

# Sarina State High School (2101)

## Queensland State School Reporting

### 2012 School Annual Report



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Contact Person	Mr. Bruce Heggie (Principal)

## Principal's foreword

### Introduction

We have much pleasure in presenting the Annual Report for 2012. The Sarina State High School community is very proud of the achievements of its students across academic, cultural, sporting and citizenship pursuits. This Annual School Report will detail many of the highlights of 2012, 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 2012

In 2012, Sarina State High School saw a continued strong focus on the three key areas identified through our Strategic Plan. Our key focus during 2012 involved improvements in three target areas :

Literacy and Numeracy

Senior Destinations

Public Confidence.

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

Successful transitioning to the Australian National Curriculum for Year 8 – 10 English, Maths, Science.

## Our school at a glance

The school has adopted whole school strategies to improving outcomes in literacy and numeracy. These strategies included : testing of incoming year 7s, staff participation in writing workshops, whole school shift to explicit instruction, introduction of an accelerated maths program in year 8, introduction of a corrective reading program in years 8 & 9 and a zero tolerance for failure in Maths and English in the Senior School.

The incorporation of technology into the curriculum continues to be a focus. Staff have participated in professional development to enable them to develop their digital pedagogy skills.

Through rigorous tracking of individual students and timely personalized discussions, there have been significant increases in Senior schooling student outcomes in 2012.

Strategies have been implemented to support our indigenous students to meet **Closing the Gap** goals around attendance and achievement.

There was significant progress in relation to Senior schooling outcomes:

77% of OP students received an OP 1-15

94% of OP students received a tertiary offer

98.9% of students attained a QCE

94.5% of students attained VET Cert1

93.4% of students attained VET Cert11

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

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

92% of students agree that they are getting a good education at the school

93% of parents agree that their child is getting a good education at the school.

95% of school staff agree that the morale at the school is high.

### 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 which is being consolidated during 2013.

We will place strong emphasis on Explicit Instruction and establish the "Dimensions of Teaching and Learning" as our pedagogical framework in 2013.

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 in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	590	295	295	85%
2011	557	284	273	87%
2012	563	296	267	88%

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

### 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, construction and agricultural industries, these trends have strong influence on our Senior curriculum. Our Rural Skills Centre provides training and pathways for our students who have aspirations in these areas.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	23	23	23
Year 11 – Year 12	13	15	15

# Our school at a glance

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	164	98	57
Long Suspensions - 6 to 20 days	81	56	52
Exclusions	8	14	15
Cancellations of Enrolment	7	3	4

## 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. A Rugby League development Program is offered in years 8-12.

### Years 8/9 – Junior Secondary

Students embark on subjects 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.

A corrective reading program operates for three lessons a week in the Junior secondary curriculum.



Celebrating the success of high achieving Year 8 Mathematics students.



Drama – a popular Junior Secondary choice

### Year 10

Year 10 is a preparatory year for Senior Schooling. 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.

# Our school at a glance

## 11&12 – Senior Phase

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 Sarina State School Rural Skills Centre is a hub for training in agriculture and engineering.

Twenty five students attend the Mackay Engineering College every week

A rigorous Core Skills Test Preparation Program operates weekly.



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## Extra curricula activities

Students at Sarina SHS are active in an extensive range of sporting, cultural, performance and community based 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

Human Powered Vehicle

Landcare

Youth of the Year

Netball Teams



# Our school at a glance



## 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 200 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.

All teaching staff have achieved a Digital Pedagogical Licence

## Social climate

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.

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.



# Our school at a glance

## Parent, student and staff satisfaction with the school

It is very pleasing to see a continued improvement in all the dimensions below from the previous year. These results reflect a confidence in the good education and supportive learning environment our school provides for its community.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	93.8%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	94.1%
their child is making good progress at this school*	100.0%
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*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	93.8%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.1%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.4%
they like being at their school*	85.8%
they feel safe at their school*	87.4%
their teachers motivate them to learn*	79.7%
their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	84.2%

## Our school at a glance

teachers treat students fairly at their school*	76.5%
they can talk to their teachers about their concerns*	62.9%
their school takes students' opinions seriously*	73.9%
student behaviour is well managed at their school*	69.5%
their school looks for ways to improve*	92.5%
their school is well maintained*	84.0%
their school gives them opportunities to do interesting things*	85.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	85.3%
with the individual staff morale items	95.3%

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

<sup>#</sup> 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 are always welcome to discuss issues concerning their child's education with teachers or members of the school Administration Team.

Parents/caregivers are welcomed and encouraged to join the P&C, which is a vibrant and enthusiastic group dedicated in its support of the school.

Student progress reports are issued at the conclusion of Term1 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 Theatre Arts evening, Annual Awards, sports carnivals, cultural events and information evenings all provide opportunities for regular contact with families of enrolled students.



## Our school at a glance

### Reducing the school's environmental footprint

Sarina state high school is committed to reducing its environmental footprint. Data re. Electricity, paper and water usage is shared with staff. Initiatives designed to lessen our carbon footprint have been embarked on. These 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	
	Electricity kWh	Water kL
2009-2010	438,702	4,005
2010-2011	327,729	3,066
2011-2012	374,668	3,429

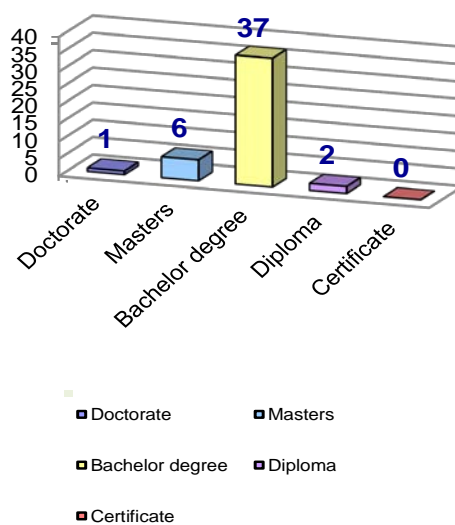
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	26	<5
Full-time equivalents	44.3	18	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Bachelor degree	37
Diploma	2
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29000.

The major professional development initiatives are as follows:

- Code of Conduct and Student Protection Training
- Asbestos Awareness Training
- Corrective Reading
- Literacy ( Writing)
- Digital Pedagogies
- QSA Workshops
- WH&S
- Behaviour Management
- School Wide Positive Behaviour

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	96.6%	95.8%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 70.7% of staff was retained by the school for the entire 2012 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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	88%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

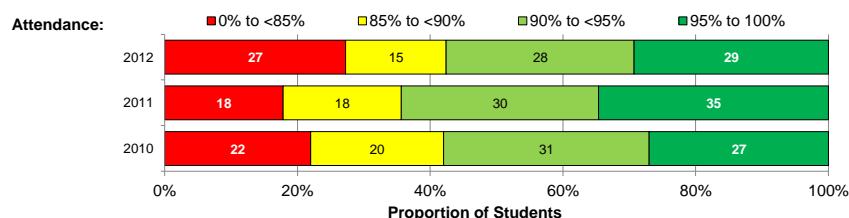
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	89%	88%	89%	88%
2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	90%	91%	90%	92%
2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	87%	87%	89%	86%

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 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.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The Sarina State High School Closing the Gap initiatives are managed by a Deputy Principal, the CEC and several teachers' aides. The Deputy Principal liaises with parents and the community through the PACE (Parent and Community Engagement) program which focuses on tracking attendance, retention, academic and vocational progress.

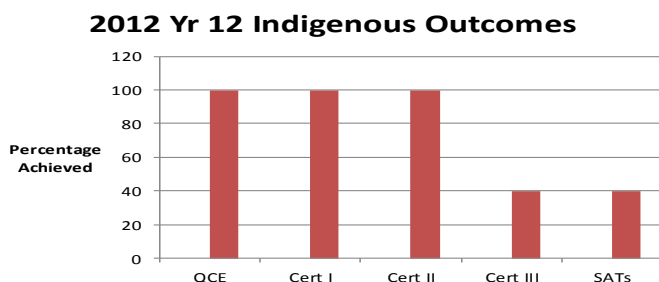
The Sarina State High School Closing the Gap initiative is underpinned by a cluster funding to employ a CEC and teacher aides.

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

In 2012 our five Year 12 Indigenous students achieved :

- 100% QCE Attainment
- 100% Achievement Certificate I
- 100% Achievement Certificate II
- 1 Student achieved 2 Certificate III's
- 2 Students involved in School Based Apprenticeships and Traineeships

□



## Performance of our students

Indigenous student retention rates compare favourably to other Qld schools. Within our school, the retention rate is marginally below non indigenous students. Our commitment, therefore, is to increase our numbers of indigenous students who seek to complete Year 12, thus ensuring a seamless pathway from Year 12 to either further study, apprenticeships/traineeships or employment.

Attendance rates are closely monitored by our CEC. Phone calls home as well as parent meetings are facilitated should a lack of consistent attendance be flagged. Attendance in 2012 has declined marginally from 90% in 2011, to 85% in 2012. The establishment of the PACE group should assist in future improvements.

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

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	65%	64%

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
Number of students receiving a Senior Statement.	88	79	89
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP).	27	22	31
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	11	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	74	79	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	61	75	86
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	61	73	88
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.	78%	68%	77%
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.	89%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	83%	94%

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



# Performance of our 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	4	6	11	5	1
2011	2	2	11	6	1
2012	5	7	12	5	2

As at 2 May 2013. The above values exclude VISA 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	61	60	7
2011	75	73	10
2012	87	86	20

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

### Certificate 1 Courses offered at Sarina SHS:

Agrifood Operations  
Manufacturing  
Hospitality  
Children's Services  
Construction  
Work Education  
Visual Art 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 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 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 our students. Early leavers are also surveyed as to their reasons for exiting schooling.