

Sarina State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 218 Sarina 4737
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Phone	(07) 4943 8111
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Fax	(07) 4943 8100
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Email	the.principal@sarinashs.eq.edu.au
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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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Contact Person	Bruce Heggie
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Principal's foreword

Introduction

The Sarina State High School community is justifiably proud of the achievements of our students during the 2013 school year. Significant improvements occurred in our NAPLAN, levels of achievement, senior schooling and school opinion survey data. These results have aligned perfectly with our core focusses of literacy and numeracy improvement, senior destinations and public confidence.

We have much pleasure in presenting the Annual Report for 2013. This Annual School Report will detail many of the highlights of 2013, 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 2013

Our vision is to ensure that our school reflects the diverse needs of its community. We are dedicated to ensure that every student exits our school with the learning, training and qualifications required to enter a pathway suited to their needs and aspirations.

To ensure that this vision was secure, our core priorities underpinned our strategic directions for 2013.

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These were:

- **Literacy and Numeracy Improvement**

Our compulsory Year 8/9 corrective reading program has consolidated during 2013 and will now progress to incorporate writing, comprehension and reading.

Our NAPLAN improvement strategy, with a focus on reading, has been adopted by all faculties.

We have engaged a full time literacy and numeracy coordinator to manage the improvement agenda and to liaise with our feeder primary schools.

- **Whole of School Data Analysis**

Clear performance targets have been set according to Whole of School Data Plan. Students have been tracked with teacher conversations in relation to personal targets and goal setting. This focus has ensured that all staff consistently use data in their teaching and curriculum planning.

- **Teaching Expertise**

Consolidation of Explicit Instruction as signature classroom lesson sequence at Sarina SHS.

Significant progress has been made in consolidating of The Dimensions of Teaching and Learning as the basis of teaching and learning at Sarina SHS.

Refinement of high yield quality teaching through differentiation and feedback. This focus has encouraged staff to routinely respond to identified student learning needs by differentiating teaching strategies and learning opportunities.

- **Junior Secondary**

Strong progress has been achieved in preparation for transition of Year 7 students to secondary school. Peer reviews have indicated positive responses to each of the Junior secondary guiding principles.



Future outlook

In 2014, Sarina SHS will continue to focus on whole of school literacy and numeracy improvement. Past and current student data sets will inform our tracking of student achievement. Teaching and support staff will use this information to differentiate their instruction. By the end of 2014, we will have implemented literacy and numeracy faculty plans to further embed literacy and numeracy across the KLAs.

We will again place strong emphasis on Explicit Instruction and continue establish to consolidate the "Dimensions of Teaching and Learning" as our pedagogical framework in 2014. During 2014, we plan to refine our feedback and evaluation structures to ensure all staff benefit from consistent support of effective teaching skills and strategies.

Our Senior Phase agenda will continue to address strategies around providing multiple pathways, establishing partnerships and enhancing post school destinations. Our Senior Schooling Liaison Officer

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assists students to choose post school options which cater for abilities and aspirations. The Ted Malone Sarina Rural Skills Community Board also supports the school in this endeavour. Our newly appointed Rural Skills Centre Community Liaison Officer will facilitate added community involvement in school programs.

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.

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 2014.

We will continue to place strong emphasis on Explicit Instruction and consolidate the "Dimensions of Teaching and Learning" as our pedagogical framework in 2014.

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 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	557	284	273	87%
2012	563	296	267	88%
2013	578	281	297	89%

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.

11% of our students are indigenous.

A large percentage of parents are involved in the mining, engineering, construction and agricultural industries, these trends have strong influence on our senior curriculum. Our Ted Malone Rural Skills Centre provides training and pathways for our students who have aspirations in these areas.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	15	15	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013



Our school at a glance

Short Suspensions - 1 to 5 days	98	57	86
Long Suspensions - 6 to 20 days	56	52	61
Exclusions	14	15	14
Cancellations of Enrolment	3	4	0

Curriculum offerings

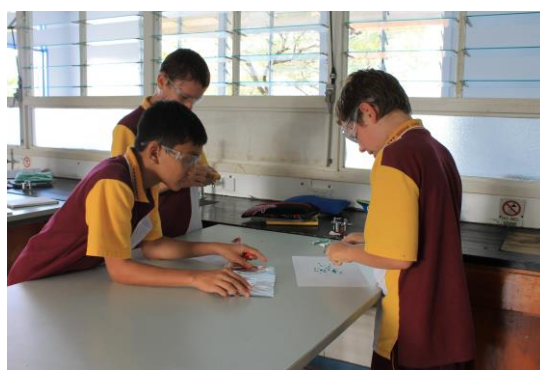
Our distinctive curriculum offerings

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 aspirations, abilities, interests and vocational pathway goals. A Rugby League Development Program is offered in years 8-12. A Netball/ Volleyball choice is offered to Year 8 girls.

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, Science, History and Geography programs have been re-written and aligned to the National Curriculum. These were enacted in 2013.

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



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.

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

Our school at a glance

the school.

The Ted Malone Rural Skills Centre is a hub for training in agriculture, engineering and construction.

Twenty five 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 an extensive range of sporting, cultural, performance and community based extra-curricular activities:

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

Youth of the Year

Netball Teams



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 4 full computer laboratories and 3 mini laboratories with over 200 networked computers, 6

Our school at a glance

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.

Quality professional development has been provided to assist staff in the transition from traditional classrooms to incorporating digital tools and online environments.

All teaching staff have achieved a Digital Pedagogical Licence

Social climate

At Sarina State High School, teachers endeavour to develop strong relationships with their students. 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 will contribute in the interests of students in Years 7,8 and 9 in 2015.

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

Bullying, as an issue, is dealt with in a direct and proactive way. If reported, bullying is addressed through our anti-bullying panel which facilitates a full examination of an issue should it arise, as well as workable solutions, and if necessary, consequences.

Our School Wide Positive Behaviour Program encourages positive behaviour through clear and consistent expectations. School Wide Positive Behaviour is practiced in our feeder schools as a cluster initiative.



Our school at a glance

Parent, student and staff satisfaction with the school

Our parent, student and staff satisfaction measures have been consistently high for several years. In 2013, 100% of parents surveyed felt that their students were getting a good education at Sarina State High School. Respondents reported 100% agreement that their children liked the school, felt safe and were making good progress.

Students responded with a 97% agreement that they were getting a good education at school.

Staff reported a 94% agreement that they enjoyed working at the school, with 91% agreeing that behaviour management is handled well in the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	94%	100%
student behaviour is well managed at this school* (S2012)	100%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	94%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	97%
they like being at their school* (S2036)	86%	92%
they feel safe at their school* (S2037)	87%	91%
their teachers motivate them to learn* (S2038)	80%	89%
their teachers expect them to do their best* (S2039)	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	84%	90%
teachers treat students fairly at their school* (S2041)	76%	85%

Our school at a glance

they can talk to their teachers about their concerns* (S2042)	63%	80%
their school takes students' opinions seriously* (S2043)	74%	82%
student behaviour is well managed at their school* (S2044)	69%	81%
their school looks for ways to improve* (S2045)	93%	97%
their school is well maintained* (S2046)	84%	91%
their school gives them opportunities to do interesting things* (S2047)	85%	96%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	87%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	87%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	98%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



Our school at a glance

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 or our Sarina Rural Skills Community Board which are vibrant and enthusiastic groups dedicated in their 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.

Reducing the school's environmental footprint

Sarina State High School was committed to reducing its environmental footprint during 2013. Data re. electricity, paper and water usage is 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	
	Electricity kWh	Water kL
2010-2011	327,729	3,066
2011-2012	374,668	3,429
2012-2013	402,399	3,184

PaperCut™

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

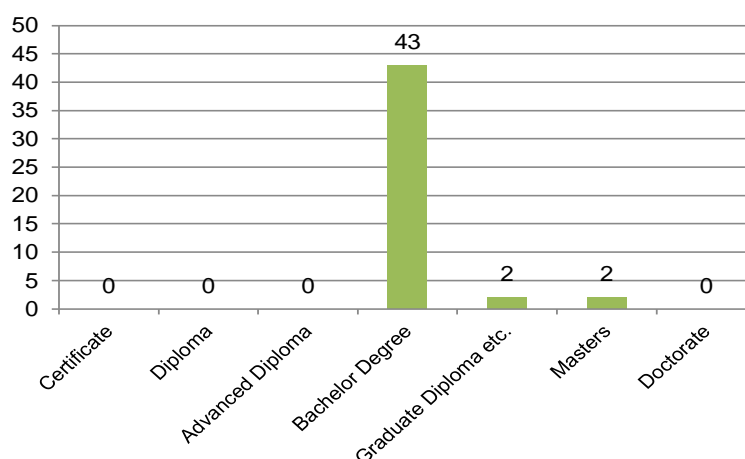
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	47	29	<5
Full-time equivalents	44	19	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	2
Masters	2
Doctorate	0
Total	47



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$28,000

The major professional development initiatives are as follows:

Our staff profile

Literacy and Numeracy Development
Corrective Reading
School Wide Positive Behaviour
Junior Secondary Readiness
Teacher Expertise
Explicit Instruction
Australian Curriculum
QSA

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

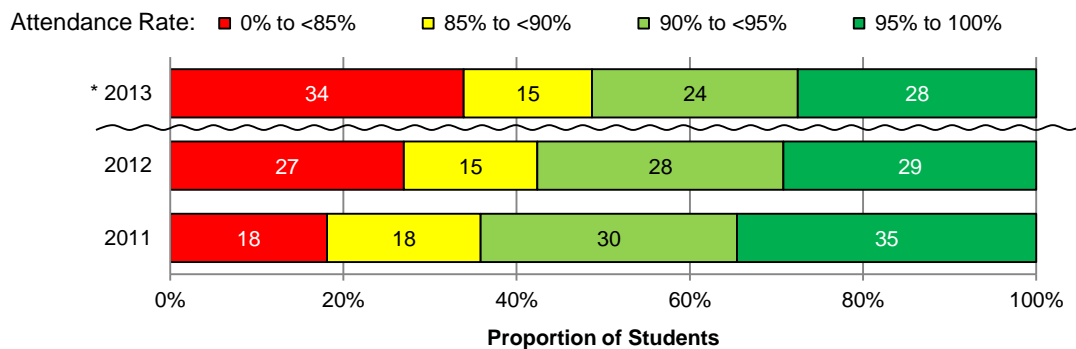
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	90%	91%	90%	92%
2012								91%	87%	87%	89%	86%
2013								90%	86%	84%	84%	85%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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 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. 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.

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. Through the hard work of staff, in particular, the Community Education Officer, our school has been able to develop processes for individually tracking and supporting indigenous students. Our focus during 2013 was to establish processes with students across all year levels to deliver successful outcomes academically, socially and emotionally.

The Sarina State High School Closing the Gap initiative is supported by a cluster fund which employs a CEC and teacher aides.

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

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.

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

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	64%	74%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	79	89	82
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP).	22	31	17
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	14	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	79	88	81
Number of students awarded an Australian Qualification Framework Certificate II or above.	75	86	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73	88	81
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%	77%	76%

Performance of our students

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%	94%	100%

As at 5 May 2014. 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
2011	2	2	11	6	1
2012	5	7	12	5	2
2013	3	6	4	4	0

As at 5 May 2014. 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
2011	75	73	10
2012	87	86	20
2013	80	81	22

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

The Year 10 SET planning process, as well as our annual SHIFT (Sarina High Imagine Futures Together) Open Day assists students to gain study and career pathways that suit the individual student. For some students this may mean that they exit schools before the completion of Year 12. Currently we are running

Performance of our students

Skills for Success alternative programs for these students based at the Ted Malone Rural Skills Centre.

