



Sarina State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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## School overview

Sarina State High School is a coeducational school of approximately 750 students in Years 7-12, with 15% identifying as Indigenous. Serving a rural community to the immediate south of Mackay, many students travel to school by bus from up to 100 km away.

Our school emphasises a culture of high expectations. Our varied curriculum caters for targeted learning needs and enables students' opportunities to progress and explore personalised pathways. Our strong and positive links within the local community have formed a strong foundation to allow for work placements, school base apprenticeships and traineeships.

### Vision

Our teaching vision:

- Inspirational teaching and quality learning are the cornerstones of the school.
- Our focus remains firmly on all students- ensuring all students have equal opportunity, are encouraged and focused to do their very best, always giving 100%.
- We believe that learning is enhanced when there is a good working partnership between parent, teacher and student. If all aspire to, and work towards a common goal, lifelong learning prospers.

### Values

Be respectful: Act as you would like to be treated

Be a learner: Nothing but your best

Be responsible: Be accountable for your actions

Be safe: Always be careful

## School progress towards its goals in 2018

In 2018, Sarina SHS narrowed its focus to improve attendance, develop and maintain high quality teaching, reinforce high expectations for student behaviour, and improve student vocabulary.

### **Improvement Priority 1. High quality teaching**

- Ensure all teachers have access to quality professional development
- Professional Learning Communities continue to drive staff based school improvement, reflections and discussions.
- Consolidation of an expert teaching team to drive pedagogical improvement
- Consolidation of leadership aspirations program

### **Improvement Priority 2. Know Your Student (Differentiation)**

- Continuation of whole school approach to monitoring and improving student attendance rate
- Use yearly data plan to provide a timely approach to systematic data analysis.
- Continue to develop capability amongst staff to use diagnostic assessment and dashboard analysis.
- Common differentiation template to be used across the curriculum areas.
- Timely Head of Department and teacher discussions evaluating student data and performance development plans.

### **Improvement Priority 3. Literacy and Numeracy**

- Continuation of Corrective Reading, Essentials for Writing, and Structured Two Tiered Robust Instruction Vocabulary Experiences (STRIVE) programs in Year 7, 8 and 9 with progression to U2B and enrichment programs once complete.
- Continuation of non-negotiables in relation to a "C" and above for English, Maths and Science.
- I4S funding to underpin teacher aide support, teacher numbers and resourcing of Literacy and Numeracy improvement agenda.

## Future outlook

### 2019 Annual Implementation Plan and Explicit Improvement Agenda



High Quality Teaching

Know Your Student:  
Differentiation and  
Attendance

Whole school literacy:  
Writing

<p><i>Targets</i></p>	<ul style="list-style-type: none"> <li>➤ 100% teaching staff engaged in ASOT and Explicit Instruction in the classroom.</li> <li>➤ 100% teaching staff engaged in Instructional Rounds.</li> <li>➤ 100% staff engaged in Professional Learning Community (PLC) with a whole school strategic focus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Whole school attendance target 90% (with less than 20% of students under 85% attendance).</li> <li>➤ Differentiation plans for every class.</li> <li>➤ Academic achievement for Years 7 -12 A to C greater than 85%.</li> <li>➤ 95% students achieving A to C for effort and behaviour in all subjects.</li> <li>➤ Student data tracked and monitored Years 7 to 12.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 90% NMS for Reading &amp; 80% for Writing.</li> <li>➤ 10% U2B for Writing and 15% other strands.</li> <li>➤ Improvement in Year 9 Writing.</li> <li>➤ 100% senior school students achieving literacy and numeracy requirements for QCE.</li> <li>➤ 100% staff engaged in STRIVE process and Seven Steps to Writing Success.</li> <li>➤ 90% students achieving A to C for English in Year 7 - 10.</li> </ul>
<p><i>Strategies &amp; Actions</i></p>	<p><b>Whole School Pedagogical framework (based on the Art and Science of Teaching) is visible in classrooms throughout the school.</b></p> <ul style="list-style-type: none"> <li>⇒ Develop Pedagogical Framework; Deliver professional development sessions on ASOT; Instructional Rounds; Classroom Profiling.</li> </ul> <p><b>Professional Learning Communities continue to drive staff based school improvement, reflections and discussions.</b></p> <ul style="list-style-type: none"> <li>⇒ PLCs goals link to school strategic plan; PLCs work collaboratively; PLCs set clear success indicators targets and actions.</li> </ul> <p><b>Staff performance development plans reflect school priorities.</b></p> <ul style="list-style-type: none"> <li>⇒ Discussions with line managers – school priorities and AITSL standards.</li> </ul>	<p><b>Whole school approach to monitoring and improving student attendance rate.</b></p> <ul style="list-style-type: none"> <li>⇒ Implement Attendance Policy; parent communication.</li> </ul> <p><b>Whole school data plan to provide a timely approach to systematic data analysis.</b></p> <ul style="list-style-type: none"> <li>⇒ Staff utilise Data Plan and use to inform planning.</li> </ul> <p><b>Staff to use diagnostic assessment and dashboard analysis.</b></p> <ul style="list-style-type: none"> <li>⇒ Professional development, faculty meetings.</li> </ul> <p><b>Differentiation template to be used across the curriculum areas.</b></p> <ul style="list-style-type: none"> <li>⇒ Utilise OneSchool Dashboard.</li> </ul> <p><b>Implement student engagement strategies in the classroom and offer opportunities which will enhance achievement and extend students academically.</b></p> <ul style="list-style-type: none"> <li>⇒ Faculty meetings; Academic coaching.</li> </ul> <p><b>Timely discussions evaluating student data and performance development plans.</b></p> <ul style="list-style-type: none"> <li>⇒ Case management through Student Services; teachers engage students in higher order thinking through ASOT.</li> </ul>	<p><b>Development of a whole school literacy plan.</b></p> <ul style="list-style-type: none"> <li>⇒ Implement across ALL faculties; Staff engage in PD.</li> </ul> <p><b>Implementation of whole school literacy practices including Structured Tier Two Robust Instruction Vocabulary Experiences (STRIVE), Seven Steps to Writing Success, and targeted intervention programs.</b></p> <ul style="list-style-type: none"> <li>⇒ Literacy PD; word walls, vocab lists; regular and engaging writing tasks every lesson.</li> </ul> <p><b>I4S funding to underpin resourcing of literacy improvement agenda.</b></p> <ul style="list-style-type: none"> <li>⇒ Targeting resourcing of classroom support, PD, physical resources.</li> </ul>

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	733	743	731
Girls	348	347	333
Boys	385	396	398
Indigenous	113	116	119
Enrolment continuity (Feb. – Nov.)	91%	91%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Our Year 7 enrolment each year continue 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 utilise 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	22	22
Year 11 – Year 12	17	16	14

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Sarina SHS continues to be innovative in its implementation of its study programs in both Junior and Senior Secondary Schools. This ensures that our students have access to a curriculum which promotes positive outcomes for all students. 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 in Year 7, 8 & 9.
- 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 students in Years 7, 8 & 9 attend pastoral care lessons weekly.
- 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 Rural Skills Centre is a hub for training in agriculture, engineering and construction.

### Co-curricular 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. Every second year, the students have an opportunity to participate in a school ski trip.

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
- ✓ Chess Club
- ✓ Z Club
- ✓ Student Dances
- ✓ Relay for Life
- ✓ ANZAC Day
- ✓ Human Powered Vehicle
- ✓ Land Care

### How information and communication technologies are used to assist learning

An engaging digitally rich learning environment has been provided at school for our students. Sarina State High School has a strong commitment to encouraging the wide use of the ICTs across the curriculum areas. Our school values the importance of being digitally connected with our community.

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 networked computers, interactive whiteboards and 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. Students participate in the BYOD Program.

## Social climate

### Overview

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. Our Positive Behaviour for Learning Program encourages positive behaviour through clear and consistent expectations.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	88%	90%
• this is a good school (S2035)	90%	78%	87%
• their child likes being at this school* (S2001)	91%	91%	89%
• their child feels safe at this school* (S2002)	93%	84%	92%
• their child's learning needs are being met at this school* (S2003)	89%	84%	90%
• their child is making good progress at this school* (S2004)	93%	88%	90%
• teachers at this school expect their child to do his or her best* (S2005)	98%	81%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	69%	82%
• teachers at this school motivate their child to learn* (S2007)	88%	75%	82%
• teachers at this school treat students fairly* (S2008)	83%	69%	81%
• they can talk to their child's teachers about their concerns* (S2009)	91%	90%	84%
• this school works with them to support their child's learning* (S2010)	88%	76%	85%
• this school takes parents' opinions seriously* (S2011)	92%	68%	80%
• student behaviour is well managed at this school* (S2012)	76%	66%	76%
• this school looks for ways to improve* (S2013)	90%	81%	91%
• this school is well maintained* (S2014)	93%	87%	89%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	89%	87%
• they like being at their school* (S2036)	95%	78%	74%
• they feel safe at their school* (S2037)	94%	79%	83%
• their teachers motivate them to learn* (S2038)	92%	81%	89%
• their teachers expect them to do their best* (S2039)	98%	90%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	77%	89%
• teachers treat students fairly at their school* (S2041)	87%	67%	65%
• they can talk to their teachers about their concerns* (S2042)	86%	62%	63%
• their school takes students' opinions seriously* (S2043)	84%	64%	69%
• student behaviour is well managed at their school* (S2044)	80%	51%	63%
• their school looks for ways to improve* (S2045)	92%	81%	83%
• their school is well maintained* (S2046)	94%	76%	71%
• their school gives them opportunities to do interesting things* (S2047)	93%	84%	79%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	94%	97%
• they receive useful feedback about their work at their school (S2071)	90%	79%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	86%	78%
• students are encouraged to do their best at their school (S2072)	90%	88%	97%
• students are treated fairly at their school (S2073)	95%	88%	92%
• student behaviour is well managed at their school (S2074)	78%	73%	70%
• staff are well supported at their school (S2075)	86%	82%	72%
• their school takes staff opinions seriously (S2076)	84%	80%	80%
• their school looks for ways to improve (S2077)	93%	95%	94%
• their school is well maintained (S2078)	88%	84%	85%
• their school gives them opportunities to do interesting things (S2079)	93%	85%	89%

\* Nationally agreed student and parent/caregiver items.

# '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

Sarina State High School greatly values the input and contribution made by the parents of our students. Parents are encouraged to participate in the school through membership of the P&C and other committees. 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 Senior Education and Training (SET) plan 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.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Through our student and staff wellbeing strategies, STYMIE anti-bullying program and peer mediation initiatives, we are encouraging our students to be aware of conflict, violence and abuse and to report it. Our Positive Behaviour in Learning structures are in place to support students in regards personal safety, respectful relationships and conflict resolution.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	112	108	140
Long suspensions – 11 to 20 days	13	18	9
Exclusions	5	4	2
Cancellations of enrolment	1	5	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Sarina State High School has been committed to reducing its environmental footprint since 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	366,617	419,764	418,622
Water (kL)	1,413	1,544	3,205

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	62	36	5
Full-time equivalents	61	25	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	15
Bachelor degree	42
Diploma	0
Certificate	2

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$86 367.

The major professional development initiatives are as follows:

- ✓ QCAA workshops and New QCE related PD
- ✓ Seven Steps to Writing Success
- ✓ Corrective Reading
- ✓ STRIVE
- ✓ Professional Learning Communities
- ✓ STEM and technologies
- ✓ Whole School Pedagogy and Art and Science of Teaching (ASOT)
- ✓ Data Analysis

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	89%
Attendance rate for Indigenous** students at this school	88%	84%	86%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

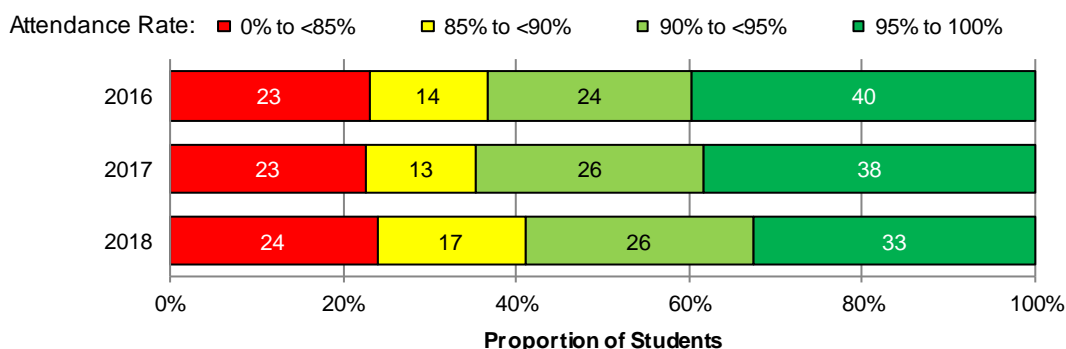
Year level	2016	2017	2018
Year 7	92%	91%	92%
Year 8	90%	89%	90%
Year 9	90%	90%	87%
Year 10	86%	88%	88%
Year 11	88%	89%	89%
Year 12	89%	89%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

The whole school target for attendance is 90%. 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 – Everyday Counts. Attendance data and targets are frequently shared with the school community. Rolls are electronically marked each lesson. ID Attend is used to run a list of all unexplained or late unexplained students for the day. 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	92	116	80
Number of students awarded a QCIA	0	1	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	92	115	79
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	29	33	21
Percentage of Indigenous students who received an OP	21%	14%	0%
Number of students awarded one or more VET qualifications (including SAT)	88	116	79
Number of students awarded a VET Certificate II or above	87	115	79
Number of students who were completing/continuing a SAT	6	12	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	66%	82%	57%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	87%	85%	89%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	3	3
6-10	11	8	4
11-15	4	16	5
16-20	9	5	7
21-25	1	1	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	68	89	63
Certificate II	85	115	78
Certificate III or above	30	39	20

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	78%	84%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	61%	94%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

Transition Pathways Officers (TPOs) are funded by the Mackay and District secondary schools to engage early school leavers in employment or further training.

Early school leavers are also 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. 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 senior students at risk of disengaging. Sarina SHS also offers programs which support young people connected with Youth Justice. Both programs operate from the Rural Skills Centre.

To prepare students for transition to the workplace, students are able to complete a Certificate II in Skills For Work (FSK).

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.

### **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.sarinashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

## Conclusion

Sarina State High School students and staff are proud to be part of this vibrant learning community. During 2018 we concentrated on encouraging growth in learning opportunities, excellent teaching, building leadership capacity and positive partnerships. These gains will stand us in good stead for continued growth during 2019.