%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	87%

*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 Primary schools was 93%.

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	93%	93%	90%	90%	90%	91%	90%	89%					
2015	94%	92%	92%	92%	92%	93%	93%						
2016	94%	94%	91%	93%	90%	89%	89%						

*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.

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.

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

- Weekly school rewards for best class attendance and most improved class attendance
- Attendance celebrations / rewards at the end of each term
- Class teachers record all daily student attendance, weekly attendance recorded by admin
- Parents / Care Providers of students who consistently do not meet the attendance requirement of compulsory schooling are contacted by a member of the administration team to identify reasons for non-attendance and form a collaborative partnerships to support the improvement of student attendance. More formal processes are implemented if attendance does not improve.
- 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.

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**.

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