

Queensland State School Reporting – 2011

Sarina State High School (2101)



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Principal's foreword

Introduction

This Annual School Report will detail many of the highlights of 2011, including key academic achievements, school initiatives, the curriculum offered by Sarina State High school and other information of interest to the school community.

At Sarina State High School we value RESPECT

Respect for Learning

Respect for the Individual

Respect for Others.

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 2011

Our key focus during 2011 involved improvements in three target areas – Literacy and Numeracy, Senior Destinations and Public Confidence.

Through a whole school commitment towards seeking measurable improvements in these three areas, we are pleased to report :

NAPLAN Improvement – Performance gains within Bands 7-9 in Reading, Spelling, Grammar and Punctuation and Numeracy.

There was significant progress in relation to Senior schooling outcomes:

92% of students attained a QCE

95% of students attained VET Cert1

92% of students attained VET Cert11

100% of students attained SAT, QCE, IBD or a VET qualification.

83% of students received a QTAC offer.

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School Opinion Survey data reveals that public confidence measures have improved around:

% of parents satisfied with their child's school

% of parents satisfied that their child is getting a good education at school.

Future outlook

Whole of school literacy and numeracy will continue to a focus for improvement. Past and current student data sets will inform our tracking of student achievement. Teaching and support staff use this information to - “ Know Your Student ” , an initiative commencing in 2012.

We will place strong emphasis on Explicit Instruction and establish the “Dimensions of Teaching and Learning” as our pedagogical framework in 2012.

We will continue to implement our Senior Phase initiatives which address strategies around providing multiple pathways, establishing partnerships and enhancing post school destinations. Our Senior Schooling Liaison Officer assists students to choose post school options which cater for abilities and aspirations. The Sarina Rural Skills Community Board also supports the school in this endeavour.

The school will continue to maintain high visibility in the local community. The school will continue to participate in assemblies and ceremonies such as ANZAC day, Remembrance Day, local shows, and community services such as Meals on Wheels.

Sarina SHS staff are committed to: working to engage all students in effective classroom learning, providing support for all students when it is required, seeking to extend our students with inspirational and quality teaching and establishing strong expectations in relation to the completion of work.

Our school at a glance

School Profile

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)
557	284	273	88%

Characteristics of the student body:

Our student population is a stable one with a small variation each year. Our students are predominantly from the local area schools which are situated north to Alligator creek, south to Koumala and Carmilla, west to Swayneville and centrally from Sarina SS. Many of our students attend school utilizing bus transport from outlying areas.

10% of our students are indigenous.

A large % of parents are involved in the mining, engineering and agricultural industries which has strong influence on our Senior curriculum. Our Rural Skills Centre provides training and pathways for our students who have aspirations in these areas.

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

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	23.3
Year 11 – Year 12	15.4
All Classes	19.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	98
Long Suspensions - 6 to 20 days	56
Exclusions	14
Cancellations of Enrolment	3

Curriculum offerings

Our distinctive curriculum offerings

The Sarina State High school curriculum offers a range of subjects which ensure that all students undertake a core of subjects which offers alternatives that cater to students aspirations, abilities, interests and vocational pathway goals.

Years 8/9 – Junior Secondary

Students embark on subjects which cover the Essential Learnings and Ways of Working in the 8 Key Learning Areas. There continues to be a major emphasis on literacy and numeracy. English, Maths and Science programs have been re-written and aligned to the National Curriculum. These have been enacted in 2012. History has been prepared for introduction in 2013.

Years 10, 11&12 – Senior Phase

Year 10 is a preparatory year, the first year of a three year senior. Students develop a Senior Education and Training Plan (SET) Plan which leads to learning pathways articulating towards chosen career goals. A range of certificate courses are available. Industry experience is an integral part of Year 10 studies.

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 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.

Over 30 people attend TAFE one day a week. Twenty students attend the Mackay Engineering College every week.

A rigorous Core Skills Test Preparation Program operates weekly.

Extra curricula activities

Students at Sarina SHS are active in a range of extra-curricular activities:

Student Council

Cadets

Duke of Edinburgh Awards Scheme

Instrumental Music

Sarina Art Extravaganza

Chess Club

Meals on Wheels

Student Dances

Relay for Life

ANZAC Day

How Information and Communication Technologies are used to assist learning

Teachers frequently access and utilize computers for planning, assessment, curriculum delivery and reporting. Teachers are encouraged to be innovative with tasks around the use of ICTs in the classroom, exploring elearning opportunities.

The school has 3 full computer laboratories and 3 mini laboratories with over 160 networked computers, 6 interactive whiteboards and 10 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.

All teachers have laptop computers.

All students in Years 11/12 have been issued with take home laptops. The school is officially recognized as a 1: 1 school.

Our school at a glance

Social climate

A strong belief in, and an enactment of, student support exists in the school. 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.

Respect is continually referred to and reiterated in relation to learning and interpersonal relationships.

Bullying is addressed through the anti-bullying panel which facilitates a full examination of an issue should it arise, as well as workable solutions, and if necessary consequences.

School Wide Positive Behaviour is practiced in the school as a school and cluster initiative.

Parent, student and teacher satisfaction with the school

There has been a marked increase in the levels of satisfaction from parents, students and staff in the school and the quality of its teaching and learning.

% of parents satisfied that their student is getting a good education at Sarina SHS. – increase of 35% from 2010

% of parents satisfied with the school – increase of 27% from 2010

% of students satisfied that they are getting a good education at Sarina SHS – increase of 29% from 2010

% of school workforce satisfied with access to PD opportunities that relate to school and systemic initiatives – increase of 12% from 2010

% of staff members satisfied with morale in the school – increase of 15% from 2010.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	78%
Percentage of students satisfied that they are getting a good education at school	62%
Percentage of parents/caregivers satisfied with their child's school	70%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	84%
Percentage of staff members satisfied with morale in the school	90%

DW – Data withheld

Involving parents in their child's education

Parents are always welcome to discuss issues concerning their child's education with teachers or members of the school Administration Team.

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.

General communication is provided to parents through the school newsletter and through mail outs. Information regarding student absences is sent via text messages.

Reducing the school's environmental footprint

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

Sarina state high school is committed to reducing its environmental footprint.

Initiatives include : Regular monitoring of photocopying usage, the installation of solar panels, installation of eco lighting installation of ½ flush systems to all toilets.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	327,729	3,066
2010	438,702	4,005
% change 10 - 11	-25%	-23%

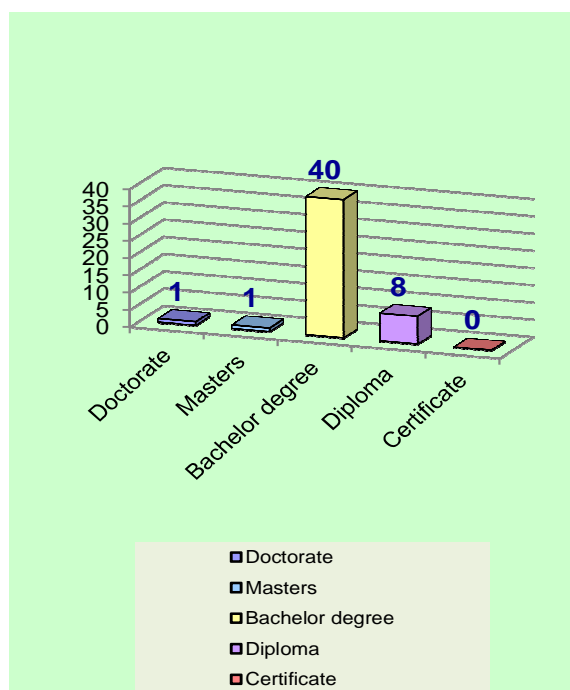
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	28	<5
Full-time equivalents	48	18	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Bachelor degree	40
Diploma	8
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$22,000.

The major professional development initiatives are as follows:

Literacy and Numeracy improvement and development

Digital Pedagogical Licence in service

Effective Teaching Practices

Senior Schooling Initiatives

National Curriculum preparation,

School Wide Positive Behaviour in service.

Vocational Education Training

Qld. Studies Authority Workshops

Beginning Teacher Networks

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 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

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

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

Find a school

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 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 outcome

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

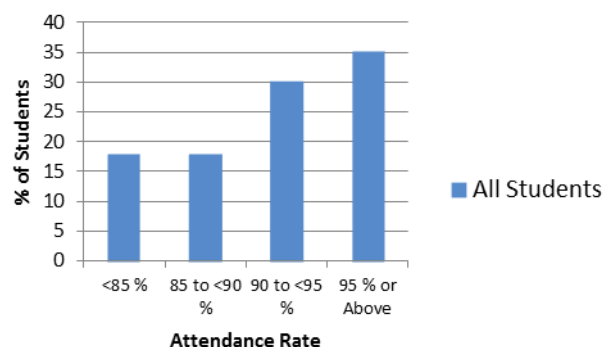
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
91%	90%	91%	90%	92%

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 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.

Rolls are electronically marked three times per day (at the start of each period)

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. Where long term unexplained absences occur, parents are contacted by phone and/or by letter.

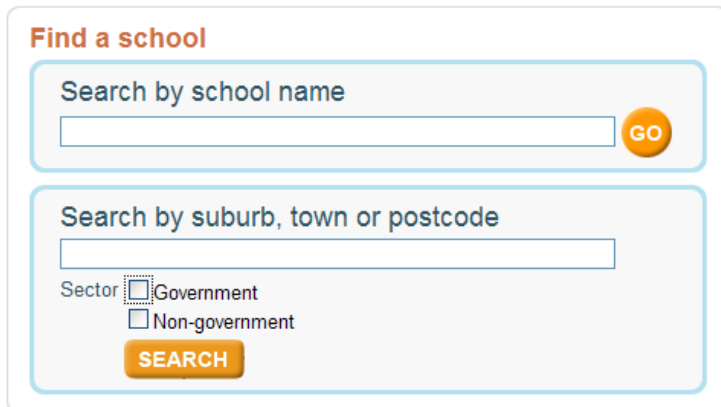
Interviews with the student and the parent occur where on-going problems with a student's attendance occur and plans are developed to resolve concerns.

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.



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

The Sarina State High school Closing the gap initiative is underpinned by a cluster initiative to employ a CEC, teacher aides and the empowering of future leaders.

Our CEC liaises with staff and parents in tracking attendance, retention and academic and vocational progress.

Retention rates are comparable with those across State Schools, but our commitment is to increase our numbers of indigenous students who seek to complete Year 12, while giving support and advice to those seeking alternative training or work.

Indigenous students' attendance rates are on par with the Non-Indigenous students' attendance rates for the school and are closely monitored by our CEC. Phone calls home as well as parent meetings are facilitated should a lack of consistent attendance be flagged.

Sarina SHS has promoted a close working relationship with Miller House, a local indigenous support organization.

An Indigenous Education Support Committee exists in the school to monitor and review the effectiveness of our Closing the Gap strategies.

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 69%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	79
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	22
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	11
Number of students awarded one or more Vocational Educational Training qualifications.	79
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	75
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	73
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	68%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%

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
2	2	11	6	1

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
75	73	10

Performance of our students

Certificate 1 Courses Offered at Sarina SHS:

Agrifood Operations
Manufacturing
Hospitality
Children's Services
Construction
Work Education
Visual Arts and Contemporary Craft
Business
Community Recreation
Information Digital Media and Technology

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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are recorded from year to year to determine patterns and trends.

The school Guidance Officer and the Senior Phase Liaison Officer tracks the post school destinations of all of our students. Early leavers are also surveyed as to their reasons for exiting schooling.

The two main reasons for early exit are employment and transience – many parents are connected with the mining industry.