

Our school at a glance



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person The Principal

Principal's foreword

Introduction

Warwick State High School opened its doors in 1912 as Warwick Technical College and High School. Over the past 100 years the school has forged a reputation built on tradition, coupled with forward thinking.

With approximately 970 students, the school is staffed with 83 teaching and 45 nonteaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, an Assistant Principal, 9 Heads of Department, a Head of Special Education Services, a Business Services Manager and a Guidance Counsellor.

The achievements of Warwick State High School students are impressive and have been supported by the professional and dedicated staff as well as our Parents' and Citizens' Association. Quality programs and a flexible, broad and coherently organised curriculum continue to produce excellent results for our students. The school also provides extensive support and wellbeing services to all students. This includes the Junior and Senior Secondary Heads of Department, 5 Year Level Coordinators, a School Based Youth Health Nurse, a Chaplain, a Community Education Counsellor, Behaviour Support staff, a Work Placement Coordinator, and an Attendance Officer. In addition, our extensive community networks and partnerships with external agencies ensure students and their families are fully supported and united in their pursuit of excellence in education.

The school continues its strong and consistent approach to positive behaviour. This includes the proactive rewards system that is highly valued by our community. Positive behaviour support ensures that quality, engaging teaching and learning programs can be delivered to all students. The school takes a strong stance with regards to anti-bullying. Students engage in a formal program and Junior Secondary students enjoy the support of senior student buddies. Each year, the school commissions an outside agency to conduct anti-bullying workshops for Years 8, 9 and 10. The school's Responsible Behaviour Plan For Students clearly articulates our stance against all forms of bullying, including cyber-bullying. These expectations permeate the school climate. In addition, the Mount Gordon Flexi-Campus continues to focus on meeting the needs of a group of Year 8 and 9 students who were identified as being at extreme risk of disengaging from the school system. This Flexi-Campus works in cooperation with a wide range of community groups and agencies.

This report contains information about the school including:

- Progress towards 2013 goals;
- Future outlook for 2014;
- School profile;
- Curriculum offerings;
- Social climate;
- Satisfaction levels;
- Parent involvement;
- Environmental footprint;
- Staff profile;
- Student attendance;
- NAPLAN results;

Our school at a glance

- Closing The Gap data;
- Year 12 achievement data;
- Post school destination and early leaver information.

School progress towards its goals in 2013

As the AIP is developed from the school's 4 year Strategic Plan, the focus and priority areas are ongoing.

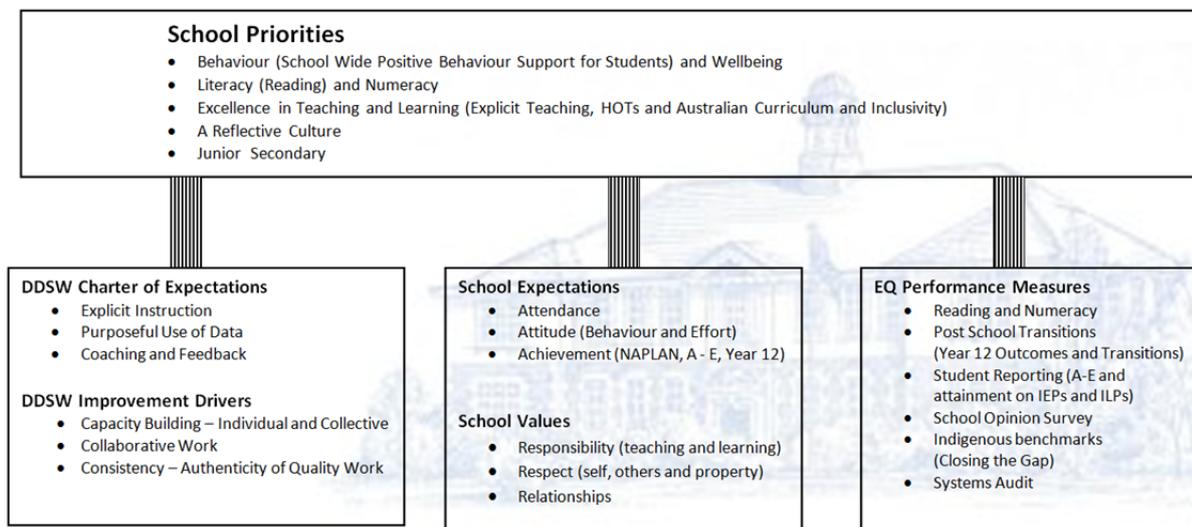
2013 AIP Focus	Status
Curriculum (the What)	
<ul style="list-style-type: none"> • Implement the 3 year improvement plan. Targets to be narrow and focussed (whole school down to individual student). <ul style="list-style-type: none"> ○ Attendance, Attitude and Achievement ○ Literacy and Numeracy 	<ul style="list-style-type: none"> ○ Ongoing ○ Ongoing
<ul style="list-style-type: none"> • Continue our focus on: <ul style="list-style-type: none"> ○ Literacy and Numeracy - STLaNs, Extra Senior and Junior Programmes, Homework Books, Virtual Classrooms ○ Australian Curriculum - C2C and QSA resources ○ Higher Order Thinking - Symphony of Teaching and Learning and improved QCS preparation programme. 	<ul style="list-style-type: none"> ○ Ongoing ○ Ongoing ○ Ongoing
<ul style="list-style-type: none"> • Optimise QCE attainment and Senior Pathways with academic/vocational rigor - <ul style="list-style-type: none"> ○ Subject offerings, timetable structure, refine subject booklets to include credit points and contributions to QCE ○ Use QCE tracker developed by Region or QSA ○ OneSchool SET Planning 	<ul style="list-style-type: none"> ○ Completed ○ Completed ○ Completed
<ul style="list-style-type: none"> • Implement and Review EATSIPs plan. <ul style="list-style-type: none"> ○ Utilise the Student Services Team (CEC, Attendance Officer, BHM teachers) • Map Higher Order Thinking Skills and CCEs • Review the School Curriculum Assessment and Reporting Plan and monitor Faculty Plans 	<ul style="list-style-type: none"> • Completed • Ongoing • Ongoing
Teaching Practice (the How)	
<ul style="list-style-type: none"> • Research pedagogical frameworks to adopt a common school framework including: <ul style="list-style-type: none"> ○ Explicit teaching (including feedback) ○ Symphony of Teaching and Learning (including HOTS) 	<ul style="list-style-type: none"> • Completed
<ul style="list-style-type: none"> • Implement and monitor consistent expectations across school whereby students receive timely and effective feedback, front-ended assessment and curriculum plans to guide their learning 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Continue using toolbox of teaching methodologies for differentiating (teaching not behaviour) for all students. 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Refine goal/target setting for students across curriculum 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Continue coaching, mentoring and profiling to develop teacher capacity and support professional learning 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Develop staff to use data especially in PAT, QCE and QCS. • Expand the Alternative Education Program at Mt Gordon to provide a differentiated setting for junior secondary students who are disengaging. 	<ul style="list-style-type: none"> • Ongoing • Completed
Principal Leadership and School Capability (The Capacity)	
<ul style="list-style-type: none"> • Focus on Instructional Leadership by Leadership Team • Promote and develop quality explicit teaching across staff • Engage with teachers in classrooms and provide quality feedback • Principal Performance and Development Plan (PPDP) • Developing Performance Plans for all staff 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Completed • Completed

Our school at a glance

School and Community Partnerships (the Who)	
<ul style="list-style-type: none"> Use Flying Start to build genuine partnerships with Junior Secondary parents <ul style="list-style-type: none"> 'Meet and Greets' throughout year Virtual classrooms Prepare a Junior Secondary Action Plan and a Health and Wellbeing Plan 	<ul style="list-style-type: none"> Completed Completed
<ul style="list-style-type: none"> Develop closer links with cluster primary schools. <ul style="list-style-type: none"> Teacher swaps with Year 7 staff Resource sharing and PD Training for primary parents to enable them to assist with literacy and numeracy Visits to cluster P&Cs 	<ul style="list-style-type: none"> Completed
<ul style="list-style-type: none"> Continue to refine communication channels across the school <ul style="list-style-type: none"> E-newsletter Virtual Classrooms 	<ul style="list-style-type: none"> Completed
<ul style="list-style-type: none"> Continue to promote a positive public image: <ul style="list-style-type: none"> Dress Code Good news stories Interagency/community cooperation to ensure consistency Continuous parental contacts Review the Responsible Behaviour Plan for Students 	<ul style="list-style-type: none"> Ongoing Completed
<ul style="list-style-type: none"> Building of new assets – Trade Training Centre and Science block and Year 7 facility 	<ul style="list-style-type: none"> Completed
<ul style="list-style-type: none"> Continue processes that encourage high levels of student attendance Continue to refine the Alternative Education Program at Mt Gordon 	<ul style="list-style-type: none"> Ongoing Completed
<ul style="list-style-type: none"> Ensure students, parents, staff and wider community receive relevant, timely, and supportive feedback about student achievement. <ul style="list-style-type: none"> Mid-year academic awards Principal Awards English, Science and Maths Homework books Bookwork monitoring Virtual Classrooms 	<ul style="list-style-type: none"> Completed

Future outlook

Key priorities for 2014



Our school at a glance

2014 Curriculum (the What)

- Continue to implement the 3 year improvement plan – narrow and focussed
 - Attendance, Attitude, Achievement
- Develop and implement Great Results Guarantee (Reading and Numeracy)
- Continue focus on:
 - Australian Curriculum – plan for implementation of ALL remaining learning areas Years 7 to 10
- HOTS - Symphony of Teaching and Learning, Contemporary Practice, QCS preparation, competitions
- Optimise QCE attainment and Senior Pathways with academic/vocational rigor
 - Subject offerings, timetable structure, subject booklets
 - Use QSA TraQCEr
 - OneSchool SETPs
- Implement and review EATSIPs plan
 - Utilise Student Wellbeing support staff
- Continue to refine the Excellence in Teaching and Learning Framework through the Leadership team
 - Monitor consistency in faculty plans and whole school plans
- Complete the mapping of Higher Order Thinking Skills and CCEs
- Enact Quality Schools, Inclusive Leaders Project (QS:IL)

2014 Teaching Practice (the How)

- Enact pedagogical reforms from the Excellence in Teaching and Learning Framework
 - Explicit Teaching, Utilise the Cluster Pedagogy Coach
 - Reflective Culture (Coaching and Feedback)
- Continue to provide quality feedback to students
 - Target and goal setting for students across curriculum
- Continue to use toolbox of teaching methodologies for differentiating (teaching not behaviour)
- Continue to develop staff in the use of data, especially in PAT, QCE, QCS, class dashboard
- Expand the Alternative Education Program at Mt Gordon to provide a differentiated setting for Year 10-12
- Enact QS:IL
- Prepare for full implementation of School Wide Positive Behaviour Support in 2015

2014 Principal Leadership and School Capability (The Capacity)

- Focus on Instructional Leadership by Leadership Team
- Promote and develop quality explicit teaching across staff
- Engage with teachers in classrooms and provide quality feedback
- Principal Performance and Development Plan reflects AIP, GRG and 360 feedback
- Performance and Development Plans for staff
 - Include the Reflection Plan and Professional Learning Plan to drive PD provisions
- Use School Opinion Data to develop strategies to enhance staff capacity and capability

2014 School and Community Partnerships (the Who)

- Use Flying Start to build genuine partnerships with Junior Secondary parents
 - Meet and Greets, 'curriculum for parents' nights
- Continue to forge close links with cluster primary schools
 - Teacher swaps with year 7s, resource sharing and PD, visits to cluster P&Cs
 - Standing Agenda item in Cluster meetings
- Continue to refine communication channels
 - eNews, improved website, One way Facebook (investigate), Electronic sign, Q School App
- Continue to promote a positive image
 - Dress Code, publicity officer, Interagency/community cooperation ensuring consistency
 - Encourage and celebrate the extensive student and staff participation in extra and co-curricula
- Establish School Wide Positive Behaviour Support and conduct training for implementation 2015.
- Improve inclusivity throughout school
 - Progress the Quality Schools: Inclusive Leaders Project (centralise the management of diverse learning in the school and improve the referral process)
- Build new Assets – Year 7 building, Trade Training Centre
- Continue processes that encourage high levels of attendance
 - ID Attend for tracking and management of truancy
 - CEC to assist in monitoring indigenous students

Our school at a glance

- Interagency support – Headspace, QPS, Collaborative Panel
 - Posters, assembly, competitions, parent contact
 - Ensure students, parents, staff, community receive relevant, timely, positive feedback about achievement
 - Mid-year academic awards, Principal Awards, formal re-engagement process
 - Bookwork monitoring and feedback, Virtual classrooms, parent teacher conferencing
 - eNews, Assemblies, Website, popular press,
 - Enact the Wellbeing for Learning and Life Plan
-

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1004	506	498	90%
2012	1002	494	508	92%
2013	965	476	489	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The students attending Warwick State High School come from Warwick City itself, from small nearby towns or from adjacent farming and agricultural areas in this part of the Southern Downs. Our indigenous student population is just over 10% of the student body. The remaining enrolments are mainly of Caucasian extraction with <10 students identifying having English as a Second Language. In recent years our total enrolments have been increasing. Multiple generations of some families have attended Warwick State High School. Some of these family enrolment histories can be traced back to the early years of the school. Conversely, the mobility of families has resulted in noticeable fluctuations in enrolments throughout the year. In 2013, 65 students with disabilities were enrolled in the school. These disabilities ranged from intellectual, hearing, speech language and physical impairment to autistic spectrum disorder (ASD) and multiple disabilities.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	22	22	21
Year 11 – Year 12	17	19	19

School Disciplinary Absences

Warwick State High School has a strong focus on the positive behaviour of all students. Through our many proactive strategies, which includes Principal Awards and the behaviour level system, our staff builds self-discipline and respect within our students. However, there are times when the poor student choices result in consequences which may include suspensions from school. When students return from suspension, a range of proactive strategies are used to ensure that the suspension forms part of a learning process towards respectful behaviour. In late 2013, the school reviewed the Responsible Behaviour Plan for Students and also commenced the journey towards School Wide Positive Behaviour for Students (SWPBS).

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	298	359	425
Long Suspensions - 6 to 20 days	6	14	27
Exclusions	0	4	5
Cancellations of Enrolment	0	2	8

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

As the only state secondary school in Warwick, we offer a comprehensive curriculum which prepares our students for a diverse range of pathways beyond school, including higher education, apprenticeships and traineeships and the workforce.

Senior Secondary

In 2013 our Year 11 and 12 students had a choice from 24 Authority subjects including 2 Extension subjects, 14 Authority Registered Subjects, 3 Vocational Education and Training (VET) Certificates (delivered at school) and 9 VET Certificates delivered at the Southern Queensland Institute of TAFE. School based apprenticeships and traineeships are also available to students.

Students in Year 10 studied the compulsory subjects of English, Maths, Science and Social Science and chose 3 electives from a range of 16 options.

Junior Secondary

All Year 9 students studied the compulsory subjects of English, Maths, Science, Social Science and Health and Physical Education. In addition, they chose 2 electives per semester from a range of 13 options as well as studied additional Literacy and Numeracy subjects. All Year 8 students studied a curriculum which encompassed the 8 Key Learning Areas (KLAs) and the Australian Curriculum.

Students with Disabilities

The school has a dedicated Special Education Program which offers a wide range of alternative programs which focus on life skills, functional literacy and numeracy, work skills, provision of direct care and therapy as well as social skill programs.

Extra curricula activities

In 2013, the school offered an extensive range of extra and co-curricular activities across all year levels. These have included:

- Debating and public speaking
- Extension maths and science programs
- After-hours curriculum tutoring
- Australian and state academic competitions
- Sporting – swimming, cross country, athletics as well as summer and winter sports competitions
- Reader's Challenge
- Equestrian program
- Agricultural show teams
- Talent Quest
- Instrumental Music program
- School bands and choirs
- Senior leadership camp
- Safe Drive program
- School socials and formal
- Buddy Program
- Readers' Cup
- Student Representative Council including committees.

How Information and Communication Technologies are used to assist learning

The school has invested heavily in ICT during 2013. Apart from a strong infrastructure program, which included the addition of the Year 10 cohort to the Student Take-Home Laptop/Device Program (which was funded by the school), extra bandwidth planning and networking, the school has implemented a professional development program which has centred on digital pedagogies.

The school has timetabled staff to act in the role of eLearning Facilitator who conducted numerous information sessions and professional development opportunities for teachers. In 2013, the school had over 152 Virtual Classrooms allowing students 24 hour access to curriculum programs. The school also employed a full time computer technician as well as a technical assistant. OnePortal and OneSchool are also extensively used by staff as tools for school planning and management.

In addition, the school offers a Robotics program, an industry standard Computer Aided Design program, advanced scientific calculators, as well as a range of opportunities for students to integrate specialised scientific testing and logging equipment within their classes.

Social climate

We offer a pastoral care program which includes students reporting each morning to an Assembly Group. These groups are based around our House Program, and as such, students remain in these groups for their 5 years of schooling. Where possible, they also retain the same Assembly Group teacher for the duration of their time at high school. The relationships that can develop are very strong and provide a good base for pastoral care programs.

In addition to this, each cohort has a Coordinator who progresses with them from Year 8 to 12. This supportive leadership role ensures students and parents have a good connection and communication with our school. There is a strong bond between Coordinators and their year groups. They support students in terms of proactive and reactive behaviour support programs and provide a counselling and support service for students experiencing difficulty. Each Coordinator works with a member of the school administration in providing this support.

Our Student Wellbeing team operates on a case management model in supporting students. This team comprises departmental and outside agency personnel and includes behaviour support staff, school nurse, chaplain, Community Education Counsellor, Indigenous teacher aides, industry and employment linking agency (SDIEA) staff and a guidance officer. A member of the administration team manages and supports these staff and the programs/services they offer.

In addition, the school has a Head of Department (Senior Secondary) and Head of Department (Junior Secondary) who work with a team of Year Level Coordinators in the pastoral care of students and also provide additional behaviour support to students. A member of the school leadership team also works with specific year levels to provide additional support to students.

In 2013 the school continued staffing the Mount Gordon Flexi-Campus, based at our Mount Gordon annex. This Flexi-Campus focuses on meeting the diverse social, emotional, behavioural and academic needs of Year 8 and 9 students who were identified as being at extreme risk of disengaging from the school system. This campus is staffed by a full-time teacher and teacher aide. Support is also offered to these students by a wide range of community groups and agencies such as Queensland Police, Southern Downs Regional Council, Youth Workers, HeadSpace, Red Cross as well as a wide range of local businesses.

Throughout the year, students have the opportunity to participate in a variety of socialising and community service events. Activities have included:

- NAIDOC celebrations, Belonging Day, Say No To Bullying Day, Are You Okay Day, Daniel Morecombe Day “The Brekkie Club”, Shine, Inner Goddess, Boys To Men
- Term socials, the senior formal and graduation events, reward activities, lunch activities and organised sports
- Production of the school magazine
- Student Representative Council
- Readers’ Challenge

We have structured our support to ensure all students are given the best opportunity to engage in the educational programs and services we offer.

Strategies which deal with bullying include:

1. Year 8 Anti-bullying program – session in Belonging Day and ongoing sessions throughout the year through year level assemblies.
2. All computers in the school display the cyber safety button which has links to anti-bullying websites.
3. “Say No to Bullying” posters displayed around the school.
4. All student diaries have page inserts about inappropriate behaviour - sexual harassment, hands off policy, what is and what is not bullying, cyber bullying, strategies and consequences.
5. Assembly teachers regularly workshop the diary contents to reinforce appropriate behaviours and expectations.
6. Junior Secondary – Shine program for girls with Chaplain and Youth Support co-ordinator. For boys – Boystalk with same personnel.
7. Peer support program.
8. HOD structure (Junior Secondary and Senior Schooling portfolios).
9. Mediation (individual, group) by Administration and HODs.
10. Individual behaviour plans and playground contracts. Time out sessions include worksheets around anti-bullying.
11. On website – parent toolkit to tackle bullying including links to external agencies (eg Headspace).
12. Responsible Behaviour Management Plan for Students is on website for students and parents.
13. In Extra Junior program (Junior Secondary) – Brainstorms Productions on cyberbullying with follow up lessons in class to discuss issues. Also “Verbal Combat” and “The Hurting Game”. Cyber Bullying and Self Worth Units also completed.
14. Extra Junior Program – forensic nurse from Qld Health – “What is Sexual Assault”. Police Liaison Officer – cybersafety session, Facebook security and safety sessions.
15. Extra Senior Program – Sexual harassment/bullying issues are workshopped. ‘Putting Youth in the Picture’ and ‘Lovebites’.
16. Blocking of social media websites on school network during school hours (eg. Facebook).
17. Curriculum units (English, Social Science, and HPE) have Social Skilling aspects.
18. Student Services team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel,
19. Community Education Counsellor, Youth Support Workers, Youth Connection Workers, Year Level Coordinators for each year level,
20. Positive behaviour system including Awards and Rewards.
21. Say No To Bullying Day – celebration concert, friendship band making, signing of pledge board, wearing orange ribbons, staff wearing Say No to Bullying T-shirts. R U OK?

Our school at a glance

Parent, student and staff satisfaction with the school

The response from parents (total of 9) leads to a sample size which is considered to be too small to accurately represent the opinions of the entire parent body.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	80%
this is a good school (S2035)	86%	89%
their child likes being at this school* (S2001)	86%	90%
their child feels safe at this school* (S2002)	89%	90%
their child's learning needs are being met at this school* (S2003)	89%	70%
their child is making good progress at this school* (S2004)	86%	50%
teachers at this school expect their child to do his or her best* (S2005)	100%	70%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	80%
teachers at this school motivate their child to learn* (S2007)	82%	50%
teachers at this school treat students fairly* (S2008)	89%	70%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	84%	90%
this school takes parents' opinions seriously* (S2011)	83%	89%
student behaviour is well managed at this school* (S2012)	75%	78%
this school looks for ways to improve* (S2013)	92%	80%
this school is well maintained* (S2014)	96%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	85%
they like being at their school* (S2036)	78%	77%
they feel safe at their school* (S2037)	87%	86%
their teachers motivate them to learn* (S2038)	87%	82%
their teachers expect them to do their best* (S2039)	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	85%	85%
teachers treat students fairly at their school* (S2041)	81%	70%
they can talk to their teachers about their concerns* (S2042)	66%	71%
their school takes students' opinions seriously* (S2043)	77%	61%
student behaviour is well managed at their school* (S2044)	64%	59%
their school looks for ways to improve* (S2045)	94%	78%

Our school at a glance

their school is well maintained* (S2046)	90%	76%
their school gives them opportunities to do interesting things* (S2047)	93%	83%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	86%
they feel that their school is a safe place in which to work (S2070)	82%
they receive useful feedback about their work at their school (S2071)	66%
students are encouraged to do their best at their school (S2072)	88%
students are treated fairly at their school (S2073)	82%
student behaviour is well managed at their school (S2074)	54%
staff are well supported at their school (S2075)	54%
their school takes staff opinions seriously (S2076)	54%
their school looks for ways to improve (S2077)	79%
their school is well maintained (S2078)	76%
their school gives them opportunities to do interesting things (S2079)	72%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

The school has conducted analysis and feedback sessions post School Opinion Survey in order to improve positive staff responses. This process is ongoing.

Involving parents in their child's education

Parents/caregivers are key players in their children's learning partnership with the school. Our P&C Association is a supportive organisation that not only provides a forum for parents across the school, but also has a very effective business arm. The canteen and uniform shop has contributed substantial funds to the school to support programs.

The school encourages involvement of parents in the shaping, delivery and celebration of their children's education. This is done using a range of activities and strategies including:

- Active P&C
- Parent canteen volunteers
- Parent teacher meetings (formal and informal)
- Families attending school events (musicals, expos, sporting events)
- Principal's Awards ceremonies
- Transition activities for our Year 7 and Year 10 students and parents
- Parent and teacher interview meetings held twice per year
- Staff phoning, emailing, and meeting with parents to discuss students' educational programs and progress.

Our school at a glance

Reducing the school's environmental footprint

The school's Agricultural Block and Hamilton Oval both have access to the town's recycled water supply, which is primarily used for irrigation purposes. The school is an active participant in the Solar Schools Program and has HOTTI solar panels installed on the roof of D Block. The generated electricity is fed back into the general grid and the data is used by students as part of their curriculum.

In addition, a student based Environment Committee has been developed as part of the Student Leadership team.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	324,216	2,624
2011-2012	405,117	2,382
2012-2013	419,601	25,558

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Performance of our students

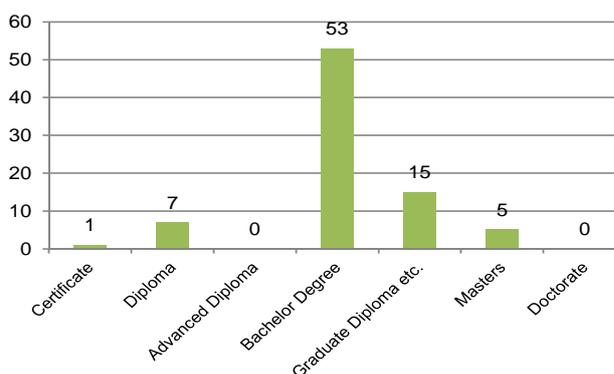
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	82	44	<5
Full-time equivalents	77	30	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.	15
Masters	5
Doctorate	0
Total	81



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 17,762, for registration and attendance costs. Additional funds were expended on the Teacher Relief Scheme to release teachers to attend this professional development.

The major professional development initiatives are as follows:

- Faculty Based
- Senior Schooling
- Vocational Education and Training
- Junior Secondary
- Digital Pedagogy
- Explicit Teaching
- Coaching and Feedback
- Student Wellbeing
- Students With Disabilities
- Students Needing Support
- One School Training
- System Priorities

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Performance of our students

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	85%

The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)

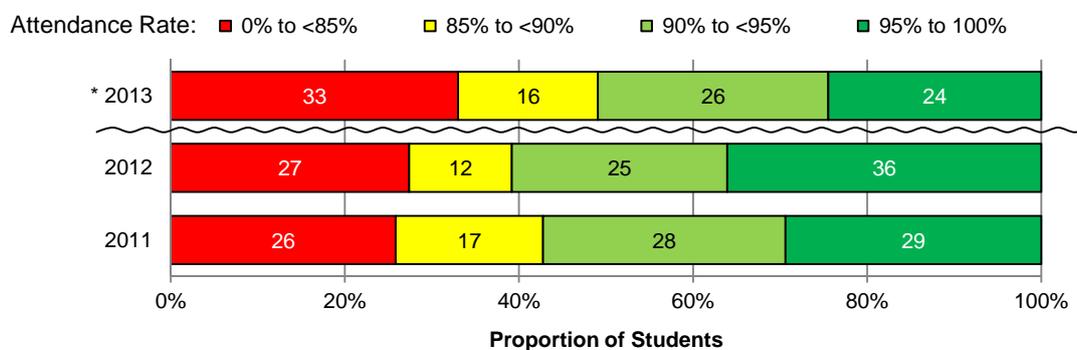
	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	89%	84%	88%	89%
2012	90%	88%	87%	88%	89%
2013	91%	86%	84%	82%	86%

DW = Data withheld to ensure confidentiality.

Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school uses an electronic attendance management system called IDAttend. Rolls are marked each lesson via teacher laptops, with students recorded as being absent from classes manually tracked by an Attendance Officer. Students arriving late, or leaving school at any time during the school day must also sign out via the office with these details being recorded on IDAttend. Students are then issued with a thermal pass with their photo on it, which must be displayed to staff or the Police when out of the school grounds. SMS are sent each day to all parents who have students recorded as being absent for the whole day and parents are invited to reply by SMS, phone or send in a note explaining the reason for absence. Several times each term, individual letters are sent home to parents who have still not explained student absences thus far, further requesting reasons for absences.

Students with more than 3 days absence are then tracked by a member of the Administration team. These absences are addressed using a number of strategies which may include: phone calls to parents, student support within the school, modified timetables, referral to external agencies, parent meetings, Police intervention up to and including formal warnings of non-attendance and non-participation.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government Non-government

Performance of our students

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

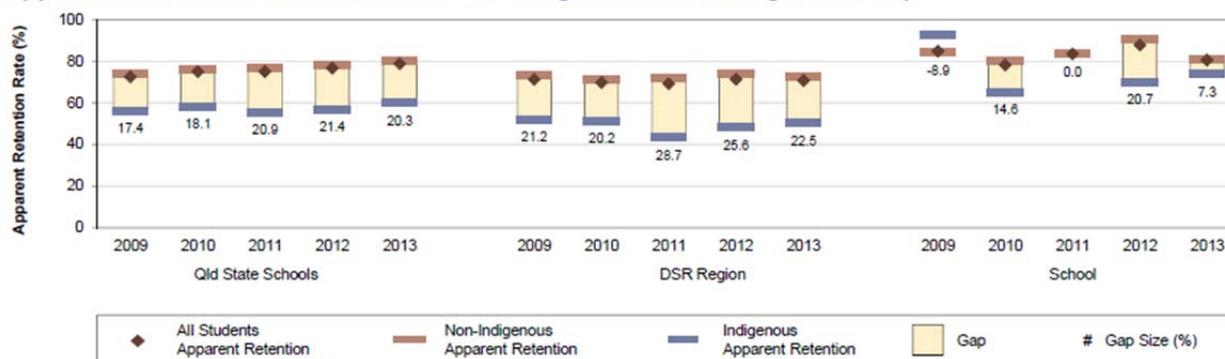
If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In terms of attendance, the trend over the past 2 years has been similar for both Indigenous and nonindigenous students, with Indigenous students' attendance remaining 7.5% - 10% below that of nonindigenous students. In 2013, 26% of indigenous students had an attendance rate of 90% to 100%. The number of indigenous students with a less than 85% attendance was 33.

The school exceeded state-wide expectations with a very narrow gap between indigenous and non-indigenous students in the apparent retention rate from Year 10 to Year 12.

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	88%	80%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	154	175	184
Number of students awarded a Queensland Certificate Individual Achievement.	3	3	6
Number of students receiving an Overall Position (OP).	71	75	81
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	41	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	88	129	110
Number of students awarded an Australian Qualification Framework Certificate II or above.	70	97	94
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	119	140	138

Performance of our students

Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	57%	64%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	88%	93%	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	92%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	12	17	23	14	5
2012	9	14	20	24	8
2013	11	17	24	26	3

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2011	56	64	9
2012	68	82	28
2013	34	67	38

As at 5 May 2014. The above values exclude VISA students.

The following Certificate 1 courses were undertaken in 2013:

- Cert 1 in Information Digital Media and Technology
- Cert 11 in Rural Ops
- Cert 111 in Information Digital Media and Technology
- Cert 1 and 11 in Business
- Cert 1 in Furnishings

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

In some situations, students leave school before completing Year 12. Most go on to full or part time work. Before leaving, students are counselled by the Guidance Counsellor and are often linked to SDIEA (Southern Downs Industry and Education Association). School based apprenticeships are sometimes converted to full time. In addition, some students also undertake Certificate courses at the Warwick TAFE campus.