



Rosella Park School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 1145 Gladstone 4680
Phone	(07) 4976 8333
Fax	(07) 4976 8300
Email	principal@rosellaparkspecs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Christina Hansen Acting Principal

School overview

Rosella Park School provides a friendly and caring environment where students are encouraged to do their best in a vibrant and engaging atmosphere. The school provides a specialised and challenging curriculum in a supportive environment for students with moderate to severe intellectual impairments, whose ages range from six to eighteen years. A number of students have multiple impairments.

Rosella Park School places emphasis on holding high expectations for our students while providing authentic learning experiences that provide opportunities to grow in knowledge and skills through 'doing'. Our purpose is to achieve the best possible educational outcome for each student with programs that promote improved communication, improved social competencies and improved personal independence. All teaching and learning programs are informed by the Australian Curriculum and programs implemented and monitored by a team of dedicated and qualified educators and therapists.

The following values are seen as central to the life of the school community: **Respect, Positive and Safe**. These values underpin our school mission of "Rising to the Challenge", and in turn drive the actions of all our school family members: staff, parents, students and the wider community.

School progress towards its goals in 2018

Key goals in 2018 in response to school and systemic data included:

- **Reading and Writing**
 - Embed effective Literacy programs in classrooms that reflect individual student assessment results and links to the Australian Curriculum
- **Communication**
 - Build capacity of staff to model all modes of AAC and continue to support the students with complex communication needs to access their robust communication system all day every day.
- **Sensory**
 - Embed evidenced-based sensory integration strategies in classrooms to support the individual learners.
- **Australian Curriculum**
 - Further build capacity of teachers to understand the Australian Curriculum and Guide for Individual Learning (GIL), and how the identification of goals within an Individual Curriculum Plan/Senior Education and Training (SET) plan aligns with an effective teaching and learning program and appropriate assessment of student learning.

We are pleased to report that during 2018 Rosella Park School made significant progress towards all of the Target goals outlined in the Annual Implementation Plan. Four key examples of this progress included:

1. Balanced Literacy continued to be enacted in all classrooms for 2 hours a day, 5 days a week. Students continued to be highly engaged in literacy for these sessions, and the data collected indicated that all students demonstrated improvement in at least one area of the Four Blocks Literacy model, with many exhibiting improvement in all 4 areas of balanced literacy.
2. The school's goal for ensuring every student with complex communication needs has a system or mode of communicating with others continued. Longitudinal data can now be reflected on, as 100% of students are plotted on our school based communication continuum, as per a checklist completed every semester. This has occurred over a 4 year period now. Proloquo-2-go and PODD continue to be the 2 main systems that students with complex communication needs are using, however we do have a number of students that are being exposed to key word sign and/or PECS. Eye Gaze as an access tool is being heavily focused on for a number of students with multiple impairment. Many of the students now have their own device that they use, and all staff have access to either a low tech or high tech version of the communication systems to use in modelling effective communication across the school day.

3. All classroom teachers accessed expert support from a consultant Occupational Therapist on identifying individualised sensory needs within their classroom routine. The consultant-modelled strategies that were then trialled by the classroom teacher using a coaching model with feedback provided. Individualised strategies were documented within the classroom planning documents and Individual Curriculum Plans. All staff accessed professional development opportunities with the consultant to develop personal knowledge and student specific strategies.
4. In 2018 Rosella Park School continued on their Australian Curriculum implementation strategy. In 2018 the following key learning areas were implemented across the P-9 cohort:
 - a. English/ Literacy
 - b. Math/ Numeracy
 - c. Health and Physical Education
 - d. Geography
 - e. History
 - f. Science

The school continued to review and refine practices across the Senior Schooling sector. A HR decision was made to create a 2 day a week Senior Transition Officer role. This role supported the documentation and tracking of QCIA goals; development of timetables and programs; and facilitated communication between key stakeholders (including community).

Moderation that ensures teachers' judgments of standards achieved by students are comparable within an area of learning occurred twice, leading into the reporting period. Moderated work against guides to making judgements and success criteria occurred within this process. Students that required teaching and learning programs at a prep level or above undertook the C2C assessment tasks. Students with individual learning expectations in the General Capabilities had ongoing data collected in digital form and anecdotal records. This data was collated and moderated. Data was also collated in the transition cohort to satisfy QCAA requirements, that linked to the QCIA.

Future outlook

The Rosella Park School Annual Implementation Plan for 2019, is based on systemising practices across the school to ensure that every student is understood, engaged and successful at school by building staff expertise when delivering the Australian Curriculum to students with a disability.

The 3 areas of Improvement linked to above statement are:

- Embed effective Literacy programs in classrooms that reflect individual student assessment results and links to the Australian Curriculum.
- Build capacity of staff to model all modes of AAC and continue to support the students with complex communication needs to access their robust communication system all day every day.
- Further build capacity of teachers to understand the Australian Curriculum and Guide for Individual Learning (GIL), and how the identification of goals within an Individual Curriculum Plan/Senior Education and Training (SET) plan aligns with an effective teaching and learning program and appropriate assessment of student 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 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	69	75	75
Girls	27	32	29
Boys	42	43	46
Indigenous	4	7	5
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

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

Rosella Park School is a co-educational campus providing individualised educational programs for students with a disability aged between 5-18 years (Years 1-12). Rosella Park is the only school exclusively for students with an intellectual disability within a 125km radius and only one of four in the Central Queensland region. Students come to Rosella Park School from the broader Gladstone region including: Calliope; Mount Larcom and Tannum Sands. Classes are determined by the age of students, taking into consideration the individual learning needs of the students, and the data we have on their levels of achievement. Students are generally placed in one of four cohort levels: Junior (Prep-2); Intermediates (3-6); Senior (7-9) and Transition (10-12). Students are required to have a verified diagnosis of an Intellectual Disability to be able to enrol at Rosella Park. A number of the students attending our school have a dual diagnosis, with many having an Intellectual Disability and an Autistic Spectrum Disorder. We also support students with hearing impairments, physical impairment and speech impairments.

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			
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

All teachers use the Australian Curriculum to plan, whilst referring to a range of resources such as C2C SWD documents, the literacy continuum and the communication matrix to inform the specific teaching and learning cycle. All cohorts moderate student work against Guides to Making Judgements (GTMJ), using assessment tasks and individual student portfolios.

All students have an Individual Curriculum Plan to support learning, which became expected practice in 2015. These plans inform the classroom programs, and are assessed and reported on each semester.

Students in years 10-12 have a Senior Education and Training Plan (SET Plan) which are reviewed twice a year. All students have access to community programs. Our secondary school age students have access to work experience and TAFE courses. All transition students have a QCIA Curriculum Plan which is the forerunner to their receipt of a Queensland Certificate of Individual Achievement at the end of their schooling.

Rosella Park School adopted the Dimensions of Teaching and Learning as the overall pedagogical framework. Balanced Literacy is the selected pedagogy the school uses to teach literacy to students at all age levels across the school.

Co-curricular activities

- Swimming lessons
- Camps
- PCYC programs
- Sports carnival
- Community Access Programs
- Vocational Work Experiences
- Physiotherapy, Occupational Therapy and Speech Therapy

How information and communication technologies are used to assist learning

Computers and assistive technology are used for a variety of purposes across all sectors of Rosella Park School. Each classroom has at least two desktop computers for student access to conduct research, complete assignments and learn relevant ICT skills. Students are able to engage in online activities through educational resources including the Learning Place and develop their communication skills via email.

A number of students use adaptive technology to access computers and to increase their communication abilities. Assistive technologies include: communication devices; keyboards; switches; switch adapted toys; and large keyboards. Access to this equipment allows all our students to engage rich learning experiences.

All classrooms have access to an interactive whiteboard, which are used within all teaching and learning programs across the week to engage the students and present the curriculum content in an interactive and supportive way.

The school now owns 38 computer tablets, which in our context are currently iPads. We have looked very closely at the use of tablets in the classroom environment, and have conducted professional development

around using these tools to support engagement with the curriculum, or to exist as a communication device for individual students.

Transition students develop independent living skills through the guided use of mobile telephones for communication purposes and ATM cards to manage their finances.

Cameras, presentation software and movie editing software are extensively utilised to enhance units of work and related activities implemented across the school.

Teachers are provided with CFT laptops, and ongoing professional development sessions are provided to assist them to integrate ICT into curriculum programs. We have an ICT committee that oversees infrastructure and equipment. The school has spent considerable funds on purchasing site licences for the most suitable student software, as well as monitoring and adhering to the replacement schedule for technologies around the school, ensuring we have current and efficient hardware for the students and staff.

Social climate

Overview

It is important to staff at Rosella Park School that our students feel safe and secure at school and recognise the school as a place they belong to. Rosella Park School has a positive school climate where each day everyone is 'Rising to the Challenge'. All staff implement positive behaviour support strategies that encourage the development of positive relationships and appropriate interactions between students. This is a part of the school's implementation of Positive Behaviour for Learning (PBL). The school has a committee and external coach which oversee the school's implementation of SWPBS strategies. Staff across the school work together to develop the behavioural, social and emotional skills that will lead to the execution of positive interactions and relationships between students. Rosella Park School is a place where every child can learn and that is learning is recognised and celebrated in a variety of ways.

Data from the School Opinion Survey indicates that students are very happy to attend Rosella Park School. The data also indicates that 100% of parents are satisfied with the school. The data also suggests that 97% of staff feel that they enjoy working at this school.

We do not have a chaplain based at the school.

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)	88%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	88%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	88%	100%	93%
• their child is making good progress at this school* (S2004)	88%	100%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	88%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
• this school works with them to support their child's learning* (S2010)	100%	94%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	100%	94%	100%
• student behaviour is well managed at this school* (S2012)	100%	94%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	88%	100%	100%

* 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)			
• they like being at their school* (S2036)			
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

* 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)	100%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	94%	95%
• they receive useful feedback about their work at their school (S2071)	93%	88%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	92%	89%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	98%	93%	97%
• student behaviour is well managed at their school (S2074)	93%	84%	95%
• staff are well supported at their school (S2075)	91%	94%	100%
• their school takes staff opinions seriously (S2076)	96%	94%	97%
• their school looks for ways to improve (S2077)	100%	97%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	73%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	100%	97%

* 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

Rosella Park School maximises opportunities to include parents in their child's education and school-related decision-making. The school has an active and committed P&C that works closely with staff and school administration. Communication between parents and teachers occurs on a daily basis through the students' communication books. Formally, staff meet with parents twice a year to review the students' Individual Curriculum Plans and discuss the student's individual progress. Informally, staff meet with parents at various times throughout the year according to the needs of the child. Parents are also invited to come to the school for various activities throughout the year, including weekly parades, sports events and other occasions to celebrate their child's achievements.

Monthly school newsletters are also utilised to showcase classroom achievements and activities, to keep parents informed and advertise opportunities to get involved with school-related activities. We also showcase news events and school achievements on our school website.

Respectful relationships programs

Rosella Park School refer to the Health and Physical Education key learning area and the Personal and Social Capabilities within the Australian Curriculum to inform classroom programs, as well as the Daniel Morcombe support materials and Family Planning documents.

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

In 2018, the school adopted the Zones of Regulation program to support the essential knowledge and understanding of personal emotional wellbeing. The Zones of Regulation was rolled out school-wide as an accompaniment to the PBL program.

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	12	20	15
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	1	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

Staff at Rosella Park School were united in their efforts to reduce unnecessary use of electrical appliances, such as air conditioners and heaters, to balance out the increase in the size of the school and different ICTs. Students and staff are actively engaged in recycling and composting programs. Increase in use reflects the increase in enrolment, staffing and new facilities.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	88,972	90,965	106,719
Water (kL)	4,965	8,878	5,598

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.

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	21	32	<5
Full-time equivalents	19	20	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	20	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

- The leadership team continued to access a coach to focus on establishing a high performing leadership team, with the focus on establishing a high performing school.
- The leadership team continued its alliance with the 4 other special schools in CQ region, namely the CQ Special School Alliance, to foster ongoing collegial support and address issues associated with regional isolation.
- The school continued its membership with SECC which enabled teachers to access relevant professional development specifically designed for special educators at a reasonable subsidised cost.
- All staff were involved in mandatory training including – Code of Conduct, Student Protection, CARA, Asbestos, etc.
- A consultant SLP was engaged to support all staff in the implementation of a balanced literacy approach to teaching literacy.
- A consultant SLP was engaged across the year to support all staff in the development of knowledge and understanding when using Assisted and Augmented Communication (AAC) systems (PODD, Pro Lo Quo 2 Go, aided language stimulation) across the school in line with the communication focus.
- A consultant OT was engaged to support all staff in the development of individual sensory profiles and the integration within a whole class program.
- Curriculum implementation was another focus area, with staff attending professional development offered by QCIA, QCAA and Oneschool, Individual curriculum plans and reporting.
- A consultant was engaged presenting to all staff, the key elements of the Maths Key Learning Area and upcoming developments in the use of a Qld based Numeracy Framework.

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%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 Special schools was 87%.

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%	86%	85%
Attendance rate for Indigenous** students at this school	76%	80%	80%

* 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	DW	91%	83%
Year 1	76%	95%	84%
Year 2	90%	93%	82%
Year 3	82%	87%	89%
Year 4	90%	60%	83%
Year 5	95%	89%	72%
Year 6	97%	93%	83%

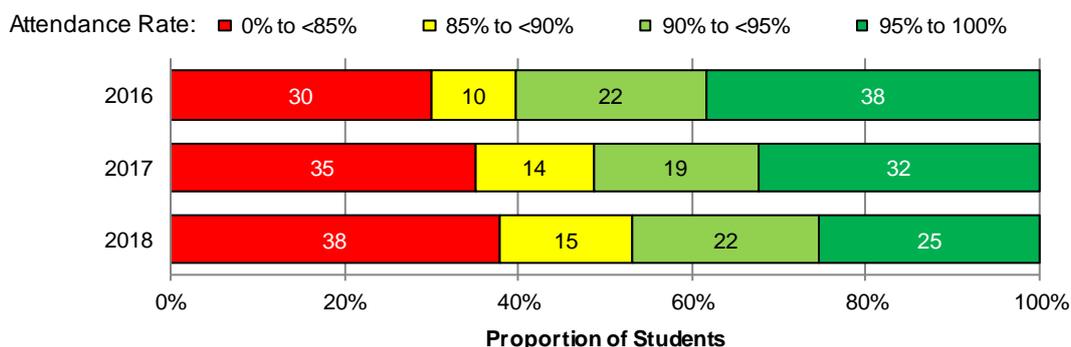
Year level	2016	2017	2018
Year 7	93%	91%	91%
Year 8	88%	91%	90%
Year 9	86%	80%	90%
Year 10	78%	84%	78%
Year 11	92%	74%	82%
Year 12	86%	89%	91%

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



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.

Non-attendance at the school is generally not an issue for management. Most students attend regularly. Long student absences sometimes occur due to illness related to disability or post-surgery related to student's impairment. If students are away and the absence is unexplained a text message is sent out on the same day. If the school has not been contacted after 3 days, a phone call is made by classroom or office staff.

In situations where students are involved in complex situations, a range of complex case management strategies are used to support the young student to engage with school. On occasion, a negotiated attendance plan can be used if agreed to by all parties.

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	6	6	5
Number of students awarded a QCIA	5	6	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	0	0	2
Number of students awarded a VET Certificate II or above	0	0	0

Description	2016	2017	2018
Number of students who were completing/continuing a SAT	0	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
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	0%	0%	40%
Percentage of QTAC applicants who received a tertiary offer.			

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	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
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	0	0	2
Certificate II	0	0	0
Certificate III or above	0	0	0

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		114%	117%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

Notes:

- 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%).
- 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.

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.rosellaparkspeceq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>