

Warwick State High School

Queensland State School Reporting

2015 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 103 years the school has forged a reputation built on tradition, coupled with forward thinking.

With approximately 910 students, the school is staffed with 86 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 Master Teacher, a Business Services Manager and a Guidance Officer.

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 Student Wellbeing 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. The school also has a highly skilled Senior Monitoring Team which monitors and supports the QCE attainment of our senior students. In addition, our extensive community networks and partnerships with external agencies, such as the Clontarf Foundation (for indigenous males) 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 for Learning (PBL) 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 7, 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 7, 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 2015 goals;
- Future outlook for 2016;
- 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 2015

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

| Actions | Status |
|---|--|
| Curriculum (the What) | |
| <ul style="list-style-type: none"> • Continue to implement the improvement plan <ul style="list-style-type: none"> • AAA Rating - Attendance, Attitude, Achievement | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Implement Great Results Guarantee (GRG) (Reading, Numeracy, QCE) | <ul style="list-style-type: none"> • Completed |
| <ul style="list-style-type: none"> • Continue to implement the Australian Curriculum in ALL learning areas Years 7 to 10 | <ul style="list-style-type: none"> • Completed |
| <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, subject booklets, senior handbook • Use QCAA TraQCER, WSHS Monitoring Process (Re-engagement Process), OneSchool SETPs | <ul style="list-style-type: none"> • Ongoing • 99% QCE achievement in 2015 |
| <ul style="list-style-type: none"> • Review EATSIPS Plan <ul style="list-style-type: none"> • Utilise Student Wellbeing Support Staff • Embed Clontarf Academy | <ul style="list-style-type: none"> • Completed |
| <ul style="list-style-type: none"> • Continue to refine the Excellence in Teaching and Learning Framework through the Leadership Team • Monitor consistency in faculty plans and whole school plans | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| <ul style="list-style-type: none"> • Continue to map High Order Thinking Skills and CCEs across the curriculum | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Continue the Quality Schools:Inclusive Leaders Project | <ul style="list-style-type: none"> • Ongoing |
| Teaching Practice (the How) | |
| <ul style="list-style-type: none"> • Enact pedagogical reforms from the Excellence in Teaching and Learning Framework <ul style="list-style-type: none"> • Explicit Teaching. Use the Master Teacher to embed practice across the school. • Embed Coaching, Feedback, Profiling as integral part of Performance Development Plans | <ul style="list-style-type: none"> • Ongoing • Completed |
| <ul style="list-style-type: none"> • Continue to provide quality feedback to students <ul style="list-style-type: none"> • Target and goal setting for students across all learning areas | <ul style="list-style-type: none"> • Ongoing in all faculties |
| <ul style="list-style-type: none"> • Continue to use toolbox of teaching pedagogies to differentiate for diverse learners. Use Master Teacher | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Enact QS:IL | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Review the Alternative Education Program at Mt Gordon to ensure relevant for student needs | <ul style="list-style-type: none"> • Completed |
| <ul style="list-style-type: none"> • Implement GRG – reading and numeracy and QCE attainment | <ul style="list-style-type: none"> • Completed |
| <ul style="list-style-type: none"> • Continue to develop staff use of data especially class dashboard, PAT, NAPLAN, ICPs, EBPs, QCE tracking | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) is adopted by all staff | <ul style="list-style-type: none"> • Completed |
| Principal Leadership and School Capability (The Capacity) | |
| <ul style="list-style-type: none"> • Focus on Instructional Leadership by leadership Team – especially explicit teaching.. | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Engage with classrooms and provide quality feedback | <ul style="list-style-type: none"> • Ongoing |
| <ul style="list-style-type: none"> • Principal Performance Plan reflects SS Plan, Strategic Plan, AIP, GRG and 360 Feedback | <ul style="list-style-type: none"> • 360 completed P, DP, AP |
| <ul style="list-style-type: none"> • Performance Development Plans for Staff include reflection plan. Plans drive PD provisions | <ul style="list-style-type: none"> • Completed |
| <ul style="list-style-type: none"> • Use School Opinion Survey data to inform actions to enhance staff capability and capacity | <ul style="list-style-type: none"> • Ongoing |

| School and Community Partnerships (the Who) | |
|--|---------------------|
| • Use Flying Start – Year 7s – Meet and Greets, parent curriculum activities, information evenings | • Completed |
| • Continue links with primary schools – teacher swaps, PD, visits, standing agenda items at Cluster and City Links | • Completed |
| • Update communication frequently – website, eNews, QApp, eSign | • Completed |
| • Continue to promote positive image through Dress Code, interagency and community interface, publicity | • Ongoing |
| • Continue processes that encourage high attendance <ul style="list-style-type: none"> • ID Attend, CEC, Clontarf Academy, Interagency Support (eg headspace, QPS), parent contact • Triple A rating foregrounded, tracked, celebrated. | • Completed |
| • Ensure students, staff, community receive relevant, timely, positive feedback about achievement <ul style="list-style-type: none"> • QCE 5 weekly monitoring and Reengagement process. • 'Let's Communicate' week • Bookwork monitoring and feedback, virtual classrooms, parent/teacher conferencing | • Ongoing |
| • Enact the Wellbeing for Learning and Life Plan and the Parent and Community Framework | • Ongoing/Completed |

Future outlook

| 2016 Improvement Priority | 2016 Success Indicators | 2016 Strategies/Initiatives |
|--|---|--|
| CURRICULUM IMPLEMENTATION AND ONGOING RENEWAL | A quality curriculum matching the needs of our students. | <ul style="list-style-type: none"> • Review school's Curriculum Framework • Adopt the Aust Curriculum and adapt C2C resources in The Arts, HPE and Technology. • Trial External Assessment in Senior Secondary in English. • Investigate expansion of STEM |
| QUALITY TEACHING TO ENSURE QUALITY LEARNING | Excellent learning environments with quality assured teaching practice, consistent across the whole school, with high expectations evident - NAPLAN, A to E, OP, QCE. | <ul style="list-style-type: none"> • Lead with Explicit Instruction – ensure all teachers use Archer and Hughes as the signature pedagogy. • Empower staff to use a variety of evidenced based strategies/pedagogies to deliver an inclusive education and cater for a range of independent learners. • Engage staff in relevant/targeted professional learning - enhance knowledge/expertise in best practice. • Support staff to effectively use digital pedagogy. • Foreground Common Curriculum Elements in all Senior Subjects |
| TEACHERS KNOWING THEIR STUDENTS | All staff have data conversations evident in planning. Students own their learning/outcomes. | <ul style="list-style-type: none"> • Use OneSchool to develop Personal Learning Plans, identify gaps in learning and adopt appropriate strategies. • Review Data Plan and ensure data drives teaching and learning decisions. |
| WHOLE SCHOOL LITERACY AND NUMERACY EXCELLENCE | Above state average for relative gain in NAPLAN. | <ul style="list-style-type: none"> • Expand Reading Programme into Year 9. • Refine and implement Numeracy Plan. Incorporate quality PD for staff. |
| EXCELLENCE IN JUNIOR SECONDARY AND SENIOR SECONDARY | Authentic pathways for every student. | <ul style="list-style-type: none"> • Continue to embed 6 Guiding Principles of Junior Secondary. • Continue to provide intensive monitoring of Senior Secondary (QCE, QCIA, SAT, OP). • Embed Academic Improvement Process - tracking, intervention, mentoring, SET planning. |
| INCLUSIVITY FOR DIVERSE LEARNERS | Teachers skilled in differentiation, understanding how diverse backgrounds impact on learning. | <ul style="list-style-type: none"> • Re-define roles/responsibilities for case management by the Student Support Services and Wellbeing teams. • Provide an integrated support model and plan for co-teaching of diverse learners. • Embed the services of Clontarf and the school's CEC towards Closing the Gap. • Develop strategies/opportunities to extend high achieving and gifted/talented students. |
| SCHOOL VALUES | Improved School Opinion Survey. Student belonging and involvement. Fewer negative behaviour incidents. Excellent Attitude, Attendance data. | <ul style="list-style-type: none"> • Continue to embed PBL and refine processes, roles/responsibilities and behaviour levels. • Review roles and responsibilities in Student Wellbeing, including behaviour support. Allocate more time to staff. • Review Responsible Behaviour Plan for Students. Continually review its implementation. • Review Mt Gordon Flexi Campus program. • Attendance tracked, data shared, recorded and owned by students and families |

| | | |
|--|--|--|
| STAFF AND LEADERSHIP CAPABILITIES and DEVELOPING A REFLECTIVE CULTURE | Increased self-efficacy of staff. Staff feel empowered and confident to lead. Quality assured feedback processes occurring across the school. | <ul style="list-style-type: none"> Review staff induction program. Continue the Beginning Mentor Teacher and Master Teacher Programs. Refine roles/responsibilities across Leadership Team. Define staff mentoring alignment. Quality assure Performance Development Plans, (including Personal Reflection and Professional Learning) to ensure effective feedback processes. Ensure alignment to AITSL Standards. Renew whole school Professional Learning Plan to reflect priorities and staff plans. |
| PARENT AND COMMUNITY ENGAGEMENT | High quality partnerships. Parents actively involved in student learning and in school community. | <ul style="list-style-type: none"> Support and engage in 'high performing' cluster of schools – Southern Downs Cluster. Develop Professional Learning Communities to progress system/cluster/school priorities. Brand Development – actively promote WSHS as the school of choice in Warwick. Creation of Publicity Officer role Continue to develop positive parent partnerships (Action Group, activities, class support). |
| STAFF WELLBEING | A collegial culture where staff feel valued, supported and proud to contribute to the school. A culture based on high expectations, trust, belonging and a commitment to excellence. | <ul style="list-style-type: none"> Investigate and develop a plan for team building processes. Support staff with time and targeted resources (planning, PGD, class size) for their work. Employ additional staff. Increase PD budget Establish Communication/Culture team and implement appropriate recommendations. |

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 965 | 476 | 489 | 97 | 88% |
| 2014 | 877 | 446 | 431 | 89 | 89% |
| 2015 | 929 | 445 | 484 | 97 | 87% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

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 2015, 86 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 | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Year 7 Secondary – Year 10 | 21 | 22 | 23 |
| Year 11 – Year 12 | 19 | 18 | 18 |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Warwick State High School has a strong and successful focus on *Positive Behaviour for Learning* with all students. Our many proactive strategies, which include PBL Rewards, Principal Awards and the behaviour levels system, 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.

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 425 | 412 | 403 |
| Long Suspensions - 6 to 20 days | 27 | 10 | 8 |
| Exclusions | 5 | 4 | 10 |
| Cancellations of Enrolment | 8 | 15 | 6 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

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.

Our approach to curriculum delivery

Senior Secondary

In 2015 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. All Year 11 and 12 students are consistently monitored and supported in the attainment of their Queensland Certificate of Education (QCE).

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 7 and 8 students studied a curriculum which encompassed 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 2015, 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
- The Homework Centre.

How Information and Communication Technologies are used to improve learning

The school has invested heavily in ICT during 2015, 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. 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)

Warwick State High School is also a Positive Behaviour for Learning school. 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 6 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, where possible, has progressed with them through Years 7 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 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, Clontarf Foundation, 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 (Student Wellbeing) 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 2015 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 7 - 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 and 2015.

Throughout the year, all students have the opportunity to participate in a variety of social and community service events as well as programs which support the development and wellbeing of all students. Activities have included:

- NAIDOC celebrations
- Belonging Day
- Year 9 Belonging Camp
- Say No To Bullying Day
- Reconciliation Week
- RUOK Day
- "The Brekkie Club"
- Shine
- Inner Goddess (social skilling)
- Boys To Men (social skilling)
- Rock and Water (making responsible decisions)
- Our Way – Deadly Way (indigenous program)
- Friends for Life
- "lovebites" (a program for seniors)
- Putting Youth in the Picture
- Links to Life
- YLead
- Bullying (Police, EQ Cybersafety Team)
- Steps to the Future
- Term socials
- Senior formal and graduation events
- Reward and lunch activities
- 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. Positive Behaviour for Learning – whole school focus
2. Year 8 Anti-bullying program – session in Belonging Day and ongoing sessions throughout the year through year level assemblies.
3. All computers in the school display the cyber safety button which has links to anti-bullying websites.
4. "Say No to Bullying" posters displayed around the school.
5. 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.
6. Assembly teachers regularly workshop the diary contents to reinforce appropriate behaviours and expectations.
7. Shine and Friends for Life program for girls with Chaplain and Youth Support co-ordinator. For boys – Boystalk with same personnel.
8. Peer support program.
9. HOD structure (Student Wellbeing and Senior Schooling portfolios).
10. Mediation (individual, group) by Administration and HODs.
11. Individual behaviour plans and playground contracts. Time out sessions include worksheets around anti-bullying.
12. On website – parent toolkit to tackle bullying including links to external agencies (eg Headspace).
13. Individual student counselling (Guidance Officer)
14. Responsible Behaviour Management Plan for Students is on website for students and parents.
15. 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.
16. Extra Senior Program: which includes Sexual harassment/bullying issues workshopped; 'Putting Youth in the Picture'; 'Lovebites', Cybersafety workshops.
17. Blocking of social media websites on school network during school hours (eg. Facebook).

18. Curriculum units (English, Social Science, and HPE) have Social Skilling aspects.
19. Student Wellbeing team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel, Clontarf Foundation, Community Education Counsellor and Youth Support Workers.
20. Year Level Coordinators for each year level also track and support each cohort.
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
22. RUOK? Day – positive activities for student and staff
23. Mental Health week activities
24. Senior XSP program – mental health presentations by Guidance Officer and School Based Youth Health Nurse
25. Police presentations on Year Level and Whole School Assemblies.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 80% | 83% | 95% |
| this is a good school (S2035) | 89% | 82% | 93% |
| their child likes being at this school (S2001) | 90% | 80% | 93% |
| their child feels safe at this school (S2002) | 90% | 88% | 86% |
| their child's learning needs are being met at this school (S2003) | 70% | 80% | 91% |
| their child is making good progress at this school (S2004) | 50% | 83% | 93% |
| teachers at this school expect their child to do his or her best (S2005) | 70% | 90% | 93% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 80% | 81% | 82% |
| teachers at this school motivate their child to learn (S2007) | 50% | 78% | 82% |
| teachers at this school treat students fairly (S2008) | 70% | 74% | 86% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 88% | 95% |
| this school works with them to support their child's learning (S2010) | 90% | 79% | 88% |
| this school takes parents' opinions seriously (S2011) | 89% | 70% | 77% |
| student behaviour is well managed at this school (S2012) | 78% | 63% | 64% |
| this school looks for ways to improve (S2013) | 80% | 81% | 80% |
| this school is well maintained (S2014) | 90% | 89% | 88% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 85% | 96% | 92% |
| they like being at their school (S2036) | 77% | 84% | 86% |
| they feel safe at their school (S2037) | 86% | 85% | 87% |
| their teachers motivate them to learn (S2038) | 82% | 91% | 90% |
| their teachers expect them to do their best (S2039) | 95% | 97% | 94% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| their teachers provide them with useful feedback about their school work (S2040) | 85% | 86% | 85% |
| teachers treat students fairly at their school (S2041) | 70% | 82% | 79% |
| they can talk to their teachers about their concerns (S2042) | 71% | 74% | 78% |
| their school takes students' opinions seriously (S2043) | 61% | 74% | 73% |
| student behaviour is well managed at their school (S2044) | 59% | 64% | 69% |
| their school looks for ways to improve (S2045) | 78% | 91% | 85% |
| their school is well maintained (S2046) | 76% | 85% | 79% |
| their school gives them opportunities to do interesting things (S2047) | 83% | 91% | 90% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 86% | 82% | 78% |
| they feel that their school is a safe place in which to work (S2070) | 82% | 79% | 81% |
| they receive useful feedback about their work at their school (S2071) | 66% | 66% | 60% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 85% | 81% | 83% |
| students are encouraged to do their best at their school (S2072) | 88% | 89% | 91% |
| students are treated fairly at their school (S2073) | 82% | 77% | 77% |
| student behaviour is well managed at their school (S2074) | 54% | 60% | 57% |
| staff are well supported at their school (S2075) | 54% | 57% | 51% |
| their school takes staff opinions seriously (S2076) | 54% | 55% | 46% |
| their school looks for ways to improve (S2077) | 79% | 79% | 69% |
| their school is well maintained (S2078) | 76% | 82% | 76% |
| their school gives them opportunities to do interesting things (S2079) | 72% | 79% | 72% |

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents/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 ("Meet and Greets", musicals, expos, sporting events)

- Year 10, 11 and 12 Parent information evenings
- 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
- Parent and Community Action Group

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 |
| 2012-2013 | 419,601 | 25,558 |
| 2013-2014 | 389,851 | 17,515 |
| 2014-2015 | 409,305 | 3,969 |

*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.

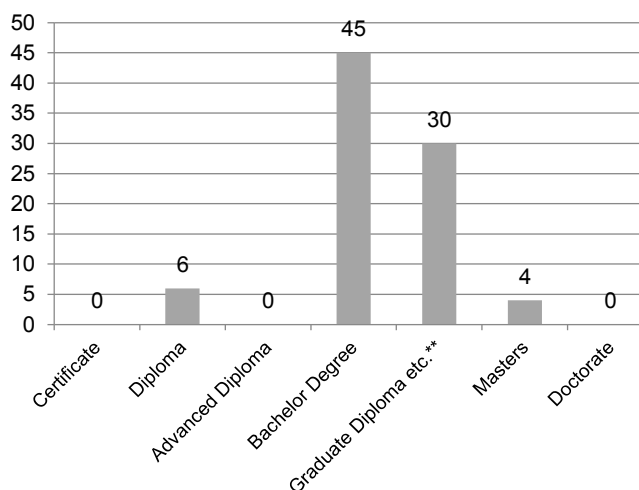
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 85 | 46 | <5 |
| Full-time equivalents | 78 | 29 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 6 |
| Advanced Diploma | 0 |
| Bachelor Degree | 45 |
| Graduate Diploma etc.** | 30 |
| Masters | 4 |
| Doctorate | 0 |
| Total | 85 |



*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 2015 were \$ 56,469 for registration, TRS (Teacher Relief Scheme) and attendance costs..

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, Feedback and Mentoring
- 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 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>.

Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 85% | 87% | 87% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 76% | 76% | 79% |

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

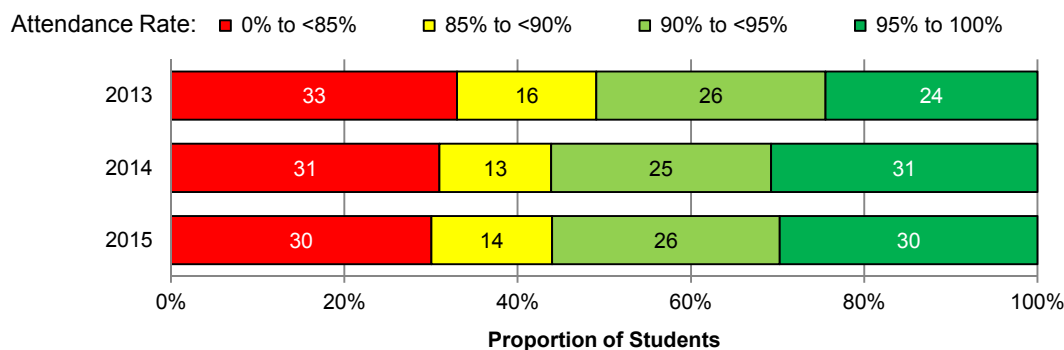
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|---------|---------|---------|
| 2013 | | 91% | 86% | 84% | 82% | 86% |
| 2014 | | 90% | 89% | 84% | 86% | 85% |
| 2015 | 88% | 87% | 87% | 86% | 85% | 89% |

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Attendance is promoted in all classes, Assembly groups, Year Level and Whole School Assemblies. Attendance data is actively shared with all stakeholders. Attendance rates are also a key indicator towards Effort and Behaviour ratings used in Reporting and calculation of Principal Award data.

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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

| Apparent retention rates Year 10 to Year 12 | 2013 | 2014 | 2015 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 80% | 90% | 90% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 74% | 74% | 88% |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|--|------|------|------|
| Number of students receiving a Senior Statement | 184 | 165 | 155 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 6 | 1 | 4 |
| Number of students receiving an Overall Position (OP) | 81 | 77 | 79 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 10% | 20% | 27% |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|---|------|------|------|
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 24 | 24 | 17 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 110 | 130 | 130 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 94 | 63 | 72 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 138 | 131 | 148 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 50% | 20% | 100% |
| 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. | 64% | 69% | 67% |
| 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. | 87% | 92% | 97% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 98% | 91% |

As at 16 February 2016. 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 |
| 2013 | 11 | 17 | 24 | 26 | 3 |
| 2014 | 16 | 10 | 27 | 20 | 4 |
| 2015 | 14 | 19 | 20 | 17 | 9 |

As at 16 February 2016. 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 |
| 2013 | 34 | 68 | 38 |
| 2014 | 104 | 49 | 24 |
| 2015 | 94 | 48 | 30 |

As at 16 February 2016. The above values exclude VISA students.

The following Certificate I courses were undertaken in 2015:

- 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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

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.