

Sarina State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our school 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 values and beliefs are:

1. To provide a supportive, nurturing, caring and positive learning environment.
2. To provide access to an inclusive education.
3. 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.
4. To have high expectations of all our stakeholders

We have much pleasure in presenting the Annual Report for 2014. This Annual School Report will detail many of the highlights of 2014, 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 2014.

The school identified the following improvement areas for close attention and priority in 2014.

- Continued high focus on Literacy and Numeracy across all curriculum areas. (Embedded)
- Continued focus on Senior Schooling Destinations with a view to ensuring pathways and greater success in Year 12 outcomes. (Embedded)
- Continuing to build on strong partnerships with our community to strengthen student outcomes and achievement. (Ongoing)
- Continued professional development around Explicit Instruction and High Yield teaching (Embedded)
- Implementation of a whole school approach to differentiated learning for every student. (Know Your Student) (On going)
- Smooth transition of Year 7 students into secondary school. (On going)



Future Outlook

Literacy and Numeracy Improvement

- Set targets based on base line data for NAPLAN strands, standardised tests and A-E reporting
- Continue Corrective Reading Program in Years 8 and 9 and expand to Year 7s
- Expand corrective program to include comprehension and writing
- Continue to set learning goals based on NAPLAN and LOA results
- Embed data conversations re: student progress within assessment cycles.

Teacher Capability

- Appointment of HOD Teacher Capability whose role will be to coordinate compliance and development of EI as a learning sequence. Data analysis and differentiation to also be a strong focus.
- Appointment of a Master Teacher and extra FTE (GRG) to further enable teacher expertise.
- Implement peer observations and feedback structure
- Master Teacher to determine best practice for implementation of Explicit Instruction, coach staff to implement these practices.

Attendance

- Adopt a whole school approach to monitoring and improving student attendance rate.
- Initiate attendance strategy “ Missing School Equals Missing Out”

Senior Schooling

- Continue to ensure that all exiting Senior phase students receive at least one of : QCE, VET qualification, SAT or a QCIA.
- Continue to involve OP eligible students in structured extension activities.
- Facilitate networks, alternative programs and advice to ensure an increase in the proportion of students in work, training or employment post Year 12.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	563	296	267	88%
2013	578	281	297	89%
2014	565	273	292	90%

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

Characteristics of the student body:

Our student population has had a strong influx with our 2015 Year 7s. 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.

11% of our students have an indigenous background.

Students come from a variety of socioeconomic 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	15	17	15



School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	57	86	61
Long Suspensions - 6 to 20 days	52	61	9
Exclusions [#]	15	14	8
Cancellations of Enrolment	4	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school emphasizes academic excellence throughout its wide range of subject offerings. In Junior Secondary (Yr. 8 and 9), 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 which are 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 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.



Students attend the Mackay Engineering College once a week.



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

We endeavor to provide an engaging, digitally rich learning environment for all our students. 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

Social Climate

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 will contribute in the interests of students in Years 7, 8 and 9 in 2016.

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.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	100%	94%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	96%
their child's learning needs are being met at this school* (S2003)	94%	100%	94%
their child is making good progress at this school* (S2004)	100%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	96%	90%
teachers at this school treat students fairly* (S2008)	94%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	99%
this school works with them to support their child's learning* (S2010)	100%	100%	97%
this school takes parents' opinions seriously* (S2011)	94%	100%	96%
student behaviour is well managed at this school* (S2012)	100%	96%	92%
this school looks for ways to improve* (S2013)	100%	100%	99%
this school is well maintained* (S2014)	94%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	97%	97%
they like being at their school* (S2036)	86%	92%	97%
they feel safe at their school* (S2037)	87%	91%	93%
their teachers motivate them to learn* (S2038)	80%	89%	93%
their teachers expect them to do their best* (S2039)	96%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	84%	90%	95%
teachers treat students fairly at their school* (S2041)	76%	85%	90%
they can talk to their teachers about their concerns* (S2042)	63%	80%	93%
their school takes students' opinions seriously* (S2043)	74%	82%	92%
student behaviour is well managed at their school* (S2044)	69%	81%	89%
their school looks for ways to improve* (S2045)	93%	97%	97%
their school is well maintained* (S2046)	84%	91%	95%
their school gives them opportunities to do interesting things* (S2047)	85%	96%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	93%
they feel that their school is a safe place in which to work (S2070)		98%	97%
they receive useful feedback about their work at their school (S2071)		87%	89%
students are encouraged to do their best at their school (S2072)		96%	93%
students are treated fairly at their school (S2073)		98%	97%
student behaviour is well managed at their school (S2074)		91%	90%
staff are well supported at their school (S2075)		89%	93%
their school takes staff opinions seriously (S2076)		87%	89%
their school looks for ways to improve (S2077)		98%	97%
their school is well maintained (S2078)		98%	90%
their school gives them opportunities to do interesting things (S2079)		98%	93%

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

'Agree' represents the 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.

Involving parents in their child's education

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 and fund raises to support 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 Arts Attack 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 2014. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	374,668	3,429
2012-2013	402,399	3,184
2013-2014	424,583	3,864

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.

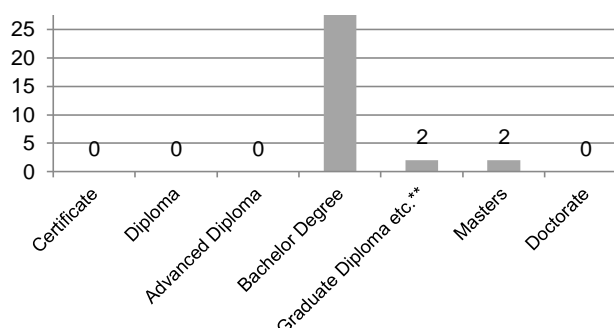
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	35	<5
Full-time equivalents	46	21	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	48



*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 2014 were \$40,000.

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
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, 85% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	87%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

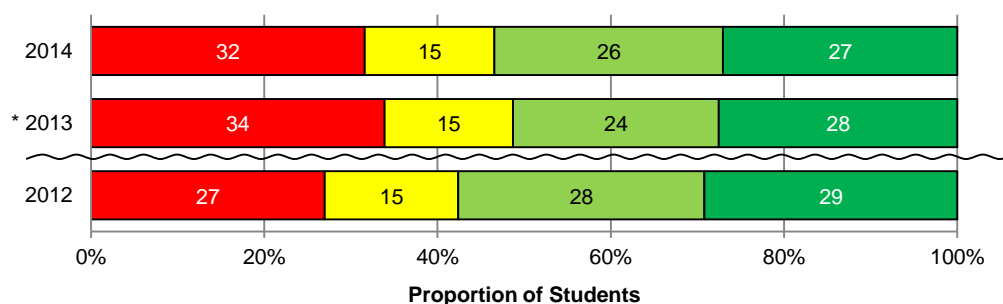
Student attendance rate for each year level (shown as a percentage)					
	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	87%	87%	89%	86%
2013	90%	86%	84%	84%	85%
2014	90%	87%	86%	85%	87%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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 2014 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. Greater Results Guarantee funding has also been directed towards supporting indigenous students in the classroom.

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 organisation.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	64%	74%	71%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	89	82	84
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP)	31	17	25
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	11	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	88	81	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	81	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88	81	83
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.	77%	76%	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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	100%	88%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	5	7	12	5	2
2013	3	6	4	4	0
2014	2	7	8	7	1

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	87	86	20
2013	80	81	22
2014	75	81	21

As at 19 February 2015. The above values exclude VISA students.

The following VET courses are offered on our scope at Sarina State High School:

Certificate I Visual Arts
Certificate II Visual Arts
Certificate I Construction
Certificate I Business
Certificate II Business
Certificate I Engineering
Certificate II Engineering
Certificate I Sport & Recreation
Certificate II Outdoor Recreation
Certificate II Sport Coaching
Certificate I in Work Readiness
Certificate I in Work Readiness
Certificate II in Work Place Practices
Certificate I Hospitality
Certificate II Hospitality

Certificate I Information, Digital Media and Technology
Certificate II Information Digital Media and Technology
Certificate I Manufacturing (Pathways)
Certificate I Animal Studies
Certificate I Agrifood Operations
Certificate II Rural Operations
Certificate II Agriculture
VET SUBJECTS OFFERED IN PARTNERSHIP WITH EXTERNAL RTO's
Certificate III Children's Services
Certificate III Fitness

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 school leavers information

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

Sarina State High School has processes in place to manage and be informed about early leavers. The Year 10 SET planning process, as well as our SHIFT (Sarina High Imagining Futures Together) Open day assists students being informed about study and career pathways. We have initiated a Skills for Success program based at the Ted Malone Rural Skills Centre which caters for the early leavers and those students who are disengaged after school exit. We also work closely with School to Jobs (S2J), a regional initiative which targets disengaged students.

Approximately one third of our students have trade aspirations, another third seek tertiary placement and the other third seek local employment

