

SARINA STATE HIGH SCHOOL



ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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

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School Overview

Sarina State High School is a co-educational school of 745 students in Years 7-12. Serving a rural community to the immediate south of Mackay, over 60% of students travel to school by bus from up to 100kms away. Inspirational teaching and quality learning are the cornerstones of the school. Our 63 teachers are student focused and work hard to get the best from their students. The Guidance Officer, Community Education Counsellor, Chaplain and School Nurse also support our students. The school is large enough to offer a broad curriculum, yet small enough to have an environment where everyone can feel they are a part of the school community. About 20% of our graduating students continue their studies at a University, whilst the remainder look towards gaining apprenticeships, traineeships or employment. To reflect the employment destinations of students, the school offers an innovative academic curriculum as well as strong vocational education and training to the Certificate 3 level. Engineering and agriculture are growing curriculum areas. Strong and positive links have been developed within the local community through work placements, school based apprenticeships or traineeships.

<https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

Principal's Forward

Introduction

Sarina State High School exists to maximize the learning opportunities and outcomes for all students. Our purpose is consistently reiterated to the entire school community. As such, our school has earned strong community trust and support which is evidenced by a marked enrolment increase.

Established in 1966, Sarina State High School has built a strong reputation as an academic, cultural and sporting secondary school. These achievements are underpinned by a belief and expectation that our students are learners, respectful and responsible. Our purpose is to maximize learning opportunities and outcomes for every student who attends our school. This purpose is enunciated in our school motto "Imagine, Believe, Together Achieve".



At Sarina State High School we value **RESPECT**

Respect for Learning

Respect for the Individual

Respect for Others

Our core values and beliefs are:

* To provide a supportive, nurturing, caring and positive learning environment which encourages academic, technical, cultural and sporting success.

* To provide access to an inclusive education.

* To encourage community partnerships and to work together to ensure that we equip our students with the appropriate knowledge and skills to meet the needs of society.

* To have high expectations of all our stakeholders.

We have much pleasure in presenting the Annual Report for 2016. This Annual School Report will detail many of the highlights of 2016, including key academic achievements, school initiatives, the curriculum offered by Sarina State High School and other information of interest to the school community.

Achievement data for our school is detailed in this report, providing insight into the range of opportunities available within our school community.

Copies of this report will be available in the office foyer on request.



School progress towards its goals in 2016

During 2016, the school commenced on the implementation of the 2016 – 2019 School Strategic Plan. This strategic plan guides our pursuit of **Every Student Succeeding, State Schools Strategy 2016 – 2019** and influences the more detailed 2016 Annual Implementation Plan.

The school community identified the following improvements for close attention and priority during 2016:

- Continued focus on literacy and numeracy across all curriculum areas.
- Engagement of Investing for Success funding to target students at risk meeting NMS for Reading, Writing and LOA data for English A-C standard
- Further embedding a whole school approach to differentiated learning for every student, in every class, every day.
- Continuation of our Corrective Reading, Essentials for Writing programs
- Renewed focus on data to assist teachers in delivering teaching and learning activities that are challenging for students and allowing for their success.
- Continued to review effective and improve classroom practices at Sarina SHS
- Continued to implement Professional Learning Communities (PLCs) to build teacher capability through collaborative practice, including observation, coaching and mentoring.
- Continued to implement a school wide wellbeing framework
- Continued to embed inclusive schooling practices.
- Teaching staff developed their own individualised Performance Development Plan (Developing Performance Framework), in consultation with Line Managers to inform the school planning for expenditure on professional development and whole school professional learning plan for 2016
- Raise attendance targets to 92% for all students embedding the culture of “Missing School is Missing Out”
- Positive promotion and marketing of Sarina State High School within the local community

Future outlook

In 2017, a major focus will be on the development of data collection tools, processes and strategies to inform identified areas of school improvement including curriculum planning, teaching and learning, attendance and academic engagement.



Sarina State High School – Explicit Improvement Agenda – 2017

Key Priorities	Actions	Who	When	Resources	Targets/Goals																		
<p>Improvements in Literacy and Numeracy for all students – all students performing at or above NMS and attaining their targets or better</p> <p>Sharp Focus:</p> <p>Upper 2 Bands Improvements</p> <p>Data driven improvement</p>	Set targets based on base line data for NAPLAN strands, standardised tests, re-sits, CQ3S data and A-E reporting analysis.	Classroom Teachers	Term 1		Whole of school expectation that 90% of students achieve a “C” standard or better across all curriculum areas. Every student achieving at or above NMS-through improved individual relative gain																		
	Continue Corrective Reading Program in years 7, 8 and 9 Extra implementation of comprehension and writing, expanding to enrichment projects and activities aimed at U2B	0.5 Literary Support Staff	Ongoing	Student Profiles Whole of School Data Plan Spreadsheets	Individual Learning Guarantee for all students below NMS.																		
	Continue to set learning goals based on NAPLAN and LOA results for all Junior secondary students.	Head of Departments Classroom teachers	Every 5 weeks	OneSchool NAPLAN Assessment Tools	% of NAPLAN students assessed as achieving at or above the NMS																		
	Embed <u>data conversations</u> around student progress and future directions within assessment cycles. Provide additional support to students at risk of not reaching NMS in literacy and numeracy.	Heads of Department Classroom Teachers	Every 5 weeks	CQ Benchmarks Individual Learning Goals BMA Grant CQ3S	<table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94</td> <td>95</td> </tr> <tr> <td>Writing</td> <td>78</td> <td>90</td> </tr> <tr> <td>G & P</td> <td>90</td> <td>90</td> </tr> <tr> <td>Spelling</td> <td>90</td> <td>90</td> </tr> <tr> <td>Numeracy</td> <td>93</td> <td>95</td> </tr> </tbody> </table>		Year 7	Year 9	Reading	94	95	Writing	78	90	G & P	90	90	Spelling	90	90	Numeracy	93	95
		Year 7	Year 9																				
	Reading	94	95																				
Writing	78	90																					
G & P	90	90																					
Spelling	90	90																					
Numeracy	93	95																					
Development of targeted classroom differentiation strategies focusing on students in A and B LOA (U2B) and areas of weakness in classes; identified through <u>triangulation of data</u> .	Classroom Teachers	Every 5 weeks	I4S -1 FTE Indigenous TA Increase in TA time	% of students in A LOA = >15% in Eng/Math/Sci 7 – 10.																			
Adopt a whole school spelling plan- uploaded onto Ed Studio. All staff practicing differentiation in relation to spelling skills on a daily basis.	Head of Department-English Classroom Teachers	Ongoing	U2B Program	% NAPLAN students assessed as U2B																			
				<table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15</td> <td>10</td> </tr> <tr> <td>Writing</td> <td>10</td> <td>10</td> </tr> <tr> <td>G & P</td> <td>15</td> <td>15</td> </tr> <tr> <td>Spelling</td> <td>15</td> <td>10</td> </tr> <tr> <td>Numeracy</td> <td>15</td> <td>10</td> </tr> </tbody> </table>		Year 7	Year 9	Reading	15	10	Writing	10	10	G & P	15	15	Spelling	15	10	Numeracy	15	10	
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Key Priorities	Actions	Who	When	Resources	Targets/Goals
Improve Attendance Rates	Consolidation and continuation of a whole school approach to monitoring and improving student attendance rate.	HOY Classroom Teachers	Review approximately every 5 weeks	School Data Profile OneSchool Individual student records	Average attendance rate – 90 to 93% across years 7 -12
	Consolidation of a whole of school campaign “Missing School Equals Missing Out”.				
	Maintain incentive based reward system for high attendance.	Admin			
	Monitoring attendance and case management will be the main focus for the Heads Of Year.				
Supportive School Environment	Continuation and evolution of the School Student Council activities and leadership.	All staff	Ongoing	Attendance data SDA Sick absences OneSchool behaviour data School Opinion Survey data VIVO data	<p><i>SOS data</i></p> <p>Parents “My child feels safe at this school” -97-100% “Student behaviour is well managed at the school”- 100- 100%</p> <p>Students “I feel safe at this school”- 90 – 93% “Student behaviour is well managed at my school”- 88 - 90%</p> <p>Staff “Student behaviour is well managed at this school”- 94 -96% “I enjoy working at this school”- 98 – 100%</p>

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	565	273	292	76	90%
2015*	703	351	352	102	90%
2016	733	348	385	113	91%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).



Characteristics of the Student Body

Overview

Our student population has continued to increase and this is a pleasing indication of community confidence and support. We expect this trend to continue. Our students are predominantly from the local area schools which are situated north to Alligator Creek, south to Koumala and Carmila, west to Swayneville and centrally from Sarina State School. Many of our students utilize bus transport from outlying areas. 15% of our students have an indigenous background. 5% of our students have a verified disability. Students come from a variety of socio-economic backgrounds, with parents working in our main industries such as cane farming, tourism, mining, hospitality, construction as well as professional careers, retail workers and engineers. These trends have a strong influence on our senior curriculum.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	23	21
Year 11 – Year 12	15	15	17

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Sarina SHS continues to be innovative in its implementation of its study programs in both Junior and Senior Secondary Schools. This ensures that our students have access to a curriculum which promotes positive outcomes for all students. The school emphasizes academic excellence throughout its wide range of subject offerings. However, we meet students where they are, not where we expect them to be. In Junior Secondary, there is a strong focus to improve reading and writing skills and all students participate in either the Corrective Reading or Essentials for Writing programs. As a school we recognize that students have diverse learning needs, abilities, interests and aspirations. This diversity is catered for by the differentiation of the school curriculum to ensure that every student has access to a quality education.

- A Rugby League Development Program is offered in Years 7-12.
- A Netball Program is offered to Year 7, 8 & 9 girls.
- All students in Years 7, 8 and 9 study core subjects of Maths, English, Physical Education, History, Geography or Civics. Subjects of choice include Agriculture, Design Technologies, Digital Technologies and the Arts.
- All students in Years 7, 8 & 9 attend pastoral care lessons weekly.



- All Year 7/8 students are required to undertake Japanese
- Year 10 is a preparatory year for Senior Schooling. Students develop a Senior Education and Training plan which leads to learning pathways conducive to chosen career goals. A range of certificate courses are available. Industry experience plays a part in this process.



- In Years 11/12, students work on their learning pathways which lead to further education and training (tertiary or TAFE) or the preparation for the workforce. A range of OP subjects for students wishing to pursue University Education and vocational (VET) learnings are provided. VET certification is available in agriculture, engineering, construction, information technology, sport and recreation, computing, business and children's services.



- Students may access school-based apprenticeships or traineeships, TAFE and work experience through the school.
- The Ted Malone Rural Skills Centre is a hub for training in agriculture, engineering and construction

Co-curricular Activities

Students at Sarina SHS are active in an extensive range of sporting, cultural, performance and community based extra-curricular activities. Staff are rostered to provide lunch time activities for students daily. Every second year, the students have an opportunity to participate in a school ski trip.

Students interact with their peers, staff and community through:

- Student Council
- Rugby League Development Program
- Netball Program
- Cadets
- Duke of Edinburgh Awards Scheme
- Instrumental Music Sarina
- Art Extravaganza
- Chess Club
- Z Club
- Meals on Wheels delivery
- Student Dances
- Relay for Life
- ANZAC Day
- Human Powered Vehicle
- Land Care



How Information and Communication Technologies are used to Assist Learning

An engaging digitally rich learning environment has been provided at school for our students. Sarina State High School has a strong commitment to encouraging the wide use of the ICTs across the curriculum areas. Our school values the importance of being digitally connected with our community. We support our staff with quality professional development which will assist them to transition from traditional classrooms, to incorporating digital tools and online environments. The school has 4 computer laboratories and 3 mini laboratories with over 200 networked computers, 10 interactive whiteboards and 15 multi-media projectors. Access to technology is incorporated into classroom practice across a variety of subject areas for research purposes, completion of classwork and certificate courses in information technology. Students use computers to facilitate research and independent learning around the gathering and recording of information across all key learning areas. Students participate in the BYOD Program. In 2016, all students in Years 7, 8, 10 and 11 brought their own devices to school expanding to Year 12 in 2017.



Social Climate

Overview

Sarina State High School fosters a supportive environment that is based on a close working relationship between students, parents and teachers. The welfare of students and social climate of our school is underpinned by a network of student support. Sarina SHS students are well supported by a team of personnel which include the Guidance Officer, Community Education Counsellor, Chaplain and School Based Youth Health Nurse. The progress and welfare of the students in each year level is coordinated by a Head of Year and members of the Leadership Team. The Student Council is led by the Student Executive (Year 12 students elected by the student body) and consists of year level representatives. They provide an active leadership to the students and contribute to fundraising, support charities and provide input into school decisions. Junior Secondary representatives also contribute in the interests of students in Years 7, 8 and 9. Respect is continually referred to and reiterated in relation to learning and interpersonal relationships. Our Positive Behaviour for Learning Program encourages positive behaviour through clear and consistent expectations. School wide PBL is practiced in our feeder schools as a cluster initiative.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	94%	95%
this is a good school (S2035)	96%	100%	90%
their child likes being at this school* (S2001)	92%	94%	91%
their child feels safe at this school* (S2002)	96%	97%	93%
their child's learning needs are being met at this school* (S2003)	94%	91%	89%
their child is making good progress at this school* (S2004)	94%	94%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	97%	86%
teachers at this school motivate their child to learn* (S2007)	90%	86%	88%
teachers at this school treat students fairly* (S2008)	92%	85%	83%
they can talk to their child's teachers about their concerns* (S2009)	99%	97%	91%
this school works with them to support their child's learning* (S2010)	97%	97%	88%
this school takes parents' opinions seriously* (S2011)	96%	91%	92%
student behaviour is well managed at this school* (S2012)	92%	97%	76%
this school looks for ways to improve* (S2013)	99%	97%	90%
this school is well maintained* (S2014)	97%	97%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	93%	92%
they like being at their school* (S2036)	97%	91%	95%
they feel safe at their school* (S2037)	93%	89%	94%
their teachers motivate them to learn* (S2038)	93%	87%	92%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	93%
teachers treat students fairly at their school* (S2041)	90%	79%	87%
they can talk to their teachers about their concerns* (S2042)	93%	68%	86%
their school takes students' opinions seriously* (S2043)	92%	74%	84%
student behaviour is well managed at their school* (S2044)	89%	71%	80%
their school looks for ways to improve* (S2045)	97%	90%	92%
their school is well maintained* (S2046)	95%	86%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	86%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	98%	95%
they feel that their school is a safe place in which to work (S2070)	97%	100%	95%
they receive useful feedback about their work at their school (S2071)	89%	94%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	82%	85%
students are encouraged to do their best at their school (S2072)	93%	98%	90%
students are treated fairly at their school (S2073)	97%	96%	95%
student behaviour is well managed at their school (S2074)	90%	94%	78%
staff are well supported at their school (S2075)	93%	94%	86%
their school takes staff opinions seriously (S2076)	89%	91%	84%
their school looks for ways to improve (S2077)	97%	100%	93%
their school is well maintained (S2078)	90%	96%	88%
their school gives them opportunities to do interesting things (S2079)	93%	96%	93%

* Nationally agreed student and parent/caregiver items

'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

Sarina State High School greatly values the input and contribution made by the parents of our students. Parents are encouraged to participate in the school through membership of the P&C and other committees. An active P & C meets regularly to advise and support agreed targets and outcomes as well as advising the school on a variety of matters. The P & C also organizes a very successful tuckshop uniform shop and fund raises to support the school. Student progress reports are issued at the conclusion of Term 1 and achievement reports at the end of Semester 1 (June) and Semester 2 (December). Parents are invited to discuss their student's progress at meetings with teachers which are arranged twice per year or at other times should this be required. Further opportunities for parents to participate in their child's education are provided through the P & C, school communities, as a tuckshop or library volunteer. Parents are encouraged to attend SET planning interviews each year. General communication is provided to parents through the school newsletter and through mail outs. Information regarding student absences is sent via text messages. School community events such as the Arts Attack Evening, annual awards, sports carnivals, cultural events and information evenings all provide opportunities for regular contact with families of enrolled students. Parents are invited to participate in decision making around students verifications, individual curriculum and behaviour plans.



Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through our student and staff wellbeing strategies including the buddy system, STYMIE anti-bullying program and peer mediation initiatives, we are encouraging our students to be aware of conflict, violence and abuse and to report on it. Our Positive Behaviour in Learning structures are in place to support students in regards personal safety, respectful relationships and conflict resolution.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	61	116	112
Long Suspensions – 6 to 20 days	9	24	13
Exclusions	8	10	5
Cancellations of Enrolment	0	2	1

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Sarina State High School was committed to reducing its environmental footprint during 2015. The consumption data is sourced from the validated utilities return which the school submits at the end of each financial year. Data re. electricity, paper and water usage is also shared with staff. Initiatives designed to lessen our carbon footprint have been embarked on. These include: the installation of the Paper Cut program which regulates photocopying usage, the installation of solar panels, the installation of eco lighting and the installation of ½ flush systems to all toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013 - 2014	424,583	3, 864
2014 – 2015	455, 772	694
2015 - 2016	366, 617	1, 413

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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**. Where it states **'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.



Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	40	<5
Full-time Equivalents	60	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	59
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$42000.

The major professional development initiatives are as follows:

- Corrective Reading
- Direct Instruction
- High Yield Pedagogy
- School Wide Positive Behaviour
- Explicit Instruction
- Direct Instruction
- QCAA
- Read to Learn
- Professional Learning Communities
- Teaching of Reading
- Data Analysis

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%	96%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	88%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	86%	85%	87%
2015								92%	91%	87%	88%	87%	84%
2016								92%	90%	90%	86%	88%	89%

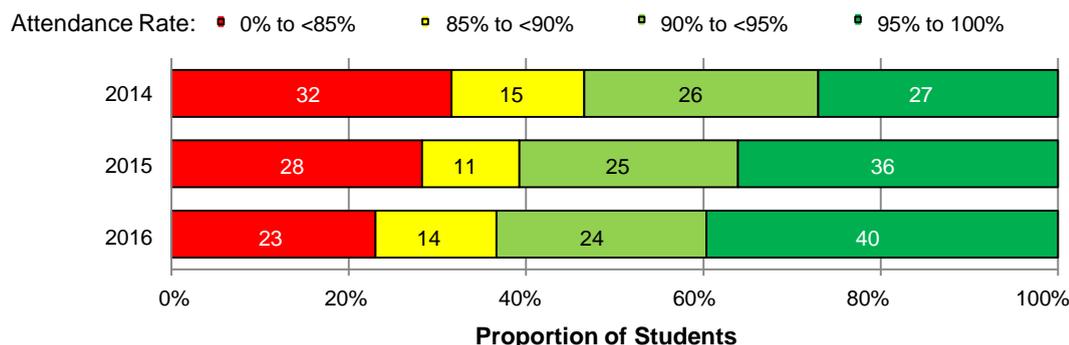
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Actions in response to non-attendance are detailed in our School Attendance Policy. District primary feeder schools convey the same consistent message to the community – **Missing School Equals Missing Out**. Attendance data and targets are frequently shared with the school community. Rolls are electronically marked three times per day (at the start of the day and after each break). ID Attend is used to run a list of all unexplained or late unexplained students for the day. When a student is absent from school, the school will text or call the parents by 10am each day. A reason for absence is always requested from the parent or carer to ensure the correct information is noted on our records. Form Teachers and Heads of Year liaise with parents in relation to student absenteeism. Where long term unexplained absences occur, parents are contacted by phone and/or by letter. Interviews with the student and the parent occur where on-going problems with a student's attendance occur and plans are developed to resolve concerns.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government



Where it states '**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
DESCRIPTION	2014	2015	2016
Number of students receiving a Senior Statement	84	92	92
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	25	16	29
Percentage of Indigenous students receiving an Overall Position (OP)	0%	9%	21%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	10	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	91	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	90	87
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83	92	92
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	68%	69%	66%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	93%	87%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	7	8	7	1
2015	0	6	5	5	0
2016	4	11	4	9	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2014	75	81	21
2015	77	88	24
2016	68	85	30

The following VET subjects are on our scope at Sarina SHS:

Certificate 1 & 11 Visual Arts
 Certificate 1 & 11 Business
 Certificate 1 & 11 Engineering
 Certificate 1 & 11 Sport & Recreation
 Certificates 1 & 11 Skills for Work and Vocational Pathways
 Certificates 1 & 11 Hospitality
 Certificates 1 & 11 Information Digital Media and Technology
 Certificate 1 Manufacturing
 Certificate 1 Animal Studies
 Certificate 1 Agrifood Operations
 Certificate 11 Rural Operations
 Certificate 11 Agriculture Certificate
 11 Sports Coaching



VET Subjects Offered in Partnership with External RTOs:

Certificate 111 Early Education and Care
 Certificate III Fitness

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	77%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	150%	61%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%)

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.sarinashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver's information

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

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

To ensure these early school leavers are making appropriate Career Pathway decisions they are encouraged to meet with the Guidance Officer for career counselling and also encouraged to engage in work experience/work placement organised by our Senior Schooling Liaison Officer. For early school leavers who do not have employment or study options but wish to leave school, there are a number of transition and support programs facilitated through the school.

Sarina SHS operates a Skills for Success Program which is targeted at early school leavers and Year 13 students. Sarina SHS also offers programs which support young people connected with Youth Justice. Both programs operate from the Ted Malone Rural Skills Centre.

To prepare students for transition to the workplace, students are able to complete a Certificate II in Workplace Practices.

Students in Years 10, 11 and 12 may engage in School Based Apprenticeships and Traineeships, participate in TAFE VET courses and School VET courses. Any of these opportunities may lead to full time employment and/or full time study options.

An early leavers report is compiled at the end of each term and submitted to the CQ Regional Office.



Conclusion

Sarina State High School students and staff are proud to be part of this vibrant learning community. During 2016 we concentrated on encouraging growth in learning opportunities, excellent teaching, building leadership capacity and positive partnerships. These gains will stand us in good stead for continued growth during 2017.

