

Queensland State School Reporting – 2011

Warwick State High School (2015)



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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 100 years the school has forged a reputation built on tradition, coupled with forward thinking. Now, with over 1 000 students, the school is staffed with 86 teaching and 43 nonteaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, an Assistant Principal, 9 Heads of Department, a Head of Special Education Services, a Business Services Manager and a Guidance Counsellor.

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

The school continues its strong and consistent approach to positive behaviour. This includes the proactive rewards system that is highly valued by our community. Positive behaviour support ensures that quality, engaging teaching and learning programs can be delivered to all students.

The school takes a strong stance with regards to anti-bullying. Students engage in a formal program and Junior Secondary students enjoy the support of senior student buddies. Each year, the school commissions an outside agency to conduct anti-bullying workshops for Years 8, 9 and 10. The school's Responsible Behaviour Plan For Students clearly articulates our stance against all forms of bullying, including cyber-bullying. These expectations permeate the school climate.

This report contains information about the school including:

- Progress towards 2011 goals;
- Future outlook for 2012;
- 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.

Our school at a glance

School progress towards its goals in 2011

With a three year Strategic Plan ending in 2010 and the Quadrennial School Review occurring in late 2011, the 2011 school improvement agenda was guided by the Annual Operational Plan containing a clear mandate to improve student achievement and promote consistently high expectations.

Operational goals and progress for the 2011 school year was as follows:

Area	Goal	Progress
NAPLAN	Review plan and trends, highlight 2011 targets	Completed
	Deliver First Steps in Reading PD to all staff	Completed for Humanities staff
	Foreground numeracy in Junior Maths programs	Completed
KLAs	Audit/review faculty documents for literacy, numeracy, ICTs, EATSIPs	Completed
	Review 2010 results and set targets/monitor for improvement – Cs and above. As and Bs.	Completed and on-going
	Review pedagogical practices, including use of ICTs. Provide PD	Completed, adopted Symphony of Teaching and Learning
Year 12 outcomes	Review 2010 results, set targets and monitor	Completed and ongoing
	Conduct Curriculum Review (subjects, VET certificates especially Cert 2 access, timetabling)	Completed
	Review QCE tracking and advice to students	Completed and on-going
Curriculum	Form Curriculum Committee - review, inform practice. Lead implementation of recommendations	Completed
	Review Curriculum Plan/Framework as per T&L audit	Curriculum Review completed. Pedagogical Frameworks being investigated
	Prepare for Australian Curriculum – Provide PD, quality planning and writing time for teams	Completed and on-going
	Conduct full review of curriculum offerings in Senior School	Completed
Community and staff confidence	Form Dress Code Committee - review and inform direction Involve students, parents, staff, community in school activity including Review	Review completed
	Optimise the 1:1 computer program in Years 9-12. Investigate a 1:1 'Take Home' program. Form e-Learning Committee – review and inform direction	Completed and on-going
	Provide professional learning opportunities for staff to gain ICT Certificate and/or Pedagogical Licence	Completed and on-going ICT Certificates. Working towards Digital Pedagogical Licences.

Future Outlook for 2012

Key priorities for 2012 are:

- High Quality Teaching Practice (including the Australian Curriculum)
- Literacy
- Numeracy
- Higher Order Thinking
- Collaborative Practice (including feedback)

Specific actions proposed for 2012 include:

■ Curriculum (the What)

- Develop a 3 year improvement plan, by semester, with explicit timelines. Targets to be narrow and focussed (whole school down to individual student). Three key areas:
 - Higher Order Thinking Skills (HOTS)
 - Explicit Teaching (including feedback)
 - Literacy and Numeracy
- Continue our focus on:
 - Literacy and Numeracy - STLaNs, Extra Senior and Junior Programmes, Homework Books, Virtual Classrooms
 - Australian Curriculum - C2C and QSA resources
 - Higher Order Thinking - Symphony of Teaching and Learning and improved QCS preparation programme
- Optimise QCE attainment and Senior Pathways with academic/vocational rigor -
 - Subject offerings, timetable structure, refine subject booklets to include credit points and contributions to QCE
 - Use QCE tracker developed by Region or QSA
 - Change to OneSchool SET Planning
- Implement and Review EATSIPs plan.
- Map the Higher Order Thinking Skills and CCEs across faculties
- Provide PD on Higher Order Thinking including the Symphony of Teaching and Learning

■ Teaching Practice (the How)

- Research pedagogical frameworks to adopt a common school framework:
 - Explicit teaching (including feedback)
 - Symphony of Teaching and Learning (including HOTS)
- Develop consistent expectations across school whereby students receive timely and effective feedback, front-ended assessment and curriculum plans to guide their learning
- Establish a toolbox of teaching methodologies for differentiating (teaching not behaviour) for all students.
- Investigate the use of Individual Learning plans for Students.
- Investigate and access PD for coaching, mentoring and profiling to develop teacher capacity and support professional learning
- Develop staff capacity to use data in monitoring, informing and reviewing teaching effectiveness. Provide PD – how, when and why to use data

■ Principal Leadership and School Capability (The Capacity)

- Focus on Instructional Leadership by Leadership Team
 - Promote and develop quality explicit teaching across staff
 - Engage with teachers in classrooms and provide quality feedback
 - Principal Performance and Development Plan (PPDP)
 - PPDP for Associate Administrators
- Promote Individual Professional Learning Plans for staff based on systemic, school and individual needs

■ School and Community Partnerships (the Who)

- Use Flying Start to build genuine partnerships with Junior Secondary parents
 - 'Meet and Greets' throughout year
 - Expand Student Representative Council and Buddy/Belonging programmes to involve more Year 8 students and parents in school activities
 - Virtual classrooms
- Develop closer links with feeder primary schools.
 - Centenary celebrations integration
 - Teacher swaps with Year 7 staff
 - Collaborative planning for Year 7 move (Junior Secondary HOD)
- Continue to refine communication channels across the school
 - E-newsletter
 - Good news week
 - Virtual Classrooms
- Implement the recommendations of the School Dress Code Review
- Finalise the Warwick SHS Masterplan and Trade Training Centre - engage community and collect feedback
- Continue processes that encourage high levels of student attendance
 - ID Attend and tracking and management of truancy
 - Student Services Support (including the CEC for Indigenous attendance)
 - Attendance Officer
 - SDIEA for alternative programs (Get Set For Work, Youth Connections)

Our school at a glance

- Ensure students, parents, staff and wider community receive relevant, timely, and supportive feedback about student achievement.
 - Mid-year academic awards
 - Restructured Principal Awards
 - English and Maths Homework books
 - Athletics and Virtual Classrooms

School Profile

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

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011-Nov 2011)
1004	506	498	89%

Indigenous/Non-Indigenous Students:

Date	Indigenous Students	Non-Indigenous Students
Feb, 2011	104	929
Jul, 2011	99	905

Students with Disabilities:

In 2011, 64 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	21.8
Year 11 – Year 12	17.2
All Classes	20.1

School Disciplinary Absences:

Warwick State High School has a strong focus on the 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.

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	298
Long Suspensions - 6 to 20 days	17.2
Exclusions	0
Cancellation of Enrolment	0

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 Schooling

In 2011 our Year 11 and 12 students had a choice from 25 Authority subjects including 2 Extension subjects, 15 Authority Registered Subjects, 5 Vocational Education and Training (VET) Certificates (delivered at school) and 10 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 core subjects of English, Maths, Science and Study of Society and Environment and chose 3 electives from a range of 16 options.

Junior Secondary

All Year 9 students studied the core subjects as well as Health and Physical Education. In addition, they chose 3 electives from a range of 13 options. All Year 8 students studied a curriculum which encompassed the 8 Key Learning Areas (KLAs).

Students with Disabilities

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

Extra Curricula Activities

In 2011, the school offered an extensive range of extra and co-curricula 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
- An accredited school Rodeo program
- Equestrian program
- Agricultural show teams
- Talent Quest
- Instrumental Music program
- School bands and choirs
- Senior leadership camp
- Safe Drive program
- School socials and formal
- Buddy Program
- Readers' Cup
- Student Representative Council including committees.

How Information and Communication Technologies are used to assist learning

The school has invested heavily in ICT during 2011. Apart from a strong infrastructure program, which included the planning of a Year 11 and 12 Student Take Home Laptop Program, data projectors and SmartBoards, additional laptop pods, extra bandwidth planning and networking, the school has implemented a strong professional development program which has centred on digital pedagogies (including the Symphony of Teaching and Learning - a framework which focuses on tools and strategies, digital and non-digital, based on learning intent and the development of thinking skills using on Bloom's Taxonomy).

The school has an accredited Digital Pedagogy Licence Facilitator, and Regional e-Learning Facilitator who has conducted numerous information sessions and professional development opportunities for teachers, with an increasing number of staff gaining their Digital Pedagogy Accreditation. In 2011, the school developed 30 Virtual Classrooms allowing students 24 hour access to curriculum programs. The school also employed a full time computer technician. 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 as well as a range of opportunities for students to integrate specialised scientific testing and logging equipment within their classes.

Social Climate

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

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

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

In addition, the school has a Head of Department (Senior Schooling) 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.

Throughout the year, students have the opportunity to participate in a variety of socialising events.

Activities have included:

- NAIDOC celebrations and Belonging Day
- "The Brekkie Club"
- term socials, the senior formal and graduation events, reward activities, lunch activities and organised sports
- the student radio station
- the production of the school magazine, and the students' own school newsletter
- Student Representative Council
- Readers' Challenge

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

Student satisfaction with the school is also high, as summarised in the following table:

Item	Neutral	Satisfied	Very Satisfied
I feel safe at school	26%	52%	18%
I am treated fairly at this school	25%	47%	15%
I am happy with the behaviour at this school	38%	25%	5%
I am happy to go to this school	18%	43%	26%

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 2 pages 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 mediation.
8. HOD structure (Junior Secondary and Senior Schooling portfolios).
9. Mediation (individual, group) by Administration and HODs.
10. Individual behaviour plans and playground contracts.
11. Time out sessions include worksheets around anti-bullying.
12. On website – parent toolkit to tackle bullying including links.
13. On web site – links to external agencies (eg Headspace).

Our school at a glance

14. Responsible Behaviour Management Plan for Students is on website for students and parents.
15. In Human Relationships Education (HRE) program (Junior) – Brainstorms Productions on cyberbullying with follow up lessons in class to discuss issues. Also “Verbal Combat” and “The Hurting Game” in HRE.
16. HRE (Junior) – forensic nurse from Qld Health – “What is Sexual Assault”. Police Liaison Officer – cybersafety session.
17. In HRE (Senior) –Sexual harassment/bullying issues are workshopped. ‘Putting Youth in the Picture’ and ‘Lovebites’.
18. Blocking of social media websites on school network during school hours (eg. FaceBook).
19. Curriculum units (English, SOSE, HPE) have Social Skilling aspects.
20. Student Services team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel, Community Education Counsellor, Youth Support Workers, Youth Connection Workers, Year Level Coordinators for each year level, HODs Junior Secondary and Senior Schooling.
21. Positive behaviour system including Awards and Rewards.
22. Say No To Bullying Day – celebration concert, friendship band making, signing of a pledge board, wearing orange ribbons, staff wearing Say No to Bullying t-shirts.

Parent, teacher and student satisfaction with the school

We believe that the very best outcomes for students occur when families and schools work closely together. We provide multiple opportunities for this to occur: P&C Association, Agricultural Committee, Chaplaincy Committee, parent-teacher meetings, school musicals, school expos, homework centre and many informal meetings, phone calls and emails.

The following data shows the level of satisfaction shown in the school:

Satisfaction Performance Measure	Result 2011 % Agree/Strongly Agree
STAFF	
This is a safe place in which to work	86% (+9% Neutral)
The school has good workplace health and safety practices	72%
I have good working relationships with other staff	83%
I get on well with the students at this school	88%
Staff and community relations in this school are good	62% (+26% Neutral)
This school is a good place in which to work	65% (+25% Neutral)
I am happy working in this school	66% (+22% Neutral)
I get support within the school that I need to do my job well	67% (+16% Neutral)
The staff in this school put a lot of energy into their work	78% (+18% Neutral)
I feel that my work efforts are worthwhile	75% (+17% Neutral)
PARENTS	
School staff are responsive to your enquiries	70% (+23% Neutral)
What your child is learning at this school	69% (+28% Neutral)
The school provides good learning opportunities	73% (+20% Neutral)
School climate	63% (+26% Neutral)
Pedagogy (teaching practices)	60% (+28% Neutral)
Student outcomes	66% (+25% Neutral)
Curriculum	66% (+30% Neutral)
STUDENTS	
School climate	63% (+24% Neutral)
Curriculum	78% (+16% Neutral)
Pedagogy (teaching practices)	63% (+28% Neutral)
Resources	66% (+20% Neutral)
Student outcomes	71% (+17% Neutral)

Source: School Opinion Survey 2011 (% respondents who agree or strongly agree with the response item)

Our school at a glance

Involving parents in their child's education

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

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

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

Reducing the school's environmental footprint

Environmental footprint indicators, 2010 – 2011

	Electricity KwH	Water KL
2011	324,216	2,624
2010	330,850	2,045
% change 10-11	-2%	28%

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.

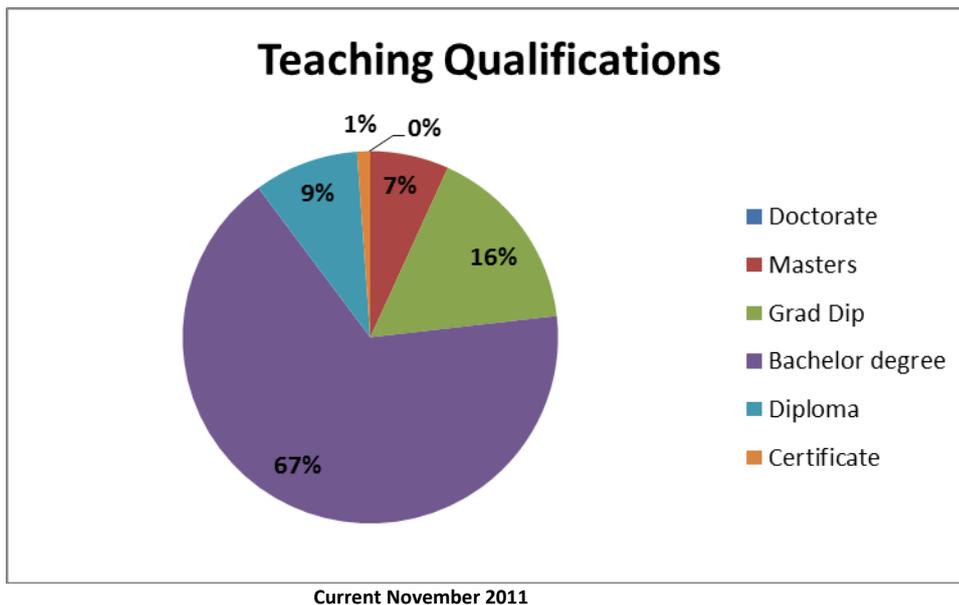
Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	86	43	<5
Full-time equivalents	83	29	<5

Qualifications of all teachers



Expenditure on, and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$28,127.35 (PD registration only and does not include the costs of TRS days to replace teachers attending PD sessions).

The major professional development initiatives are as follows:

During 2011, 30 PD activities were conducted after school hours, focusing on assisting teachers to gain their Digital Pedagogical Certificates and Licences.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 school year.

Our staff profile

Staff Professional Development 2011 by category

Area	Number of PD Days (5hr)	Total numbers of staff involved (note staff may have attended more than one PD day)
Core subjects (English, Maths, SOSE, Science)	78.5	60
Elective subjects	85	36
Senior Schooling/VET	45	44
Student Welfare, Students with Disabilities, Student Support	68.5	49
System Priorities (eg. National Curriculum)	34	145
Symphony of Teaching and Learning	55	26

School funding

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

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 web page.

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

Performance of our students

Key student outcomes

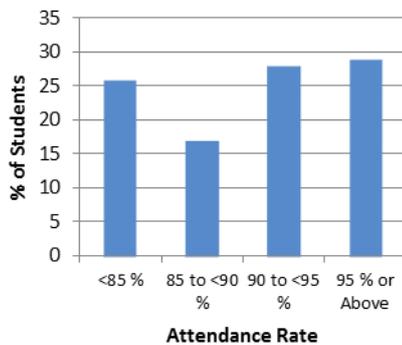
Student attendance 2011

The overall attendance rate for the students at this school in 2011 was 88%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate at each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							90%	89%	84%	88%	89%

Student attendance distribution



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 main office with these details being recorded on IDAttend. Students are then issued with a thermal pass with their photo on it, which must be displayed to staff or the Police when out of the school grounds.

SMS are sent each day to all parents who have students recorded as being absent for the whole day and parents are invited to reply by SMS, phone or send in a note explaining the reason for absence. Several times each term, individual letters are sent home to parents who have still not explained student absences thus far, further requesting reasons for absences.

Students with more than 3 days absence are then tracked by a member of the Administration team. These absences are addressed using a number of strategies which may include: phone calls to parents, student support within the school, modified timetables, referral to external agencies, parent meetings, Police intervention up to and including formal warnings of non-attendance and non-participation (as per SMS PR-029).

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

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

GO

Search by suburb, town or postcode

Sector: Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 4 years has been similar for both Indigenous and nonindigenous students, with Indigenous students' attendance remaining 2 - 16% below that of nonindigenous students. In 2011, Indigenous student attendance improved in Years 8 and 9 by 4% - 6%. The number of indigenous students with a less than 85% attendance was 49.

The school met or exceeded statewide expectations in the gap in the apparent retention and transitions rate of Indigenous students from Year 10 to Year 12 (Indigenous compared to nonindigenous).

The 2011 achievement statistics (C or better in the Key Learning Areas of English, Maths and Science) in Years 8, 9 and 10 indicate (in the majority) Indigenous students have achieved in the range of 40 – 50% lower than non-indigenous students.

Closing the Gap - Attendance rate (expressed as a %)

	Year 8	Year 9	Year 10	Year 11	Year 12
Non-indigenous students 2011	90.4%	89.6%	85.8%	89.5%	89.1%
Indigenous students 2011	88.5%	83.2%	69.1%	78.0%	82.7%
<i>Indigenous students 2010</i>	<i>84.7%</i>	<i>77.2%</i>	<i>72.7%</i>	<i>86.7%</i>	<i>82.7%</i>

Apparent retention rates Year 10 – 12

Year 12 student enrolment as a percentage of the Year 10 student cohort. 88%

School progress towards its goals in 2011

Number of students receiving a Senior Statement.	154
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	71
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	17
Number of students awarded one or more Vocational Educational Training qualifications.	88
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	70
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	119
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73%

Performance of our students

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	88%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
12	17	23	14	5

Vocational Education Training qualifications (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
56	64	9

The following Certificate I courses were offered by the school:

- Certificate I in Furnishing
- Certificate I in Information Technology
- Certificate I in Business
- Certificate I in Hospitality (Kitchen Operations)

Post school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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) programs including Youth Connections and Get Set for Work. School based apprenticeships are sometimes converted to full time. In addition, some students also undertake Certificate courses at the Warwick TAFE campus.