Rochedale State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Although close to Brisbane's CBD, until recently, Rochedale State High School has remained isolated as a semirural pocket. Rapid urban development is contributing to school enrolment growth. The historical isolation has contributed to a strong sense of community, a quality that is appealing to families. The school vision, "Performers for every stage, expressing talent in every field", is built around the philosophy that each student possesses a unique set of characteristics, talents and abilities. It is our school's responsibility to harness the strength of our students and to provide unique opportunities to produce quality learning outcomes. There is a synergy between stakeholders working towards: Quality Relationships (establishing relationships that are based on the notion of mutual respect and compliment the development of the individual); High Standards (in dress, appearance, behaviour and work ethic that contribute to each student's development and achievement); Integrity (doing the right thing when no one is watching); Personal Excellence (encouraging individuals to identify, pursue their talents and interests to the highest levels) and Teamwork (working with peers, teachers and significant others to achieve excellence for self, others and communities).

For further information, please access the school's website.

School progress towards its goals in 2018

In 2018 the Rochedale State High School improvement agenda continued when the community was invited to embrace a motivating theme of "Invite the Rhino." Using the school mascot as inspiration, the school members were asked to reflect on the powerful totem – strength, courage, steadiness, power and agility.

The last year of the Quadrennial School plan was executed in 2018, with a school review to follow in 2019.

Referencing Marzano's "High reliability school model", the school solidified its focus on level 1 - a safe and orderly learning environment. General school performance was high - high attainment in attendance, student results in A-C category, National Minimum Standards for Naplan, Naplan student relative gain and Corrective Reading improvements.

The energy and organisational stamina moved onto reviewing, reflecting and rewriting the curriculum:

- Demonstrated growth in staff capacity in building deep knowledge and understanding of the Australian Curriculum standards, assessment and moderation practices. All year 7 to 10 work programs were rewritten according to Australian Curriculum guidelines.

- Preparation for the new QCE. The changes to the senior phase of learning impacting on content, pedagogy and assessment.

- Seventy two staff were engaged in the professional development for the new QCE.

- The "Red and Blue pathway" options were embedded. Evidence of this was the increase in year 10 students meeting school pre-requisites for the ATAR pathway and demonstrating resilience, improvement in critical thinking and student readiness.

- Impact program – 50% improvement for all students in the critical thinking criteria of strength/counter argument and structure of text.

- Commencement of a "Futures Forum" strategy to recruit industry partners to support blue pathway options.

  - Employment of a school industry liaison officer to boost reengagement with the work place.

  - % VET Certificate 11 or higher (improved from 45.1% to 51.7%)

  - % VET Certificate 11 or higher without OP 1 – 15 (improved 58.7% to 71.9%)

  - % VET Certificate 111 or higher without OP 1 – 15 (improved 14.2% to 29.8%)

  - VET Certificate 4 studies (after school) – (improved from 9.1% to 13.6%)

- A new narrative around the QCE – "a useful ATAR" and "Year 13"

- Policies on drafting, assessment and cognitive verbs were reviewed and ready for introduction in 2019.

- Compulsory pre-moderation of assessment items were introduced.

Introduced in 2017, the three signature programs ran for their second year. Progress to date includes –

Partnerships with Griffith University, CSIRO and Engineers without Boarders, strategically positioned the **STEM program for success.**

- National champions for "SUB in School"
- Griffith University's most engaged STEM school In Brisbane 2018
- Grand finalist (Griffith STEM Cup)
- Optiminds Regional finalists
- State finalist for UAV Challenge

The inaugural **STEM Excellence night** morphed into the **Rochedale Expo**. It was a magnificent night with over a 1,000 visitors to the school witnessing student led activities.

The Rochedale Academy of Sport **(RAS)** has become very popular.
- Volleyball awarded silver at the Qld schools Volleyball cup.

- Hosted Schools Volleyball League (8 high level volleyball schools preparation tournament for VQSC) and the Volleyball Queensland Schools Cup (senior, middle and junior)

- Representative honours for touch - 10 students (South District Representative teams), 2 students (Met East teams), one student (President's team), 1 student (Queensland schools team)

- Professional Development of Coaching Staff by High Performance Manager (QLD Touch Football) and Touch Football Australia School Education Facilitator

- Nationally accredited touch school

The students from the **APEX program (Arts, Performance Excellence)** participated in a wide range of creative and cultural events. Highlights included gold award for the concert band in Fanfare, awards in SHEP, Regional winners in Shake Fest, Dance winners in the Beenleigh Eisteddfod.

(Further highlights from the signature programs are in this report).

With over 80% participation in the "**Bring Your Own Device**" program, eLearning became a priority. The school supported a blended pedagogical approach, authentically integrating technology in the student's learning. This has been a successful innovation, widely supported by the community.

- Implementation of the online textbook program using JacPlus platform for all core areas

- 80% of students using Class Notebook or OneNote; wider variety of web tools used by staff across the school

- eLearning HOD presents Rochedale SHS case study at the iEducate conference in Brisbane and at the EduTech Asia Conference in Singapore

- Expanded eLearning workshops to local primary schools

- Continued investment in the technology infrastructure - new switches and high-speed fibre connections were installed in Maths, Science and Performing Arts blocks. Upgrade connections to Business, Art and Administration blocks.

- Network infrastructure in the remaining blocks upgraded as the school upgraded the phone system to the latest digital system.

- Creation of an Access program

The introduction of the **student leadership** model expanded to a full student council.

The pastoral care program was expanded with Professor Michael Carr-Gregg presenting a workshop on student resilience. The **WRAP** pastoral care program has grown and is complimented by the implementation of the following programs - Love Bites, Radiance, positive community links established with local church and, the LEAD program. Well-being workshops for staff commenced on Mondays. Statistical data from ACER SEW survey highlighted the overarching success of WRAP pastoral program.

Future outlook

Rochedale State High School is entering an exciting phase of its development. It has become a school of choice for its suburb. Signature programs are attracting students from surrounding suburbs. The rapid urban growth surrounding the school is having an impact. Additions and modifications to infrastructure are ongoing in response to the needs of the school,

Strategic future planning will be reflective of –

- Maintaining the strong sense of community which is an important quality of the school.
- Mobilisation of resources in response to school growth.
- Refining and sharpening the curriculum delivery.
- Building instructional leadership capabilities of the leadership team to participate in the monitoring and quality assurance of school priorities.
- Implementing a deliberate whole school strategy to improve the academic performance of the full range of students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1312	1356	1371
Girls	650	680	677
Boys	662	676	694
Indigenous	62	68	66
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

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

The student enrolment at Rochedale State High continues to grow steadily. The school has an "Enrolment Management Plan". As the properties are being developed around the school, larger cohorts of at least 290 students are being enrolled. The students primarily enrol from within Rochedale and the neighbouring suburbs. The ICSEA of the school is 1005. Although 12 cultures are represented within the student body, the actual numbers are quite low. The ratio of female to male students is about the same. Indigenous representation is 5%. Students with disability total 5%. The progression and retention rates of the students in the younger years are close to 100%. In the senior phase of learning, the progression rates drop slightly due to students gaining apprenticeships and some commencing work.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	23	22	23
Year 11 – Year 12	18	18	16

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

The school vision, "Performers for every stage, expressing talents in every field" captures the broad approach to curriculum delivery. Whether it be academic, Vocational Education, the Arts, Agriculture or acclaimed sporting achievements, there are diverse options for students to ensure their future pathway has a solid foundation.

- The school delivers core curriculum offerings, following the Australian Curriculum guidelines in core learning areas from years 7 through to year 10

- The Arts offer Dance, Music, Drama, Instrumental Music and Film, Television and New Media

- Marine and Aquatic Practices are offered in Years 11 and 12

- Agriculture is a popular offering at Rochedale SHS and is offered on site on a two hectare animal and market garden farm

- Mandarin Chinese is the school language

- Rochedale Academy of Sports in Touch and Volleyball (RAS)

- APEX – Excellence in Performing Arts

- Engineering, Furnishing and Construction are offered through the Trade Training Centre

- Certificate programs are also offered in: Information Technology, Engineering, Building and Construction, Furnishing, Manufacturing, Rural Operations and are available for study in the senior phase of learning

A range of new subjects were introduced in 2018.

- Inaugural Cert III Fitness and the first cohort of Certificate III Business students graduated in 2018

- Introduction and implementation of the Cert II Hospitality in conjunction with Smartskills

- Introduction of Rugby 7, RAS touch, volleyball classes in years 7

- The introduction of Dance/Music, Food Technology, Digital Technologies and Digital Media in Year 7 and 8 as electives studied by all students

- The ADC introduced ASDAN - Year 11 students gained Bronze ASDAN awards

STEM

- Two dedicated STEM classes in year 7 were introduced focusing on higher order and critical thinking
- ICAS Math and Science competitions for all STEM students
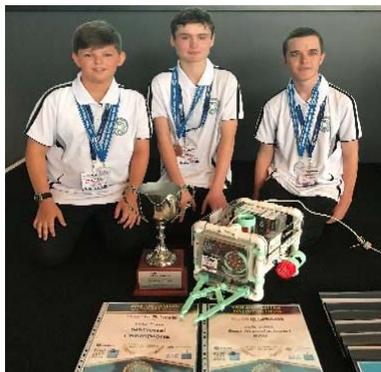
  - UAV challenge State Finalist
  - F1 Challenge – State Finalist
  - QUT – Mechatronics -Rocket Power, Wind Power excellence days
  - STEM Community Ambassadors nominated
  - Myriad High – Entrepreneurs for girls
  - Qld Museum – Spark Lab
  - UQ – STEM Girls
  - World Science Festival – Waste not want not
  - Cutting Edge For Kids – Teaching Primary students about STEM

- State finalist - F1 in Schools
- STEM Horizons – 4 day experience including PA Hospital and Moreton Bay

ATSI Students

- Traineeships with QANTAS
- 8 QATSIF Scholarship
- Students attended the 2018 SE Qld Schools Constitutional Convention for Aboriginal and Torres Strait Islander Students, AIME mentoring program, National Sorry Day - year 12 ATSI students visited Springwood Road State School and presented to the students about the meaning of Sorry Day, NAIDOC week activities

Specific curriculum programs focused on technological skill development with multimedia application and information technology include:

- Year 7 Media unit offered as part of the Visual Arts program
- Year 8 Digital Media course focusing on Visual Design and Computer Science
- Junior Information Technology and Media focusing on screen design, Computer Science and game production.
- Senior Information Technology Systems and Certificate II in Information digital Media and Technology.

eLearning

- Cyber safety Workshop for Parents
- 60 percent of Staff using Class Notebook, OneDrive Skype for Business
- eLearning Committee and ICT mentoring program continued to be developed with fortnightly Blogs on Information Technology Basics
- Creation of the Information Technology E-Learning Hub

Chinese

- Year 7 QUT Confucius Institute Chinese Cultural Days – all Year 7 students who study Chinese have Cultural Activities which involve a Tea Ceremony, Tai Qi, Gong Fu and Chinese Painting.
- CIQ & CLTAQ Chinese Speech Competition – for second language learners and background speakers. This year a Senior background speaker was awarded second place.

Agricultural

Rochedale has a dynamic Agriculture program across year levels 7-12. The school farm has a large variety of animals and crops areas. The highlights of our Agriculture program are:

- multi-award winning Suffolk flock
- multi-award winning Agricultural Show Team
- Certificate II in Rural Operations
- community links with Agriculture industries

Co-curricular activities

Extensive extra-curricular activities are embraced by students across all faculties.

The **Duke of Edinburgh's** International Award has been exciting. The award is for young people between 14 and 25 and comprises three levels – Bronze, Silver or Gold. Each level involves participating in a Skill, Adventurous Journey, Physical Recreation and Community Service Element.

- **Duke of Edinburgh -** Four student completed their bronze award and four students are working towards their silver award
- Students met Prince Edward Patron, Duke of Edinburgh program

Rochedale Academy of Sport (RAS)

- 92 students involved in RAS volleyball
- 5 girls teams Years 7-12 and 5 Boys teams Years 7-12 were involved in the Volleyball Queensland Schools Cup and Southern Volleyball League - Open Girls participated in Australian Volleyball Schools Cup
- Established and developed links with Southern Storm touch football club – two teams playing in junior competition under Rochedale Rhinos Southern Storm
- All School's team – 5 teams entered – 3 teams through to finals series, 18 mixed top 8 in competition, 15 girls and 13 girls top 16
- Organised Primary School competition for feeder schools – 8 schools from around the Brisbane South were invited to participate in a competition run by our RAS students at our school
- Visits to feeder schools for development clinics for primary Students

Sport

- 20 teams made the district finals in both Summer and Winter season
- 8 teams became district premiers

Rochedale Individual Performances
- 1 Queensland Representatives 14 Met East Reps, 26 South District Reps

The APEX program

- Creative Generation – Featured Vocalist and participation in Symphony Orchestra/James Morrison Big Band, Drumline
- Fanfare – Concert Band – Gold – special mention regarding their professionalism. String Ensemble – Bronze
- Fanfare at Parliament House
- Five students participated in SHEP – State Honours Ensemble
- Shake Fest – regional winners in Dance and Duologue Hosted the regional Shakefest completion
- Beenleigh Dance Eisteddfod –choreography winner
- XLD workshops, Art Gala, Artwaves, - workshops in Dance/Drama with industry professionals
- Maestro Covers, Instrumental and Originals – over 150 students performing over four nights throughout the year
- Acting Against Bullying – Peer mentoring program – delivered to over 280 year 7 students by Year 12 peer mentors
- Five students participated in KARAWATHA MARCHING BAND - performing at Commonwealth Games
- APEX – Arts Performance Excellence Program – over 100 students participated in extra-curricular in Dance, Drama, Music and Art. Launching Film and Tech in 2019

Student business ventures have had a high profile in 2018.

- Year 10 BIT Food/Drink business stalls for Athletics Carnival. Profits in excess of $5,000. Profits then fund further ventures or are donated to charity (Farmers & Drought Appear)
- The Certificate III Business students have developed their enterprising skills by operating the following: "R U OK" Week activities including:
  - Conversation corner near the canteen with new seats made and installed (in collaboration with the Manual Arts students)
  - Yo-Yo Yoga – Weekly sessions focusing on the wellbeing and mental health of all students
    Open Day Cake Stall, Stress Balls, QCS Stationery Kits
  - StartSmart program delivered by the Commonwealth Bank to Year 9 and 10 students
  - Year 10 QUT Accountancy day and Griffith Ambassador Program
  - Three Year 12 students gained early entry to Business courses at Griffith University after completion of the Griffith Business School Outreach Program.

HPV – Human Powered Vehicle competition engaged local and broader community involvement.

Maryborough Technology Challenge

  - Junior Girls and Junior Boys – champion winners

RACQ All Schools Pedal Prix Willowbank

  - Junior Girls 1 Place, Junior Boys 1 Place in class and Overall winner
  - Senior Boys 4 Overall
  - Senior Mixed 1 Place in class and Senior Girls 2 Place

All aspects of the school activities student achievements contribute to the Spirit Shield. In 2018, the Spirit Shield was won by Jaggera.
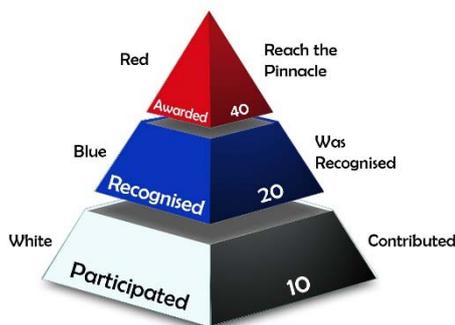
How information and communication technologies are used to assist learning

"eLearning" is an significant element of curriculum delivery at Rochedale State High School. Digital technologies have the ability to enhance the effectiveness and efficiency of teaching and learning through harnessing the technologies that are ubiquitous in the lives of our students. Furthermore, focus on ICT integration across the curriculum recognises the importance of developing digital literacy skills in students in order to prepare them for work and life in the 21st century. Rochedale SHS takes a blended approach to curriculum delivery, valuing both face-to-face and digital resources. During 2018, our eLearning focus was on JacPlus – an online textbook platform providing all students in Year 7-10 with access to interactive and multimodal textbooks for all core curriculum areas. Teachers developed their skills using our core eLearning tools – Class Notebook, Nearpod, Clickview and Quizizz. Rochedale is committed to innovative and future-focused curriculum delivery, and recognises the potential of digital technologies to improve student engagement with learning.

Social climate

Overview

Rochedale State High School has a calm, purposeful tone, respectful relationships, well-behaved students and a synergy where all stakeholders are working towards a common goal. Students pride themselves on their appearance, behaviour and performance. The community sets high expectations and there is a strong sense of belonging to the school community. Support from parents is strong and students genuinely enjoy belonging to the school and taking advantage of the rigorous and varied learning opportunities.

School Opinion Survey

Parents	Teachers at this school expect my child to do his or her best	99.3%
	This school is well maintained.	99.3%
	This school gives my child opportunities to do interesting things.	97.8%
Students	My school celebrates student achievements.	95.9%
	My teachers expect me to do my best.	94.3%
	I am getting a good education at my school.	94.3%
Staff	My work has a direct positive impact on the community.	100%
	This school is well maintained.	98.9%
	Students are encouraged to do their best at this school.	98.9%
Teaching staff	I feel confident applying evidence-based teaching and learning practices.	100%
	I feel that students receive a good education at my school.	100%
	I feel confident engaging all of my students in learning at my school.	100%

Greatest Positive Changes from 2018

Survey Item	Agreement 2017 (%)	Agreement 2018 (%)	Change
This school encourages me to take an active role in my child's education.	85.7	92.4	+6.7
I feel accepted by other students at my school.	74.4	85.0	+10.6
My school encourages coaching and mentoring activities.	80.0	96.6	+16.6

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)	94%	98%	98%
• this is a good school (S2035)	96%	96%	96%
• their child likes being at this school* (S2001)	96%	94%	93%
• their child feels safe at this school* (S2002)	100%	97%	96%
• their child's learning needs are being met at this school* (S2003)	93%	98%	93%
• their child is making good progress at this school* (S2004)	92%	99%	93%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	95%	95%
• teachers at this school treat students fairly* (S2008)	88%	85%	90%
• they can talk to their child's teachers about their concerns* (S2009)	94%	90%	96%
• this school works with them to support their child's learning* (S2010)	92%	92%	93%
• this school takes parents' opinions seriously* (S2011)	89%	84%	90%
• student behaviour is well managed at this school* (S2012)	92%	90%	91%
• this school looks for ways to improve* (S2013)	96%	97%	95%
• this school is well maintained* (S2014)	98%	93%	99%

* 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)	99%	94%	94%
• they like being at their school* (S2036)	98%	83%	83%
• they feel safe at their school* (S2037)	97%	94%	90%
• their teachers motivate them to learn* (S2038)	97%	86%	91%
• their teachers expect them to do their best* (S2039)	98%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	87%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	82%	75%	81%
• they can talk to their teachers about their concerns* (S2042)	80%	68%	69%
• their school takes students' opinions seriously* (S2043)	87%	74%	78%
• student behaviour is well managed at their school* (S2044)	86%	73%	74%
• their school looks for ways to improve* (S2045)	98%	84%	85%
• their school is well maintained* (S2046)	94%	88%	87%
• their school gives them opportunities to do interesting things* (S2047)	97%	88%	90%

* 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)	86%	90%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	91%	98%
• they receive useful feedback about their work at their school (S2071)	77%	82%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	74%	83%
• students are encouraged to do their best at their school (S2072)	95%	94%	99%
• students are treated fairly at their school (S2073)	95%	96%	98%
• student behaviour is well managed at their school (S2074)	99%	90%	92%
• staff are well supported at their school (S2075)	64%	78%	87%
• their school takes staff opinions seriously (S2076)	62%	75%	86%
• their school looks for ways to improve (S2077)	92%	90%	98%
• their school is well maintained (S2078)	95%	94%	99%
• their school gives them opportunities to do interesting things (S2079)	79%	85%	89%

* 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

Rochedale State High School actively works with the school community to promote transparency and involvement in their child's education. This is done by several strategies including:

- An active P&C Association that meets regularly (the third Tuesday of the month at 5:30pm in the Admin Block). They provide a canteen and uniform shop that is open every day. The P&C works tirelessly to support the functioning of the school and contribute over $80 000 per year to the school budget to improve the schooling experience for all students.
- Futures Forum for parents, school staff and industry partners to meet and discuss futures strategies for students, and forge closer links for sustainable partnerships to assist students in career pathways.
- Active STEM engagement with universities, STEM organisations and competitions.
- Engagement with the school community via Facebook and online newsletters.
- Timely and prompt responses from staff and email communication is popular.
- Parents nights throughout the year to encourage parents to come into the school to learn about and discuss pertinent issues for the relevant year level. For example, Year 7 Parent Information Night in Term 1 to learn about

how best to support students newly in high school, and the Year 10 Senior Information Night in Term 3 to learn about Senior Pathways and SET Plans.

- Surveying parents in regards to BYOD and aspects of the program to improve the delivery of eLearning.
- Sourcing relevant expert guest speakers to the school to present and inform the community of relevant issues (eg cyber safety, writing).
- Regular and annual school events such as Awards Nights, Senior Graduation and musical. Strong parent support is always evident for all school events throughout the year

For students who require adjustments to access and participate fully at the school, the Achievement and Development Centre (ADC) at our school provides learning support for students identified as having diverse learning needs. The ADC has been identified by Education Queensland as managing a Special Education Program. This provides educational programs for students with verifiable disabilities in the areas of Autism Spectrum Disorder, Speech Language Disorder and Intellectual Impairment. We are also a cluster school for students with a Physical Impairment. Students are identified in a variety of ways and contact with the HOSES or Guidance Officer is the method to initiate the consultation process to make decisions on the strategies required.

P. & C Association grant writing led to the oval seating and the increased seating around the school. The association's significant contribution to the school budget is always welcomed.

- Construction of retaining walls and seating which was a Joint project between Engineering and Construction
- Our grounds modification continued
- renovated staffrooms
- Introduction of a new school jacket

Respectful relationships education programs

Rochedale State High School introduced a pastoral care program entitled **WRAP (Wellbeing, Resilience, Accomplishment and Pathways)**. Against the backdrop of DETE's 'Student Learning and Wellbeing Framework', the purpose of the program is to recognise and promote the importance of wellbeing in the learning process. Adopting an evidence-based approach, Rochedale State High School's WRAP program aims to foster improved cognitive, emotional and behavioural engagement. Within the context of our school's supportive and inclusive environment, participation in the WRAP program will:

- Fostered personal and social capabilities
- Promoted students' social and emotional wellbeing
- Increased 'school-connectedness'
- Enhanced students' academic self-efficacy

Positive results derived from the 2018 **ACER SEW (Social and Emotional Wellbeing)** survey undertaken by students at Rochedale SHS in years 7-12 highlight:

- Year 12- 91% boys and 98.1% girls stated 'I get along with most of my teachers'
- Year 11- 93.5% boys and 93.2% girls stated 'I get along with most of my classmates'
- Year 10- 73.9% boys and 81.8% girls stated 'I am persistent and try very hard with my schoolwork'
- Year 9- 88.9% boys and 87.3% girls stated 'I am a happy person'
- Year 8- 90.1% boys and 96.6% girls stated 'I feel like it is important to treat others, including classmates from different cultural backgrounds, with respect'
- Year 7- 87.2% boys and 91.8% girls stated 'I want to do my very best in my schoolwork'

**Comparative data between school's results and national results indicates moderate-high levels of social-emotional competence.

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	119	152	217
Long suspensions – 11 to 20 days	2	5	9
Exclusions	8	6	17
Cancellations of enrolment	5	6	3

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

Below is Rochedale State High School's contribution to help reduce the Environmental Footprint:
- Recycling bins in all offices, staffrooms and classrooms
- Close monitoring of use of electricity
- Maintaining the bore to reduce town water usage on Oval and Farm
- Mulching of gardens and extensive landscaping of school grounds
- Introduction of an allocated skip bin for paper and cardboard
- Replacement of fluorescent lights with LED lights
- Servicing Air Conditioners every six months
- Cleaning Solar panels and roof gutters yearly
- Establishment of a rainforest on the school grounds

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	461,969	492,464	481,610
Water (kL)	2,299	2,597	3,634

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

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

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	109	43	5
Full-time equivalents	103	32	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	10
Graduate Diploma etc.*	26
Bachelor degree	72
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $38 000.

The major professional development initiatives are as follows:

Curriculum

- ATAR – implementation, policies and curriculum
- Cognitive Skills
- VET – staff training and curriculum development
- Careers Counselling, QTAC
- University and Industry links
- Senior Syllabus and program development
- STEM – curriculum enrichment and development
- ASDAN course implementation for learning support students
- Duke of Edinburgh

Wellbeing

- Seasons for Growth
- Youth and Mental Health
- First Aid/CPR

Building Teacher Capacity

- Classroom profiling
- 360 Degree Feedback leadership development
- TrackEd
- Beginning Teachers

This professional development was supplemented by teacher led forums, workshops and learning lounges before, after school, and during staff meetings.

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

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	92%	91%	91%
Attendance rate for Indigenous** students at this school	89%	88%	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.

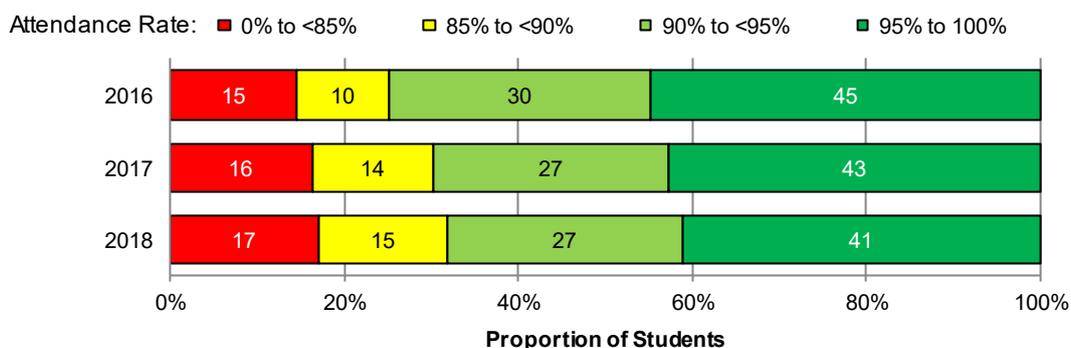Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	92%	92%	91%
Year 9	90%	91%	90%
Year 10	91%	90%	90%
Year 11	93%	92%	90%
Year 12	91%	91%	91%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	15	10	30	45
2017	16	14	27	43
2018	17	15	27	41

Proportion of Students

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.

At Rochedale State High School, student attendance and safety is a high priority. We know that students who attend regularly are more likely to be successful and safe at school. Students are required to attend school on every day that it is open, except in exceptional cases. The school must account for every absence of every student and record the reason. It is the parent's / guardian's responsibility to ensure that their students (of any age) attend school every day unless there are acceptable reasons for absence. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

The school uses ID Attend, which is a computerised attendance system. The students are roll marked every period during the day. If a student is absent for the day without reason, a SMS is sent to the parents to provide explanation. Parents are encouraged to use the SMS service to inform the school of their child's absence as this interacts directly with the ID Attend attendance software. Students whom are on Out of Home Care, the school will call the guardian directly to enquire about the absence. If after three consecutive days a student is absent, a phone call is made home to contact parents. If no contact is made, a letter is sent home immediately.

The school tracks individual attendance of all students on a weekly basis and this is monitored closely by each sub-school leaders. Students who fall below 85% attendance are placed on the attendance tracker for continued monitoring. Each sub-school (Junior, Middle and Senior) meet fortnightly to identify and discuss support strategies for students deemed at risk due to poor attendance. These meetings are called STAR. A Case Management Action Group (CMAG) meets once per term to discuss intervention and support strategies for high level and ongoing cases of non-attendance. Interviews are then made with the student, parent, Administration and Guidance Officer as a follow up for strategies to be put in place to ensure success for the student. When a student has extremely poor attendance, the Department of Education process of "Enforcement of Attendance" commences.

Rochedale State High School will promote full school attendance and encourage, through positive recognition on a regular basis, those students with excellent attendance or have shown significant improvement. Other positive strategies that are used in managing a student attendance problem include:

- providing rewards for good or improved attendance;
- referrals to school counsellors (Guidance Officer, Chaplain, Indigenous Support Officer);
- use of work experience programs as an incentive to continue attending;
- use of student and teacher mentors;
- effective implementation of Responsible Behaviour Plan for Students; and
- programs which improve assertiveness skills of students (eg WRAP).

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/.
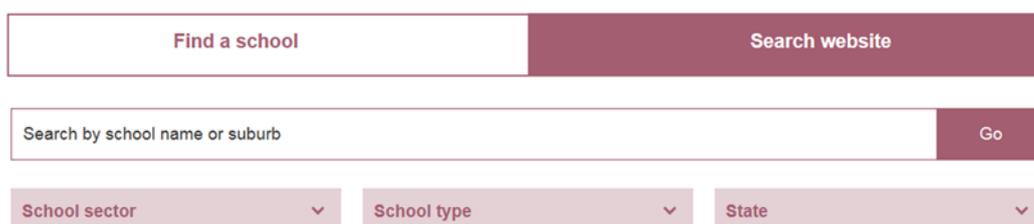
2. Enter the school name or suburb of the school you wish to search.

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.

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	194	206	174
Number of students awarded a QCIA	6	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	188	206	174
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	72	94	71
Percentage of Indigenous students who received an OP	38%	43%	0%
Number of students awarded one or more VET qualifications (including SAT)	143	117	121
Number of students awarded a VET Certificate II or above	108	93	90
Number of students who were completing/continuing a SAT	13	14	23
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	77%	75%
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	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	97%	99%

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	9	16	7
6-10	22	27	22
11-15	20	29	24
16-20	18	21	17
21-25	3	1	1

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	97	75	74
Certificate II	104	81	81
Certificate III or above	10	23	38

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).

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	83%	91%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	73%	73%	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 the school in Years 10, 11 and prior to completing Year 12 in 2018 are described below.

The retention rate of students is very high at the school. If students do leave in years 10, 11 or 12, prior to completing year 12, it is for the following reasons – relocation of the family to new destinations outside of the catchment, parents seeking new employment opportunities, traineeships or apprenticeships or enrolment in TAFE courses. Communication is always made between the parent and either Principal, Deputy Principal or Guidance officer.

DESTINATIONS OF EARLY STUDENT LEAVERS	
Other Schools	33%
Traineeships/Apprenticeships	16%
TAFE	5%
Work	4%
Moved Interstate	4%

DESTINATIONS OF EARLY STUDENT LEAVERS	
International Students	15%
Cancellation of Enrolment	3%
Disciplinary Action	12%
Unknown	8%

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.rochedaleshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

https://rochedaleshs.eq.edu.au/supportandresources/formsanddocuments/documents/next-step-summary-report.pdf