

Warwick State High School (2015)

Queensland State School Reporting

2012 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 100 years the school has forged a reputation built on tradition, coupled with forward thinking. In 2012, the school celebrated a century of 'Excellence Through Effort', with many thousands of visitors converging on the school for three days of celebrations over the May day long weekend.

Now, with approximately 1 000 students, the school is staffed with 87 teaching and 45 nonteaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, an Assistant Principal, 9 Heads of Department, a Head of Special Education Services, a Business Services Manager and a Guidance Counsellor.

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

The school continues its strong and consistent approach to positive behaviour. This includes the proactive rewards system that is highly valued by our community. Positive behaviour support ensures that quality, engaging teaching and learning programs can be delivered to all students. The school takes a strong stance with regards to anti-bullying. Students engage in a formal program and Junior Secondary students enjoy the support of senior student buddies. Each year, the school commissions an outside agency to conduct anti-bullying workshops for Years 8, 9 and 10. The school's Responsible Behaviour Plan For Students clearly articulates our stance against all forms of bullying, including cyber-bullying. These expectations permeate the school climate. In addition, the school in mid-2012 established the Mount Gordon Flexi-Campus 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 2012 goals;
- Future outlook for 2013;
- School profile;
- Curriculum offerings;
- Social climate;

Our school at a glance

- 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 2012

| 2012 AIP Focus | Performance Measure | Status |
|---|--|---|
| Curriculum (the What) | | |
| <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Higher Order Thinking Skills (HOTS) ○ Explicit Teaching (including feedback) ○ Literacy and Numeracy | <ul style="list-style-type: none"> • An explicit and detailed improvement agenda - 3 Year Plan with review cycles. • Targets established are being met. | <ul style="list-style-type: none"> • 2013 |
| <ul style="list-style-type: none"> ▪ Continue our focus on: <ul style="list-style-type: none"> ○ Literacy and Numeracy - STLaNs, Extra Senior and Junior Programmes, Homework Books, Virtual Classrooms ○ Australian Curriculum - C2C and QSA resources ○ Higher Order Thinking - Symphony of Teaching and Learning and improved QCS preparation programme | <ul style="list-style-type: none"> • NAPLAN targets are achieved. • Improved semester results in English, Maths and Science. | <ul style="list-style-type: none"> • partial • partial |
| <ul style="list-style-type: none"> ▪ Optimise QCE attainment and Senior Pathways with academic/vocational rigor - <ul style="list-style-type: none"> ○ Subject offerings, timetable structure, refine subject booklets to include credit points and contributions to QCE ○ Use QCE tracker developed by Region or QSA ○ Change to OneSchool SET Planning | <ul style="list-style-type: none"> • Improved QCE and OP results. • Improved QCE, QCIA, and VET attainment. | <ul style="list-style-type: none"> • partial • partial |
| <ul style="list-style-type: none"> ▪ Implement and Review EATSIPs plan. <ul style="list-style-type: none"> ○ Utilise the Student Services Team (CEC, Attendance Officer, BHM teachers) | <ul style="list-style-type: none"> • Indigenous achievement, attendance and engagement improve – gap is closing – targets are achieved | <ul style="list-style-type: none"> • partial |
| <ul style="list-style-type: none"> • Map the Higher Order Thinking Skills and CCEs across faculties | | <ul style="list-style-type: none"> • partial |
| <ul style="list-style-type: none"> • Provide PD on HOTS including the Symphony of Teaching and Learning | | <ul style="list-style-type: none"> • complete |
| Teaching Practice (the How) | | |
| <ul style="list-style-type: none"> ▪ Research pedagogical frameworks to adopt a common school framework: <ul style="list-style-type: none"> ○ Explicit teaching (including feedback) ○ Symphony of Teaching and Learning (including HOTS) | <ul style="list-style-type: none"> • Student demonstration of HOTS improves. • HOTS are embedded in planning documents. • Student coverage of CCEs in their learning programmes is optimised. • Staff with ICT Certs and DPLs increases. | <ul style="list-style-type: none"> • complete • partial • complete • complete |

Our school at a glance

| | | |
|--|---|--|
| <ul style="list-style-type: none"> ▪ Develop consistent expectations across school whereby students receive timely and effective feedback, front-ended assessment and curriculum plans to guide their learning | <ul style="list-style-type: none"> • Quality teaching is high. • Data of every student is tracked and used. • Appropriate strategies are implemented in response to tracking. | <ul style="list-style-type: none"> • complete • complete • partial |
| <ul style="list-style-type: none"> ▪ Establish a toolbox of teaching methodologies for differentiating (teaching not behaviour) for all students. | <ul style="list-style-type: none"> • Differentiated practices are a part of every teacher's classroom. • Feedback to students is overt, evident and frequent. • Agreed pedagogical practices underpin each teacher's work. | <ul style="list-style-type: none"> • complete • partial • partial |
| <ul style="list-style-type: none"> ▪ Investigate the use of Individual Learning plans for Students. | <ul style="list-style-type: none"> • Individual Learning Plans are trialled. | <ul style="list-style-type: none"> • complete |
| <ul style="list-style-type: none"> ▪ Investigate and access PD for coaching, mentoring and profiling to develop teacher capacity and support professional learning | <ul style="list-style-type: none"> • PD is accessed and shared as per identified priorities. | <ul style="list-style-type: none"> • complete |
| <ul style="list-style-type: none"> ▪ Develop staff capacity to use data in monitoring, informing and reviewing teaching effectiveness. Provide PD – how, when and why to use data <ul style="list-style-type: none"> ○ Individual ○ Faculty led ○ QSA re: Year 12 outcomes | <ul style="list-style-type: none"> • Classroom teachers track student data to inform teaching • SOS results (staff) improve | <ul style="list-style-type: none"> • complete • complete |
| Principal Leadership and School Capability (The Capacity) | | |
| <ul style="list-style-type: none"> ▪ Focus on Instructional Leadership by Leadership Team <ul style="list-style-type: none"> ○ Promote and develop quality explicit teaching across staff ○ Engage with teachers in classrooms and provide quality feedback | <ul style="list-style-type: none"> • Increased involvement by Leadership Team in curriculum, teaching and learning. • SOS results (staff) improve. | <ul style="list-style-type: none"> • complete • complete |
| <ul style="list-style-type: none"> ▪ Principal Performance and Development Plan (PPDP) ▪ PPDP for Associate Administrators ▪ Promote Individual Professional Learning Plans for staff based on systemic, school and individual needs | <ul style="list-style-type: none"> • Plans are developed and become living documents. | <ul style="list-style-type: none"> • partial |
| School and Community Partnerships (the Who) | | |
| <ul style="list-style-type: none"> • Use Flying Start to build genuine partnerships with Junior Secondary parents <ul style="list-style-type: none"> ○ 'Meet and Greets' throughout year ○ Expand Student Representative Council and Buddy/Belonging programmes to involve more Year 8 students and parents in school activities ○ Virtual classrooms | <ul style="list-style-type: none"> • Parents feel welcomed and show increased interest in students' learning (anecdotal). • SOS results (parents) improve • Attendance at school functions increases. | <ul style="list-style-type: none"> • complete • complete • complete |
| <ul style="list-style-type: none"> • Develop closer links with feeder primary schools. <ul style="list-style-type: none"> ○ Centenary celebrations integration ○ Teacher swaps with Year 7 staff ○ Collaborative planning for Year 7 move (Junior Secondary HOD) | <ul style="list-style-type: none"> • WSHS Junior Secondary and existing primary Year 7 teachers create an alliance for transition. | <ul style="list-style-type: none"> • complete |
| <ul style="list-style-type: none"> • Continue to refine communication channels across the school <ul style="list-style-type: none"> ○ E-newsletter ○ Virtual Classrooms | <ul style="list-style-type: none"> • E-newsletter is widely distributed and read. • Virtual classroom visits from parents increase (anecdotal). | <ul style="list-style-type: none"> • complete • complete |

Our school at a glance

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| <ul style="list-style-type: none"> Implement the recommendations of the School Dress Code Review <ul style="list-style-type: none"> Publicise Fund for financial difficulties Work with Suppliers Follow up with parents | <ul style="list-style-type: none"> Student appearance improves and is noticed in the community. Students wear uniform with pride. Incidents of uniform non-compliance decreases. Students feel safe and supported. SOS results (parents, students) improve. | <ul style="list-style-type: none"> complete complete complete complete |
| <ul style="list-style-type: none"> Finalise the Warwick SHS Masterplan and Trade Training Centre <ul style="list-style-type: none"> Engage community and collect feedback | <ul style="list-style-type: none"> Masterplan is endorsed by community and is progressed. Trade Training Centre is built. | <ul style="list-style-type: none"> partial partial |
| <ul style="list-style-type: none"> Continue processes that encourage high levels of student attendance <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Attendance targets are reached. | <ul style="list-style-type: none"> partial |
| <ul style="list-style-type: none"> Ensure students, parents, staff and wider community receive relevant, timely, and supportive feedback about student achievement. <ul style="list-style-type: none"> Mid-year academic awards Restructured Principal Awards English and Maths Homework books Mathletics and Virtual Classrooms | <ul style="list-style-type: none"> SOS results improve. | <ul style="list-style-type: none"> complete |

Future outlook for 2013

Key areas for improvement as identified in the 2013 School Implementation Plan include:

- Pedagogical Framework (including explicit teaching)
- Literacy
- Numeracy
- Higher Order Thinking
- Collaborative Practice (including coaching, mentoring and feedback)

Specific actions proposed for 2013 include:

Curriculum (the What)

- Implement the 3 year improvement plan. Targets to be narrow and focussed (whole school down to individual student).
 - Attendance, Attitude and Achievement
 - 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
 - OneSchool SET Planning
- Implement and Review EATSIPs plan.
 - Utilise the Student Services Team (CEC, Attendance Officer, BHM teachers)

- Map Higher Order Thinking Skills and CCEs
- Review the School Curriculum Assessment and Reporting Plan and monitor Faculty Plans
- **Teaching Practice (the How)**
 - Research pedagogical frameworks to adopt a common school framework including:
 - Explicit teaching (including feedback)
 - Symphony of Teaching and Learning (including HOTS)
 - Implement and monitor consistent expectations across school whereby students receive timely and effective feedback, front-ended assessment and curriculum plans to guide their learning
 - Continue using toolbox of teaching methodologies for differentiating (teaching not behaviour) for all students.
 - Refine goal/target setting for students across curriculum
 - Continue coaching, mentoring and profiling to develop teacher capacity and support professional learning
 - Develop staff to use data especially in PAT, QCE and QCS.
 - Expand the Alternative Education Program at Mt Gordon to provide a differentiated setting for junior secondary students who are disengaging.
- **Principal Leadership and School Capacity (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)
 - Developing Performance Plans for all staff
- **School and Community Partnerships (the Who)**
 - Use Flying Start to build genuine partnerships with Junior Secondary parents
 - 'Meet and Greets' throughout year
 - Virtual classrooms
 - Prepare a Junior Secondary Action Plan and a Health and Wellbeing Plan
 - Develop closer links with cluster primary schools.
 - Teacher swaps with Year 7 staff
 - Resource sharing and PD
 - Training for primary parents to enable them to assist with literacy and numeracy
 - Visits to cluster P&Cs
 - Continue to refine communication channels across the school
 - E-newsletter
 - Virtual Classrooms
 - Continue to promote a positive public image:
 - Dress Code
 - Good news stories
 - Interagency/community cooperation to ensure consistency
 - Continuous parental contacts
 - Review the Responsible Behaviour Plan for Students
 - Building of new assets – Trade Training Centre and Science block and Year 7 facility
 - 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
 - Interagency support (eg QPS)
 - Continue to refine the Alternative Education Program at Mt Gordon
 - Ensure students, parents, staff and wider community receive relevant, timely, and supportive feedback about student achievement.
 - Mid-year academic awards
 - Principal Awards
 - English, Science and Maths Homework books
 - Bookwork monitoring
 - Virtual Classrooms

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 981 | 495 | 486 | 89% |
| 2011 | 1004 | 506 | 498 | 90% |
| 2012 | 1002 | 494 | 508 | 92% |

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

Characteristics of the student body:

The students attending Warwick State High School come from Warwick City itself, from small nearby towns or from adjacent farming and agricultural areas in this part of the Southern Downs. Our indigenous student population is just over 10% of the student body. The remaining enrolments are mainly of Caucasian extraction with <10 students identifying having English as a Second Language. In recent years our total enrolments have been increasing. Multiple generations of some families have attended Warwick State High School. Some of these family enrolment histories can be traced back to the early years of the school. Conversely, the mobility of families has resulted in noticeable fluctuations in enrolments throughout the year. In 2012, 65 students with disabilities were enrolled in the school. These disabilities ranged from intellectual, hearing, speech language and physical impairment to autistic spectrum disorder (ASD) and multiple disabilities.

Average Class sizes

| Phase | Average Class Size | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Year 4 – Year 10 | 22 | 22 | 22 |
| Year 11 – Year 12 | 15 | 17 | 19 |

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 | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 391 | 298 | 359 |
| Long Suspensions - 6 to 20 days | 39 | 6 | 14 |
| Exclusions | 2 | 0 | 4 |
| Cancellations of Enrolment | 0 | 0 | 2 |

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 Schooling

In 2012 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 2 electives per semester from a range of 13 options and studied additional Literacy and Numeracy subjects. All Year 8 students studied a curriculum which encompassed the 8 Key Learning Areas (KLAs) and the Australian Curriculum.

Students with Disabilities

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

Extra curricula activities

In 2012, 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
- 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 2012. Apart from a strong infrastructure program, which included the commencement of a Year 11 and 12 Student Take Home Laptop Program, 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 had an accredited Digital Pedagogy Licence Facilitator, and Regional e-Learning Facilitator who had conducted numerous information sessions and professional development opportunities for teachers, with an increasing number of staff gaining their Digital Pedagogy Accreditation. In 2012, the school developed 44 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.

Our school at a glance

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

Social climate

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

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

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

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

In late 2012, the school established the Mount Gordon Flexi-Campus, based at our Mount Gordon annex. This Flexi-Campus focuses on meeting the diverse social, emotional, behavioural and academic needs of 15 Year 8 and 9 students who were identified as being at extreme risk of disengaging from the school system. This campus is staffed by a full-time teacher and teacher aide. Support is also offered to these students by a wide range of community groups and agencies such as Queensland Police, Southern Downs Regional Council, Youth Workers, HeadSpace, Red Cross as well as a wide range of local businesses.

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

- NAIDOC celebrations, Belonging Day, Say No To Bullying Day, Are You Okay Day, Daniel Morecombe Day
- "The Brekkie Club", Shine, Inner Goddess, Boys To Men
- Term socials, the senior formal and graduation events, reward activities, lunch activities and organised sports
- Production of the school magazine, 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 section – "Parent, student and staff satisfaction with the school."

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.

Our school at a glance

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 website – links to external agencies (eg Headspace).
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. Extra Junior Program – forensic nurse from Qld Health – “What is Sexual Assault”. Police Liaison Officer – cybersafety session, Facebook security and safety sessions.
17. Extra Senior Program – 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, Social Science, and HPE) have Social Skilling aspects.
20. Student Services team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel,
21. Community Education Counsellor, Youth Support Workers, Youth Connection Workers, Year Level Coordinators for each year level,
22. HODs Junior Secondary and Senior Schooling.
23. Positive behaviour system including Awards and Rewards.
24. 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.
25. Daniel Morecombe Day
26. RU OK? Day
27. International Women’s Day

Parent, student and staff 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, Centenary Committee, Chaplaincy Committee, parent-teacher meetings, school musicals, homework centre and many informal meetings, phone calls and emails.

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

Our school at a glance

| Performance measure (Nationally agreed items shown*) | |
|--|--------|
| Percentage of parents/caregivers who agree that: | 2012 |
| their child is getting a good education at school | 100.0% |
| this is a good school | 85.7% |
| their child likes being at this school* | 85.7% |
| their child feels safe at this school* | 89.3% |
| their child's learning needs are being met at this school* | 89.3% |
| their child is making good progress at this school* | 85.7% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 89.3% |
| teachers at this school motivate their child to learn* | 82.1% |
| teachers at this school treat students fairly* | 88.9% |
| they can talk to their child's teachers about their concerns* | 88.9% |
| this school works with them to support their child's learning* | 84.0% |
| this school takes parents' opinions seriously* | 83.3% |
| student behaviour is well managed at this school* | 75.0% |
| this school looks for ways to improve* | 92.0% |
| this school is well maintained* | 95.8% |

| Performance measure (Nationally agreed items shown*) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 90.4% |
| they like being at their school* | 78.2% |
| they feel safe at their school* | 86.7% |
| their teachers motivate them to learn* | 87.4% |
| their teachers expect them to do their best* | 97.5% |
| their teachers provide them with useful feedback about their school work* | 84.7% |
| teachers treat students fairly at their school* | 81.4% |
| they can talk to their teachers about their concerns* | 65.8% |
| their school takes students' opinions seriously* | 77.4% |
| student behaviour is well managed at their school* | 63.8% |
| their school looks for ways to improve* | 94.0% |
| their school is well maintained* | 90.4% |
| their school gives them opportunities to do interesting things* | 93.1% |

| Performance measure (Nationally agreed items shown*) | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 78.6% |
| with the individual staff morale items | 88.3% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

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

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 330,850 | 2,045 |
| 2010-2011 | 324,216 | 2,624 |
| 2011-2012 | 405,117 | 2,382 |

Our staff profile

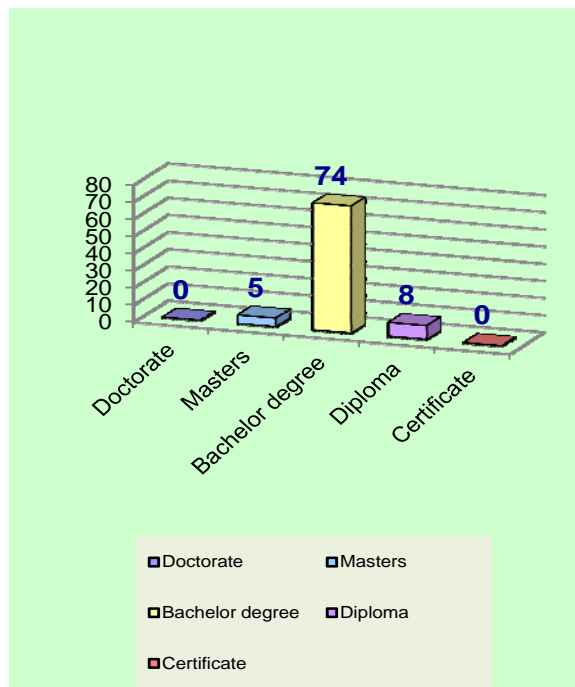
Staff composition, including Indigenous staff

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

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 87 | 45 | <5 |
| Full-time equivalents | 82 | 30.6 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 5 |
| Bachelor degree | 74 |
| Diploma | 8 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$32 100.00.

The major professional development initiatives are as follows:

- Faculty Based
- Senior Schooling/VET
- Student Welfare
- Student With Disabilities
- Students Needing Support
- One School Training
- System Priorities

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 96.3% | 96% | 95.7% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.3% of staff was retained by the school for the entire 2012 school year. This is an increase from 91% reported for 2011.

School income broken down by funding source

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

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

Find a school

Search by school name

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.

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 88% | 88% | 88% |
| The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%. | | | |

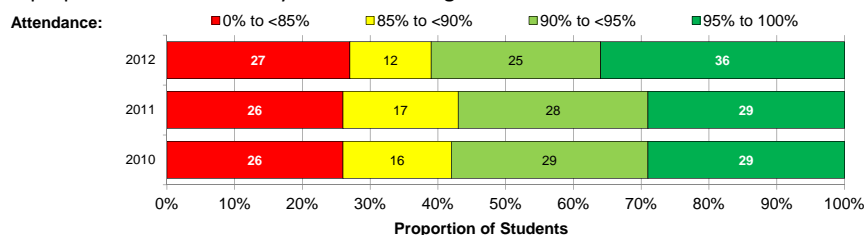
Student attendance rate for each year level (shown as a percentage)

| | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|---------|---------|---------|
| 2010 | 90% | 86% | 84% | 88% | 91% |
| 2011 | 90% | 89% | 84% | 88% | 89% |
| 2012 | 90% | 88% | 87% | 88% | 89% |

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 following DETE procedures:

- Managing Student Absences and Enforcing Enrolment and Attendance at State Schools
- Roll Marking in State Schools
- Enrolment in State Primary, Secondary and Special Schools
- Flexible Arrangements for School Students
- Exemptions from Compulsory Schooling and Compulsory Participation
- Safe, Supportive and Disciplined School Environment

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.

Performance of our students

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.

Performance of our students

Achievement – Closing the Gap

In terms of attendance, the trend over the past 2 years has been similar for both Indigenous and nonindigenous students, with Indigenous students' attendance remaining 7.5% - 10% below that of nonindigenous students. In 2012, Indigenous student attendance improved in Year 10 by 9.4%, while declining in Years 8, 9, and 11 by 4% - 5%. The number of indigenous students with a less than 85% attendance was 53.

The school met or exceeded state-wide 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 2012 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 19% - 35% lower than non-indigenous students. Year 8 and 9 achievement gap ranges from 19% to 29% in English and Maths with the gap in Science ranging from 25% - 35%.

| Apparent retention rates Year 10 to Year 12 | 2010 | 2011 | 2012 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 78% | 83% | 88% |

| Outcomes for our Year 12 cohorts | 2010 | 2011 | 2012 |
|---|------|------|------|
| Number of students receiving a Senior Statement. | 152 | 154 | 175 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 1 | 3 | 3 |
| Number of students receiving an Overall Position (OP). | 63 | 71 | 75 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 19 | 17 | 41 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 102 | 88 | 129 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 58 | 70 | 97 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 98 | 119 | 140 |
| 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. | 62% | 73% | 57% |
| 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. | 92% | 88% | 93% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 84% | 95% | 92% |

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

| | Number of students in each Band for OP 1 to 25. | | | | |
|------|---|---------|----------|----------|----------|
| | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2010 | 9 | 10 | 20 | 16 | 8 |
| 2011 | 12 | 17 | 23 | 14 | 5 |
| 2012 | 9 | 14 | 20 | 24 | 8 |

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

| | Certificate I | Certificate II | Certificate III or above |
|------|---------------|----------------|--------------------------|
| 2010 | 74 | 47 | 12 |
| 2011 | 56 | 64 | 9 |
| 2012 | 68 | 82 | 28 |

As at 2 May 2013. The above values exclude VISA students.

The following Certificate 1 courses were undertaken in 2012:

- Cert 1 in Information Technology
- Cert 1 in Information Digital Media and Technology
- Cert 1 in Furnishing
- Cert 1 in Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

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) 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.