

Sarina State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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

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

Respect for Learning

Respect for the Individual

Respect for Others

Our core values and beliefs are:

* To provide a supportive, nurturing, caring and positive learning environment. * . To provide access to an inclusive education.

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

* To have high expectations of all our stakeholders

We have much pleasure in presenting the Annual Report for 2015. This Annual School Report will detail many of the highlights of 2015, 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 2015

The school identified the following improvement areas for close attention and priority in 2015. As a school, we have identified that we need to consolidate on our past successes and establish a sharp and narrow focus on the following :

- Continued high focus on Literacy and Numeracy for all students across all curriculum areas (Embedded)
- A sharp focus on spelling, writing and upper two bands improvements (Embedded)
- A sharp focus on improving student attendance rates (Ongoing)
- Continued professional development around Explicit Instruction and High Yield teaching (Embedded)
- Continuation of a whole school approach to differentiated learning for every student (Know Your Student) (Ongoing)
- Engagement of Investing for Success (I4S) funding to target students at risk of meeting NMS for Reading and LOA data for English C-A standard (Embedded)



Future Outlook

In 2016, a major focus will be on the development of data collection tools, processes and strategies to inform identified areas of school improvement including curriculum planning, teaching and learning, attendance and academic engagement.

Literacy and Numeracy Improvement - Improvements sought in all students performing at or above the NMS and attaining their targets or better.

- Set targets based on base line data for NAPLAN strands, standardised tests and A-E reporting
- Continue Corrective Reading Program in Years 7, 8 and 9
- Expand corrective program to include comprehension and writing
- Introduce Junior Enhancement Program as an advanced stage after students have proved proficiency with reading. These students will also be exposed to higher level thinking skills development
- Continue to set learning goals based on NAPLAN and LOA results
- Embed data conversations re. student progress within assessment cycles
- Sharp focus on spelling and writing

Supportive School Environment

- Wellbeing Committee to review Responsible Behaviour Plan for Students
- Committee to continue to facilitate PBL as a core student and staff wellbeing framework at the school
- Review and application of behaviour monitoring cards
- Engagement of an extra Junior Secondary Head of Year whose role will be to individually case manage identified students
- Implement peer observations and feedback structure
- DP, HOD Teacher Expertise and Master Teacher to determine best practice for implementation of Explicit Instruction and coach staff to implement these practices

Attendance

- Continue our whole school approach to monitoring and improving student attendance rate
- Continue attendance strategy "Missing School Equals Missing Out"
- Work with Regional Office staff to assist in supporting parents whose students are school refusal
- Set targets to achieve re. attendance rates

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	578	281	297	55	89%
2014	565	273	292	76	90%
2015	703	351	352	102	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

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



Characteristics of the student body:

Our student population has continued to increase and this is a pleasing indication of community confidence and support. We expect this trend to continue. Our students are predominantly from the local area schools which are situated north to Alligator Creek, south to Koumala and Carmila, west to Swayneville and centrally from Sarina State School. Many of our students utilize bus transport from outlying areas. 15% of our students have an indigenous background. 5% of our students have a verified disability

Students come from a variety of socio-economic backgrounds, with parents working in our main industries such as cane farming, tourism, mining, hospitality, construction as well as professional careers, retail workers and engineers. These trends have a strong influence on our senior curriculum.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	23
Year 11 – Year 12	17	15	15

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	86	61	116
Long Suspensions - 6 to 20 days	61	9	24
Exclusions	14	8	10
Cancellations of Enrolment	0	0	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

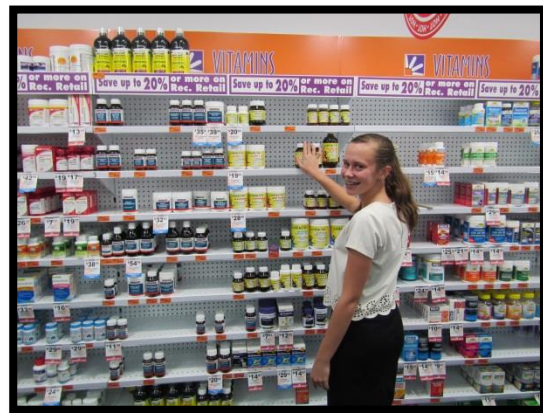
- A Rugby League Development Program is offered in Years 7-12.
- A Netball Program is offered to Year 7, 8 & 9 girls.



- All students in Years 7, 8 and 9 study core subjects of Maths, English, Physical Education, History, Geography or Civics. Subjects of choice include Agriculture, Design Technologies, Digital Technologies and the Arts.



- All Year 7/8 students are required to undertake Japanese
- All students in Yrs. 7, 8 & 9 attend pastoral care lessons weekly
- 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



Extra curricula activities

Students at Sarina SHS are active in an extensive range of sporting, cultural, performance and community based extra-curricular activities. Staff are rostered to provide lunch time activities for students daily.

Students interact with their peers, staff and community through:

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



How Information and Communication Technologies are used to improve learning

Sarina State High School has a strong commitment to digital learning. Our school values the importance of being digitally connected with our community. 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.

After extensive research and consultation, the school staff see great benefits of increased individual access to an iPad in the junior grades, as having the potential of greater student engagement, creativity and learning outcomes.

Students participate in the BYOD Program. In 2016, all students in Years 7, 8, 10 and 11 will bring their own devices to school expanding to Year 12 in 2017.



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

Respect is continually referred to and reiterated in relation to learning and interpersonal relationships. 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 Positive Behaviour for Learning Program encourages positive behaviour through clear and consistent expectations. School wide PBL is practiced in our feeder schools as a cluster initiative.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	94%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school (S2001)	100%	92%	94%
their child feels safe at this school (S2002)	100%	96%	97%
their child's learning needs are being met at this school (S2003)	100%	94%	91%
their child is making good progress at this school (S2004)	100%	94%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	97%
teachers at this school motivate their child to learn (S2007)	96%	90%	86%
teachers at this school treat students fairly (S2008)	93%	92%	85%
they can talk to their child's teachers about their concerns (S2009)	100%	99%	97%
this school works with them to support their child's learning (S2010)	100%	97%	97%
this school takes parents' opinions seriously (S2011)	100%	96%	91%
student behaviour is well managed at this school (S2012)	96%	92%	97%
this school looks for ways to improve (S2013)	100%	99%	97%
this school is well maintained (S2014)	100%	97%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	93%
they like being at their school (S2036)	92%	97%	91%
they feel safe at their school (S2037)	91%	93%	89%
their teachers motivate them to learn (S2038)	89%	93%	87%
their teachers expect them to do their best (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	90%	95%	91%
teachers treat students fairly at their school (S2041)	85%	90%	79%
they can talk to their teachers about their concerns (S2042)	80%	93%	68%
their school takes students' opinions seriously (S2043)	82%	92%	74%
student behaviour is well managed at their school (S2044)	81%	89%	71%
their school looks for ways to improve (S2045)	97%	97%	90%
their school is well maintained (S2046)	91%	95%	86%
their school gives them opportunities to do interesting things (S2047)	96%	93%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	93%	98%
they feel that their school is a safe place in which to work (S2070)	98%	97%	100%
they receive useful feedback about their work at their school (S2071)	87%	89%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	90%	82%
students are encouraged to do their best at their school (S2072)	96%	93%	98%
students are treated fairly at their school (S2073)	98%	97%	96%
student behaviour is well managed at their school (S2074)	91%	90%	94%
staff are well supported at their school (S2075)	89%	93%	94%
their school takes staff opinions seriously (S2076)	87%	89%	91%
their school looks for ways to improve (S2077)	98%	97%	100%
their school is well maintained (S2078)	98%	90%	96%
their school gives them opportunities to do interesting things (S2079)	98%	93%	96%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

An active P & C meets regularly to advise and support agreed targets and outcomes as well as advising the school on a variety of matters. The P & C also organizes a very successful tuckshop uniform shop and fund raises to support the school.

Student progress reports are issued at the conclusion of Term 1 and achievement reports at the end of Semester 1 (June) and Semester 2 (December). Parents are invited to discuss their student's progress at meetings with teachers which are arranged twice per year or at other times should this be required. Further opportunities for parents to participate in their child's education are provided through the P & C, school communities, as a tuckshop or library volunteer.

Parents are encouraged to attend SET planning interviews each year.

General communication is provided to parents through the school newsletter and through mail outs.

Information regarding student absences is sent via text messages.

School community events such as the Arts Attack Evening, annual awards, sports carnivals, cultural events and information evenings all provide opportunities for regular contact with families of enrolled students. Parents are invited to participate in decision making around students verifications, individual curriculum and behaviour plans.



Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	402,399	3,184
2013-2014	424,583	3,864
2014-2015	455,772	694

*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.

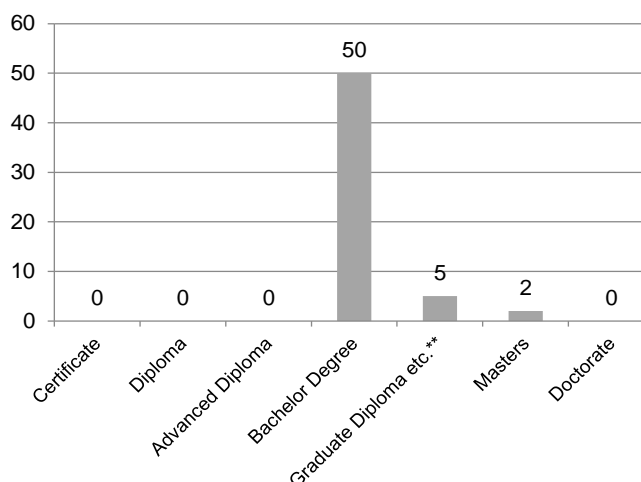
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	40	<5
Full-time equivalents	57	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	50
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	57



*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 2015 were \$38000.

The major professional development initiatives are as follows:

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



The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2015 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

Sector:

☒ Government

☒ Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcome

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	84%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

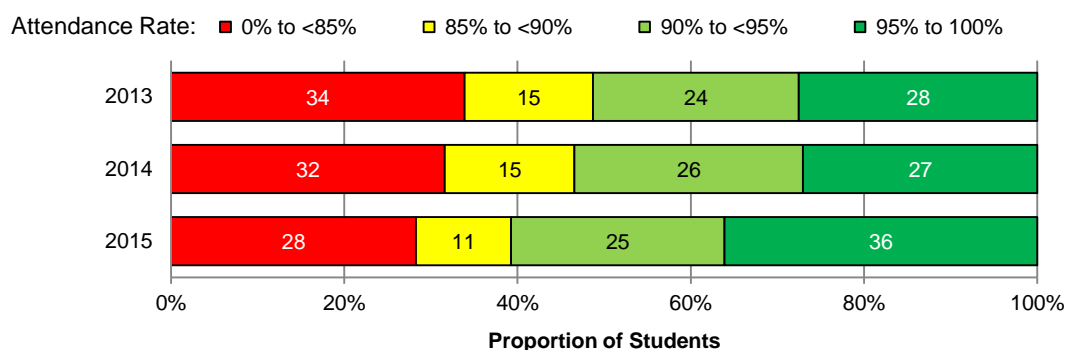
Student attendance rate for each year level (shown as a percentage)						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		90%	86%	84%	84%	85%
2014		90%	87%	86%	85%	87%
2015		92%	91%	87%	88%	84%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Actions in response to non-attendance are detailed in our School Attendance Policy. District primary feeder schools convey the same consistent message to the community – **Missing School Equals Missing Out**

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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	71%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	57%	150%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	82	84	92
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	0
Number of students receiving an Overall Position (OP)	17	25	16
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	9%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	3	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	83	91
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	81	90
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81	83	92
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	68%	69%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	88%	93%

As at 16 February 2016. 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
2013	3	6	4	4	0
2014	2	7	8	7	1
2015	0	6	5	5	0

As at 16 February 2016. 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
2013	80	81	22
2014	75	81	21
2015	77	88	24

As at 16 February 2016. The above values exclude VISA students.

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

Certificate I & II Visual Arts
 Certificate I Construction
 Certificates I & II Business
 Certificates I & II Engineering
 Certificates I & II Sport & Recreation
 Certificates I & II Work Readiness
 Certificate II Work Place Practices
 Certificates I & II Hospitality
 Certificates I & II Inform.Digital Media and Technology
 Certificate I Manufacturing
 Certificate I Animal Studies
 Certificate I Agrifood Operations
 Certificate II Rural Operations
 Certificate II Agriculture

**VET Subjects Offered in Partnership with External RTOs**

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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.**

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

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

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

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

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