

# Warwick State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Warwick State High School opened its doors in 1912 as Warwick Technical College and High School. Over the past 102 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 many 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, 6 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 2014 goals;
- Future outlook for 2015;
- School profile;
- Curriculum offerings;
- Social climate;
- Satisfaction levels;
- Parent involvement;
- Environmental footprint;
- Staff profile;
- Student attendance;
- NAPLAN results;
- Closing the Gap data;
- Year 12 achievement data;
- Post school destination and early leaver information.

#### School progress towards its goals in 2014

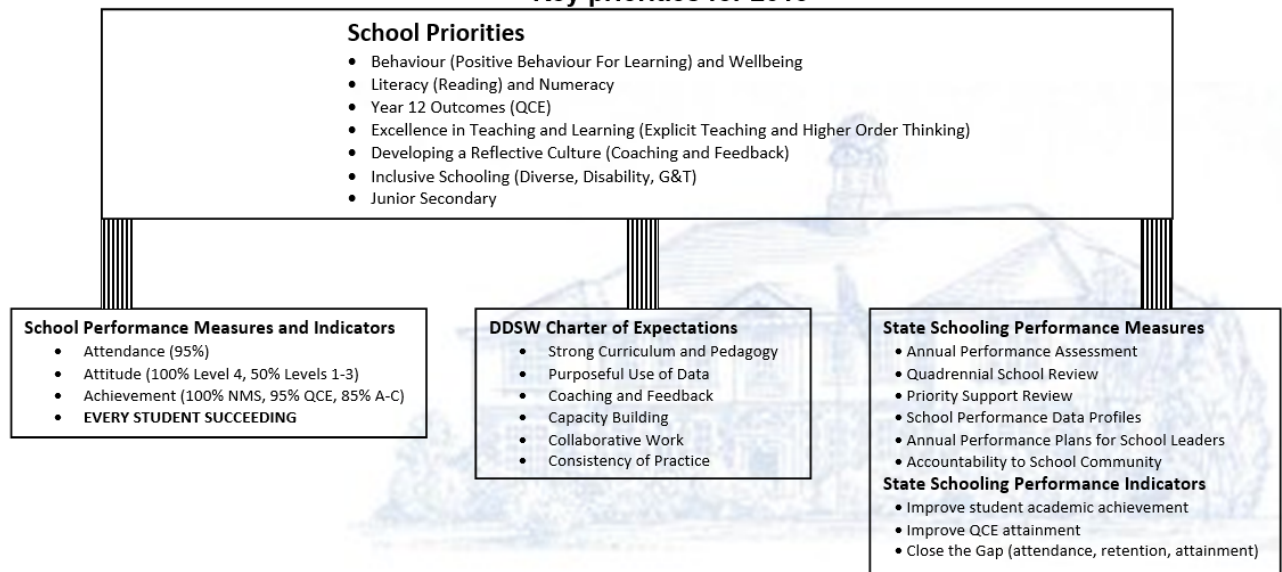
As the AIP is developed from the school's 4 year Strategic Plan, the focus and priority areas are ongoing.

Actions	Status
<b>Curriculum (the What)</b>	
<ul style="list-style-type: none"> <li>• Implement the 3 year improvement plan – narrow and focussed               <ul style="list-style-type: none"> <li>• Attendance, Attitude, Achievement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement Great Results Guarantee (Reading and Numeracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Continue focus on:               <ul style="list-style-type: none"> <li>• Australian Curriculum – plan for implementation of ALL remaining learning areas Years 7 to 10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> </ul>
<ul style="list-style-type: none"> <li>• HOTS - Symphony of Teaching and Learning, Contemporary Practice, QCS preparation, competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Optimise QCE attainment and Senior Pathways with academic/vocational rigor               <ul style="list-style-type: none"> <li>• Subject offerings, timetable structure, subject booklets</li> <li>• Use QSA TraQCEr</li> <li>• OneSchool SETPs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Implement and review EATSIPs plan               <ul style="list-style-type: none"> <li>• Utilise Student Wellbeing support staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to refine the Excellence in Teaching and Learning Framework through the Leadership team               <ul style="list-style-type: none"> <li>• Monitor consistency in faculty plans and whole school plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Complete the mapping of Higher Order Thinking Skills and CCEs</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Enact Quality Schools, Inclusive Leaders Project (QS:IL)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> </ul>

<b>Teaching Practice (the How)</b>	
<ul style="list-style-type: none"> <li>Enact pedagogical reforms from the Excellence in Teaching and Learning Framework               <ul style="list-style-type: none"> <li>Explicit Teaching, Utilise the Cluster Pedagogy Coach</li> <li>Reflective Culture (Coaching and Feedback)</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Continue to provide quality feedback to students               <ul style="list-style-type: none"> <li>Target and goal setting for students across curriculum</li> </ul> </li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Continue to use toolbox of teaching methodologies for differentiating (teaching not behaviour)</li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Continue to develop staff in the use of data, especially in PAT, QCE, QCS, class dashboard</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Expand the Alternative Education Program at Mt Gordon to provide a differentiated setting for Year 10-12</li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Enact QS:IL</li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Prepare for full implementation of School Wide Positive Behaviour Support in 2015</li> </ul>	• Completed
<b>Principal Leadership and School Capability (The Capacity)</b>	
<ul style="list-style-type: none"> <li>Focus on Instructional Leadership by Leadership Team</li> <li>Promote and develop quality explicit teaching across staff</li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Engage with teachers in classrooms and provide quality feedback</li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Principal Performance and Development Plan reflects AIP, GRG and 360 feedback</li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Performance and Development Plans for staff               <ul style="list-style-type: none"> <li>Include the Reflection Plan and Professional Learning Plan to drive PD provisions</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Use School Opinion Data to develop strategies to enhance staff capacity and capability</li> </ul>	• Ongoing
<b>School and Community Partnerships (the Who)</b>	
<ul style="list-style-type: none"> <li>Use Flying Start to build genuine partnerships with Junior Secondary parents               <ul style="list-style-type: none"> <li>Meet and Greets, 'curriculum for parents' nights</li> </ul> </li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Continue to forge close links with cluster primary schools               <ul style="list-style-type: none"> <li>Teacher swaps with year 7s, resource sharing and PD, visits to cluster P&amp;Cs</li> <li>Standing Agenda item in Cluster meetings</li> </ul> </li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Continue to refine communication channels               <ul style="list-style-type: none"> <li>eNews, improved website, One way Facebook (investigate), Electronic sign, Q School App</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Continue to promote a positive image               <ul style="list-style-type: none"> <li>Dress Code, publicity officer, Interagency/community cooperation ensuring consistency</li> <li>Encourage and celebrate the extensive student and staff participation in extra and co-curricula</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Establish School Wide Positive Behaviour Support and conduct training for implementation 2015.</li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Improve inclusivity throughout school               <ul style="list-style-type: none"> <li>Progress the Quality Schools: Inclusive Leaders Project (centralise the management of diverse learning in the school and improve the referral process)</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Build new Assets – Year 7 building, Trade Training Centre</li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Continue processes that encourage high levels of attendance               <ul style="list-style-type: none"> <li>ID Attend for tracking and management of truancy</li> <li>CEC to assist in monitoring indigenous students</li> <li>Interagency support – Headspace, QPS, Collaborative Panel</li> <li>Posters, assembly, competitions, parent contact</li> </ul> </li> </ul>	• Ongoing
<ul style="list-style-type: none"> <li>Ensure students, parents, staff, community receive relevant, timely, positive feedback about achievement               <ul style="list-style-type: none"> <li>Mid-year academic awards, Principal Awards, formal re-engagement process</li> <li>Bookwork monitoring and feedback, Virtual classrooms, parent teacher conferencing</li> <li>eNews, Assemblies, Website, popular press,</li> </ul> </li> </ul>	• Completed
<ul style="list-style-type: none"> <li>Enact the Wellbeing for Learning and Life Plan</li> </ul>	• Ongoing

## Future outlook

### Key priorities for 2015



## 2015 Curriculum (the What)

- Continue to implement the improvement plan
  - AAA Rating - Attendance, Attitude, Achievement
- Implement Great Results Guarantee (GRG) (Reading, Numeracy, QCE)
- Continue to implement the Australian Curriculum in ALL learning areas Years 7 to 10
- Optimise QCE attainment and Senior Pathways with academic/vocational rigor
  - Subject offerings, timetable structure, subject booklets, senior handbook
  - Use QCAA TraQCER, WSHS Monitoring Process (Re-engagement Process), OneSchool SETPs
- Review EATSIPS Plan
  - Utilise Student Wellbeing Support Staff
  - Embed Clontarf Academy
- Continue to refine the Excellence in Teaching and Learning Framework through the Leadership Team
- Monitor consistency in faculty plans and whole school plans
- Continue to map High Order Thinking Skills and CCEs across the curriculum
- Continue the Quality Schools: Inclusive Leaders Project

## 2015 Teaching Practice (the How)

- Enact pedagogical reforms from the Excellence in Teaching and Learning Framework
  - Explicit Teaching. Use the Master Teacher to embed practice across the school.
  - Embed Coaching, Feedback, Profiling as integral part of Performance Development Plans
- Continue to provide quality feedback to students
  - Target and goal setting for students across all learning areas
- Continue to use toolbox of teaching pedagogies to differentiate for diverse learners. Use Master Teacher
- Enact QS:IL
- Review the Alternative Education Program at Mt Gordon to ensure relevant for student needs
- Implement GRG – reading and numeracy and QCE attainment
- Continue to develop staff use of data especially class dashboard, PAT, NAPLAN, ICPs, EBPs, QCE tracking

- Positive Behaviour for Learning (PBL) is adopted by all staff

### 2015 Principal Leadership and School Capability (the Capacity)

- Focus on Instructional Leadership by leadership Team – especially explicit teaching..
- Engage with classrooms and provide quality feedback
- Principal Performance Plan reflects SS Plan, Strategic Plan, AIP, GRG and 360 Feedback
- Performance Development Plans for Staff include reflection plan. Plans drive PD provisions
- Use School Opinion Survey data to inform actions to enhance staff capability and capacity

### 2015 School and Community Partnerships (the Who)

- Use Flying Start – Year 7s – Meet and Greets, parent curriculum activities, information evenings
- Continue links with primary schools – teacher swaps, PD, visits, standing agenda items at Cluster and City Links
- Update communication frequently – website, eNews, QApp, eSign
- Continue to promote positive image through Dress Code, interagency and community interface, publicity
- Continue processes that encourage high attendance
  - ID Attend, CEC, Clontarf Academy, Interagency Support (eg headspace, QPS), parent contact
  - Triple A rating foregrounded, tracked, celebrated.
- Ensure students, staff, community receive relevant, timely, positive feedback about achievement
  - QCE 5 weekly monitoring and Reengagement process. 'Let's Communicate' week
  - Bookwork monitoring and feedback, virtual classrooms, parent/teacher conferencing
- Enact the Wellbeing for Learning and Life Plan and the Parent and Community Framework

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1002	494	508	92%
2013	965	476	489	88%
2014	877	446	431	89%

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 relatively stable. 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 2014, 72 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		
	2012	2013	2014
Year 7 Secondary – Year 10	22	21	22
Year 11 – Year 12	19	19	18

### School Disciplinary Absences

Warwick State High School has a strong focus on the positive behaviour of all students. Through our many proactive strategies, which include 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 in 2014 planned extensively for the implementation of school-wide Positive Behaviour for Learning (PBL) in 2015.

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	359	425	412
Long Suspensions - 6 to 20 days	14	27	10
Exclusions <sup>#</sup>	4	5	4
Cancellations of Enrolment	2	8	15

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 2014 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.

Students also participate in an Extra Senior Program (XSP). In years 10-12 programs aim to deliver units which assist in transitioning students to the next phase of learning or life experience:

- Year 12 students focus on a transition to life after school, be it work or study or a combination of both. This also includes QCS test preparation.
- Year 11 students focus on transition to the world of senior study (including understanding QCE)
- Year 10 students focus on their Student Education and Training Plan (SETPlan) and making the most appropriate subject selections for Years 11 and 12.

- All programs also include units which foster personal development in students and understanding the modern social environment.

### **Junior Secondary**

All Year 9 students studied the compulsory subjects of English, Maths, Science, History and Health and Physical Education. In addition, they chose 2 electives per semester from a range of 10 options as well as undertaking additional Literacy and Numeracy subjects. All Year 8 students studied a curriculum which encompassed the 8 Key Learning Areas (KLAs) and the Australian Curriculum. In addition the students undertook a skills-based program two lessons per week to further enhance their development of literacy, numeracy and higher-order thinking skills.

### **Students with Disabilities and Diverse Learning Needs**

Warwick State High is an inclusive school which caters for all students with diverse learning needs. This includes students with disabilities, learning difficulties and other conditions that require adjustments to curriculum and/or access. Support can be accessed in the form of specialised teaching staff, experienced teacher aides, tailored support programs and consultation with outside agencies both in the mainstream and Special Education Program setting. 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 2014, 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
- Readers' Challenge
- Readers' Cup
- 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
- Student Representative Council including committees.

### **How Information and Communication Technologies are used to assist learning**

The school has invested heavily in ICT during 2014, continuing to enhance the school's technology base for student access.



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 2014, 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 which includes 3D printing capability, as well as a range of opportunities for students to integrate specialised scientific testing and logging equipment within their classes.

## Social Climate

Our social climate is based around our school values of:

- **Responsibility** (for teaching and learning)
- **Respect** (for self, others and property), and
- **Relationships** (safe and supportive)

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 progressed 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.

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, chaplains, 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 2014 the school continued staffing the Mount Gordon Flexi-Campus, based at our Mount Gordon annex. This alternative education program 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. Warwick State High's Mount Gordon Flexi-Campus was a state finalist in the Showcase Awards for Excellence in Schools in 2014.



Throughout the year, all 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, Reconciliation Week, Are You Okay Day, "The Brekkie Club", Shine, Inner Goddess (social skilling), Boys To Men (social skilling), PACE (indigenous program), DARE (indigenous program with the USQ), "lovebites" (a program for seniors)
- 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
- Maths 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; “Verbal Combat”; “The Hurting Game”; Cyber Bullying and Self Worth Units. In addition, sessions are conducted by a forensic nurse from Qld Health – “What is Sexual Assault” and the Police Liaison Officer on cybersafety and social media security.
14. Extra Senior Program: Sexual harassment/bullying issues workshopped; ‘Putting Youth in the Picture’; ‘Lovebites’.
15. Blocking of social media websites on school network during school hours (eg. Facebook).
16. Curriculum units (English, Social Science, and HPE) have Social Skilling aspects.
17. Student Wellbeing team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel, Community Education Counsellor and Youth Support Workers.
18. Year Level Coordinators for each year level also track and support each cohort.
19. Positive behaviour system including Awards and Rewards.
20. 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?

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	80%	83%
this is a good school (S2035)	86%	89%	82%
their child likes being at this school* (S2001)	86%	90%	80%
their child feels safe at this school* (S2002)	89%	90%	88%
their child's learning needs are being met at this school* (S2003)	89%	70%	80%
their child is making good progress at this school* (S2004)	86%	50%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	70%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	80%	81%
teachers at this school motivate their child to learn* (S2007)	82%	50%	78%
teachers at this school treat students fairly* (S2008)	89%	70%	74%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	88%
this school works with them to support their child's learning* (S2010)	84%	90%	79%
this school takes parents' opinions seriously* (S2011)	83%	89%	70%
student behaviour is well managed at this school* (S2012)	75%	78%	63%
this school looks for ways to improve* (S2013)	92%	80%	81%
this school is well maintained* (S2014)	96%	90%	89%

Parent	This School						LSG: S-XXII			State: Secondary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
	2012	2013	2014	2013	2014		2012	2013	2014	2012	2013	2014
S2035 This is a good school	85.7	88.9	82.2			90	94.1	94.3	90.1	93.8	94.5	93.0
S2034 I would recommend this school to others	89.3	88.9	81.8			88	92.2	93.4	89.4	92.2	93.3	92.2
S2016 My child is getting a good education at this school	100.0	80.0	82.6			92	94.2	92.7	91.1	93.0	93.7	93.2
S2012 Student behaviour is well managed at this school	75.0	77.8	63.0			92	83.7	85.1	79.5	84.2	86.0	84.7
S2021 Teachers at this school are interested in my child's wellbeing	96.3	90.0	84.6			91	90.2	93.7	89.1	91.4	93.0	91.7
S2017 My child's (Literacy) English skills are being developed at this school	92.3	80.0	83.5			91	90.7	91.2	90.1	90.5	92.5	91.8
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	92.6	77.8	85.7			91	89.5	90.4	89.7	89.1	90.7	91.0
S2006 Teachers at this school provide my child with useful feedback about his or her school work	89.3	80.0	80.6			93	88.6	91.6	87.1	89.7	91.1	89.7
S2028 This school provides me with useful feedback about my child's progress	96.4	80.0	83.5			91	88.3	89.3	86.0	87.1	90.1	87.7
Overall rating for all survey items	88.6	81.5	82.6			7	90.4	91.2	88.0	90.3	91.6	90.3

**Performance measure**

Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	85%	96%
they like being at their school* (S2036)	78%	77%	84%
they feel safe at their school* (S2037)	87%	86%	85%
their teachers motivate them to learn* (S2038)	87%	82%	91%
their teachers expect them to do their best* (S2039)	97%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	85%	85%	86%
teachers treat students fairly at their school* (S2041)	81%	70%	82%
they can talk to their teachers about their concerns* (S2042)	66%	71%	74%
their school takes students' opinions seriously* (S2043)	77%	61%	74%
student behaviour is well managed at their school* (S2044)	64%	59%	64%
their school looks for ways to improve* (S2045)	94%	78%	91%
their school is well maintained* (S2046)	90%	76%	85%
their school gives them opportunities to do interesting things* (S2047)	93%	83%	91%

Student	This School						LSG: S-XXII			State: Secondary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
	2012	2013	2014	2013	2014		2012	2013	2014	2012	2013	2014
S2068 This is a good school	80.9	68.1	85.7			119	85.1	88.2	89.8	85.7	89.7	89.9
S2067 I would recommend my school to others	75.9	65.5	81.4			118	81.7	87.0	87.8	82.2	87.6	87.7
S2048 I am getting a good education at my school	90.4	85.5	95.8			119	89.9	93.3	94.0	90.5	93.9	94.2
S2044 Student behaviour is well managed at my school	63.8	58.8	63.6			118	64.1	72.9	74.6	68.8	75.3	76.1
S2063 My teachers care about me	72.8	74.4	80.2			116	77.3	84.0	83.7	77.8	84.5	84.6
S2049 My English skills are being developed at my school	88.8	90.8	92.4			118	89.6	91.2	92.1	89.3	92.2	92.0
S2050 My Maths skills are being developed at my school	88.0	83.2	93.3			119	87.7	90.6	91.2	87.7	91.0	91.4
S2040 My teachers provide me with useful feedback about my school work	84.7	84.9	85.7			119	85.4	89.5	89.3	85.5	89.8	89.4
S2059 My teachers encourage me to do my best	91.3	89.1	95.8			118	91.0	94.1	93.4	90.8	94.0	93.6
Overall rating for all survey items	85.8	81.1	87.8			116	85.2	89.2	89.2	85.7	89.7	89.5

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	82%
they feel that their school is a safe place in which to work (S2070)		82%	79%
they receive useful feedback about their work at their school (S2071)		66%	66%
students are encouraged to do their best at their school (S2072)		88%	89%
students are treated fairly at their school (S2073)		82%	77%
student behaviour is well managed at their school (S2074)		54%	60%
staff are well supported at their school (S2075)		54%	57%
their school takes staff opinions seriously (S2076)		54%	55%
their school looks for ways to improve (S2077)		79%	79%
their school is well maintained (S2078)		76%	82%
their school gives them opportunities to do interesting things (S2079)		72%	79%

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

# 'Agree' represents the 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.

Staff	This School						LSG: S-XXII			State: Secondary		
	% Agreement			Distribution		N	% Agreement			% Agreement		
	2012	2013	2014	2013	2014		2012	2013	2014	2012	2013	2014
S2108 This is a good school		75.0	75.8			95		91.6	93.0		93.3	93.5
S2107 I would recommend this school to others		72.7	79.8			94		89.3	91.7		90.8	91.6
S2122 I feel that students receive a good education at this school		87.0	91.5			71		94.6	96.0		96.2	96.6
S2074 Student behaviour is well managed at this school		53.9	60.2			98		81.6	85.6		83.6	85.3
S2072 Students are encouraged to do their best at this school		87.8	88.9			99		95.5	96.2		96.1	96.4
S2118 I feel confident engaging all of my students in learning at this school		79.6	80.6			72		89.3	91.8		91.2	93.2
S2116 I feel confident using student assessment data to improve student achievement at this school		86.8	87.5			72		94.8	95.5		95.2	95.9
S2086 I have access to quality professional development.	78.6	69.8	79.2			96	80.2	80.7	83.7	80.1	81.4	83.8
S2084 I feel that staff morale is positive at this school		45.6	40.8			98		77.8	77.7		78.4	77.6
Overall rating for all survey items	84.0	74.7	76.3			46	86.4	88.3	89.2	86.7	88.8	89.2

## 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 an 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.
- Virtual classrooms

### 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	405,117	2,382
2012-2013	419,601	25,558
2013-2014	389,851	17,515

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

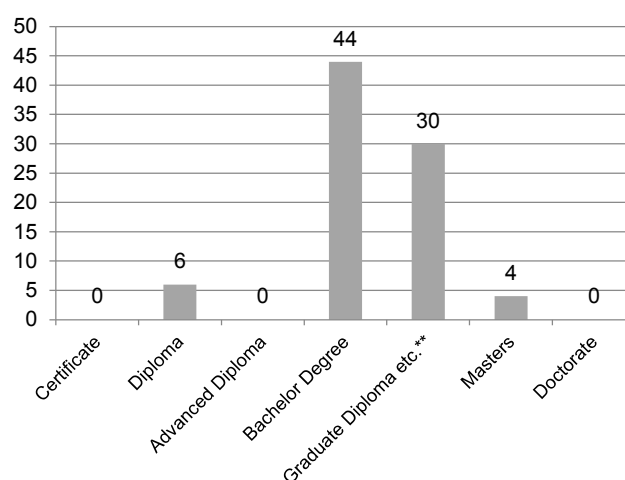
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	82	38	<5
Full-time equivalents	75	26	<5

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	30
Masters	4
Doctorate	0
<b>Total</b>	<b>84</b>



\*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 2014 were \$ 39,423 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:

- Curriculum - Faculty Based
- Literacy (especially Reading) and Numeracy
- Senior Schooling (including QCE attainment)
- Positive Behaviour for Learning
- Vocational Education and Training
- Junior Secondary
- Pedagogy - 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 2014 was 100%.

**Average staff attendance**

	2012	2013	2014
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, 97% of staff was retained by the school for the entire 2014 school year.

**School income broken down by funding source**

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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

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



# Performance of our students

## Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	85%	87%

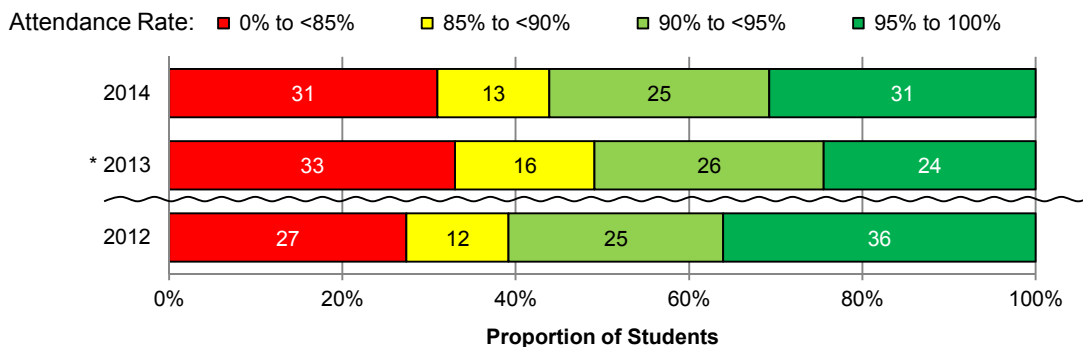
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)					
	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	88%	87%	88%	89%
2013	91%	86%	84%	82%	86%
2014	90%	89%	84%	86%	85%

DW = Data withheld to ensure confidentiality.

## 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 after 2012 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 Student Resource Room 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

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

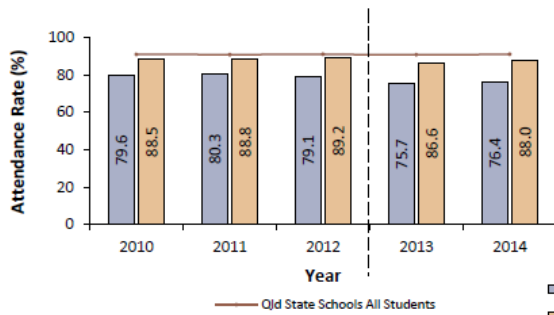
Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### 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 10% to 12% below that of nonindigenous students. In 2014, 52% of indigenous students had an attendance rate range of 90% to 100%.

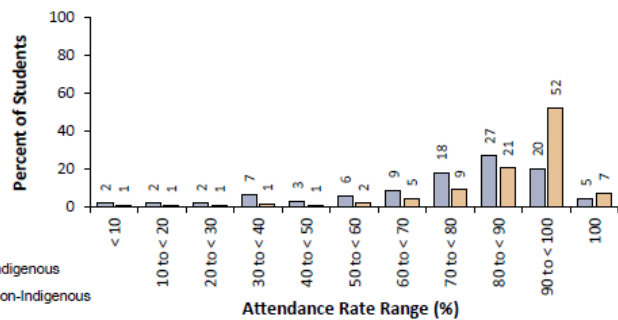
The school exceeded state-wide expectations with a very narrow gap between indigenous and non-indigenous students in the apparent retention rate from Year 10 to Year 12.

**Student Attendance Rate Semester 1**  
Indigenous & Non-Indigenous Students



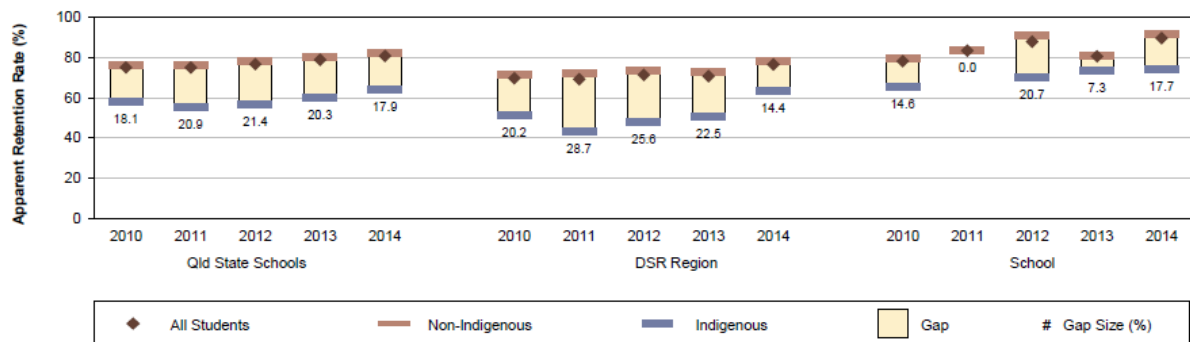
The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

**Proportion of Students by Attendance Range**  
Semester 1, 2014 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	31.0
% of Indigenous Student Attendance < 85%	59.6

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



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

#### Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 student cohort.

2012	2013	2014
------	------	------

88%	80%	90%
-----	-----	-----

#### Outcomes for our Year 12 cohorts

Number of students receiving a Senior Statement

2012	2013	2014
------	------	------

175	184	165
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<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students awarded a Queensland Certificate of Individual Achievement.	3	6	1
Number of students receiving an Overall Position (OP)	75	81	77
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	41	24	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	129	110	129
Number of students awarded an Australian Qualification Framework Certificate II or above.	97	94	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	140	138	131
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.	57%	64%	69%
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.	93%	87%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	100%	98%

As at 19 February 2015. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	9	14	20	24	8
2013	11	17	24	26	3
2014	16	10	27	20	4

As at 19 February 2015. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	68	82	28
2013	34	67	38
2014	104	49	21

As at 19 February 2015. The above values exclude VISA students.

The following Certificate I courses were undertaken in 2014:

- Cert II in Rural Operations
- Cert II in Active Volunteering
- Cert I in Furnishings

### 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 school leavers information

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

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.