



Ipswich State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

The Ipswich State High School seeks to develop successful citizens by helping all students identify their affinities and passions. We encourage their transition to adulthood by developing their knowledge and values, enabling them to make wise and just choices and creating a better future for all.

The school has adopted Howard Gardner's Five Minds for the Future as the basis for its Curriculum Framework. Society's future leaders need to be able to develop certain ways of thinking and working which allow them to bring their best to any situation. Professor Gardner describes these as five minds – the disciplined mind; the synthesising mind; the creative mind; the respectful mind; and the ethical mind.

The Disciplined Mind encourages students to become an "expert" in one area of their study, although they need to develop breadth and depth across other subjects too. The core learning areas are English, Mathematics, Science, Humanities and HPE but students may choose to become an "expert" in one of the elective areas of study, both academic or vocational, such as Art, STEM, Rugby League, Construction or Hair and Beauty, which are available throughout the school.

The Synthesising Mind allows students to make sense of the huge amount of information available to them in their subjects. It develops study skills, encourages proper research, and helps students recognise how learnings in one subject area (eg Maths) might be transferred to another subject (eg Building and Construction).

The Creative Mind suggests to students that there is usually more than one solution to every problem. Having developed deep subject knowledge (The Disciplined Mind) and broad application of that knowledge across other subjects (The Synthesising Mind), students should use the Creative Mind to stretch their learning to think "outside the box".

The Respectful Mind recognises that today's world is becoming increasingly diverse, and that tomorrow's global citizens must respect differences as well as similarities and promote tolerance and understanding. Membership of the SRC and participation in extra-curricular activities such as sport, camps, dance troupes and community programs will help develop this mind.

The Ethical Mind is the basis of all we do. Students are encouraged to behave as if in a workplace and the school rules and procedures mirror those of real world employment. All members of the school



community; staff, students, parents, volunteers and visitors are asked to act ethically, thinking beyond their own self-interest and doing only what is right in the circumstances.

These Five Minds for the Future can be found in all classrooms, in every office and staffroom, and throughout all teaching and learning constructed and delivered at this school.

The school specialises in Japanese Language Education and has extensive Vocational Education and Training (VET) and sports programs, using purpose built facilities on-site. All students are expected to gain VET competencies prior to leaving school at the end of Year 12.

Some unique features of the school which make the school a place of first choice in Ipswich are:

- * the first state high school in Queensland to deliver a Girls Only class for Certificate I in Construction
- * the only school in Queensland registered for Certificate III courses in Beauty Services and Nail Technology. These, and other Hair and Beauty certificates are delivered at school in one of four salons also operating as a commercial enterprise
- * the largest state school RTO in Queensland, with more than 30 certificates available in parallel to a traditional academic program
- * the home of the Ipswich Region Trade Training Centre.

In addition, The Ipswich State High School also offers:

- * a Japanese Language Program which continues to Year 12, with students accessing iPads and other digital technology to assist with the teaching and learning of Japanese in local primary schools
- * an annual Japanese student exchange, and participation in a biennial trip to Japan which is open to all students
- * the Champion Rugby League school in Ipswich, including a Girls' program, which extends across all year levels. Other High Performance Sports Excellence programs are available in Soccer, Netball and Volleyball.

Information and Communication Technologies are embedded as part of our vision to create and collate ICT rich activities for all students by incorporating key ICT skills throughout their learning. Students in all years are able to access school laptop computers on-site, and a BYOD program exists for those who choose to join it.

The Ipswich State High School plays an important role in the community by focussing on real world education and delivering a number of alternate programs to our students in addition to both a full academic curriculum and extensive VET courses. The school is a designated Mature Age State School [MASS] and all of these courses are available to community members who can enrol in both academic and VET programs at the school following the necessary background checks.

Principal's Forward

Introduction

This report identifies last year's results against National and State benchmark reporting requirements and identifies the particular strengths of the school which differentiate the delivery of education @ISH *Right Here, Right Now*

Our Mission Statement states that the school "seeks to develop successful citizens by helping each student to identify their affinities and passions. We encourage their transition to adulthood by

developing their knowledge and values, enabling them to make wise and just choices, creating a better future for all.”

We believe that @ISH, in collaboration with our local community and with the help of families and students, we succeed in our mission. We welcome any enquiry about our data and our programmes, and encourage all interested families to visit us prior to enrolling their student/s.

School Progress towards its goals in 2016

The School Annual Implementation Plan for 2015 had three key areas, in order to deliver a sharp and narrow focus on teaching and learning @ISH

- Reading/Numeracy
 - Providing teachers’ aides with increased training and support to assist in the delivery of literacy and numeracy strategies to targeted students
 - a 5.5% increase in U2B Numeracy in Year 7
 - improving student access to IT, enabling increased capacity to deliver coding and robotics curricula
- Teaching Quality
 - Increasing teachers’ repertoires of practice for teaching reading and numeracy across all curriculum areas
 - Increasing the number of teachers’ aides, cultural and specialist support staff
 - Further developing the peer support and mentoring triads previously developed over the past four years, enabling constructive and supportive professional learning and conversation
- Community Involvement
 - maintaining 100% QCE success in Year 12 [third consecutive year for Indigenous students]
 - a 2.4% increase in students attending >95%

During 2016, we continue to implement our initiatives to ensure that every student succeeds.

Future Outlook

The School Annual Implementation Plan for 2016 has the same three key areas, and these have been firmly established in school practice following the School Improvement review which took place in 2016, and the subsequent Action Plan which was concluded in June, 2017.

Our School at a Glance

School Profile

| | |
|--|------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Year 7 - Year 12 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 1120 | 544 | 576 | 176 | 82% |
| 2015* | 1432 | 665 | 767 | 207 | 84% |
| 2016 | 1505 | 717 | 788 | 240 | 86% |

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 2016, 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

Overview

A large number of students [>150] are currently enrolled in Hair and Beauty courses at this school. More than 300 students will attend work placement or structured workplace learning programs during the year; there are currently >50 students engaged in School-based Apprenticeships or Traineeships [SATs]; and >200 enrolled in Cert I and/or II in Core Skills for Employment and Training [Communications and Numeracy] including some attending our flexi-learning centres.

The school has more than 16% Indigenous population and ~15% Polynesian population with highly successful targeted mentoring and tutoring programs in place for these students. The school community also contains 27 other nationalities including some refugees, ~25% single parent families, ~22% welfare dependent families and ~10% independent students. 18 languages other than English are spoken at home by 151 [9%] students. The school enjoys a number of partnerships with external agencies to provide continued education and training for previously dis-engaged youth, and for Pregnant and Parenting young people.

The school has developed high performance programs in volleyball, football, rugby [league and union], dance, VET and STEM and enjoys many successes in District and Regional sporting and Music/Dance competitions. Individual students regularly gain selection in State and National teams, and students are actively engaged in extra-curricular activities which promote healthy lifestyles. The school is one of the largest school RTOs in Queensland with >25 certificate courses on its scope.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 | | | |
| Year 8 – Year 10 | 24 | 24 | 22 |
| Year 11 – Year 12 | 19 | 19 | 19 |

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school encourages all students to discover their Element [Sir Ken Robinson] and become an “expert” in one subject discipline. Extension programs are offered in Years 7 and 8 as part of the main curriculum, and these subjects translate into electives in Year 9, leading to full subject offerings in the Senior Phase [Years 10 – 12].

One clear emphasis of the school, in addition to traditional academic programs, is the preparation of our senior students for the world of work. To this end the school includes a large number of VET and other non-traditional subject offerings in its curriculum.

30981QLD – Certificate II in Workplace Practices [teach out in 2017]

39282QLD – Certificate I in Core Skills for Employment and Training – Communication [teach out in 2017]

39283QLD – Certificate II in Core Skills for Employment and Training – Communication [teach out in 2017]

39288QLD – Certificate I in Core Skills for Employment and Training – Numeracy [teach out in 2017]

39289QLD – Certificate II in Core Skills for Employment and Training – Numeracy [teach out in 2017]

BSB10115 – Certificate I in Business

BSB20115 – Certificate II in Business

CHC14015 – Certificate I in Active Volunteering

CHC34015 – Certificate III in Active Volunteering**

CPC10111 – Certificate I in Construction

CUA10113 – Certificate I in Dance

CUA20113 – Certificate II in Dance

CUA20715 – Certificate II in Visual Arts

FSK20113 – Certificate II in Skills for Work and Vocational Pathways

ICT10115 – Certificate I in Information, Digital Media and Technology

ICT20115 – Certificate II in Information, Digital Media and Technology

MEM20413 – Certificate II in Engineering Pathways
MSL20116 – Certificate II in Sampling and Measurement
RII20115 – Certificate II in Resources and Infrastructure Work Preparation [Civil Construction]
SHB20116 – Certificate II in Retail Cosmetics
SHB20216 – Certificate II in Salon Assistant
SHB30115 – Certificate III in Beauty Services
SHB30315 – Certificate III in Nail Technology
SIB20110 – Certificate II in Retail Make-Up and Skin Care
SIH20111 – Certificate II in Hairdressing
SIR10112 – Certificate I in Retail Services
SIR20212 – Certificate II in Retail
SIS20115 – Certificate II in Sport and Recreation
SIS20513 – Certificate II in Sports Coaching**
SIS30310 – Certificate III in Fitness**
SIT10216 – Certificate I in Hospitality
SIT20316 – Certificate II in Hospitality

** Please note that these Certificates are delivered at school under a separate Registered Training Organisation [RTO] and may not always be available to new enrolments. All other certificates fall under the school's own RTO Scope and Sequence.

The Ipswich State High School is the only school in Australia which operates four accredited Hair and Beauty Salons in the local community, available to the public and managed exclusively by staff and students from the school.

The study of Japanese is a compulsory element of the Year 7 curriculum, and we host an annual homestay visit by students from both Nerima and Takigawa in Japan, and make a biennial school tour to Japan.

High Performance Sports, Arts and Technology programs from Year 7

High Performance Vocational programs from Year 10

Three Year Senior [Year 10 – 12]

Extensive work education program throughout Year 11, >30,000 hours of work experience delivered in 2016

Specialised Transition program for all local year 6 students, with additional specific developmental program for students in Special Education units/classes

Alternative programs for students at risk.

Co-curricular Activities

Creative and Performing Arts, especially Dance
Debating, Public speaking and Drama programs
Inter-school sports – summer and winter competitions in local District and Regional competitions
Camps- Leadership and subject related
Leadership and mentoring activities across all years, including both Senior and Junior Secondary
Student Representative Councils
Biennial Overseas Study Tours to Japan and NASA
Tutoring

How Information and Communication Technologies are used to Assist Learning

Thanks to extensive financial commitment by the school, every classroom has access to projectors and/or interactive whiteboards. The school has a wireless operating environment, and appropriate student use of mobile technology [digital cameras, phone cameras. MP3 and i-pod devices] is encouraged.

Mobile trolleys of up to sixteen [16] laptop computers are used within all faculties in order to relieve the pressure on computer labs. Additional computer pods of eight [8] machines have been established in all faculties, and further reallocation of resources has increased student access in the Resource Centre.

The school runs a BYOD scheme allowing students to bring their own device to school after appropriate security checks have been completed.

Social Climate

Overview

Each student is assigned to a Care, Support and Information [CSI] pastoral class on enrolment. These CSI classes are based on a House system, and remain in place throughout the student's enrolment at ISHS. In 2012 the school moved to vertical groupings for these classes to enable greater mentoring of Junior Secondary students by Senior buddies, in preparation for the Year 7 transition to high school in 2015. This has proved to be successful.

The school services a predominantly mid-low socio-economic area, typified by single-parent [~26% students] or blended families with a single income. ~22% students come from welfare dependent families.

A number of alternate programs exist for those students at risk of not completing the compulsory and/or the post-compulsory phases of schooling. Students have access to >10 in-house programs and 12 external agency programs. These include enrolment of students in TAFE courses and Work Readiness programs, part-time and graduated enrolment strategies and other school-based personal development programs.

Appendix 2 of the Schools Responsible Behaviour Plan is reproduced below. *[Note that the School's RBP is currently being re-written, although the information below is still accurate at the time of publication of this report – 30 June, 2017]*

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. *The Ipswich State High School* strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity, and;
- ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in *The Ipswich State High School*. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. *The Ipswich State High School* uses the following definition of bullying from the "Bullying. No Way!" initiative developed by the Safe and Supportive Communities (SSC) Project:
"Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Behaviours that do not constitute bullying include:

- *mutual arguments and disagreements (where there is no power imbalance)*
- *not liking someone or a single act of social rejection*
- *one-off acts of meanness or spite*
- *isolated incidents of aggression, intimidation or violence.*

However, these conflicts still need to be addressed and resolved. Cyberbullying refers to bullying that is carried out through information and communication technologies. Likewise not all online issues are cyberbullying"

(Source: <http://bullyingnoway.gov.au/teachers/facts/definition.html>)

4. Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- young carers or children in care.

5. At *The Ipswich State High School* there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the ‘**Five Minds for the Future**’ and how the Respectful Mind and Ethical Mind can, and should be applied, in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

8. Cyberbullying does not often occur at school. Students are explicitly taught Cybersafety practices such as how to safely conduct an internet search, what cyberbullying is and the process for responding to unwanted electronic communication. This process can be summarised as:

- Do not respond to any communication but keep them as evidence and report them immediately to parents and/or teaching staff;
- Report any instances they witness of cyberbullying to parents and/or teaching staff immediately;
- *The Ipswich State High School* will then investigate and respond to any incidents of cyberbullying.

9. *The Ipswich State High School* will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.

The anti-bullying process at *The Ipswich State High School* takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

11. *The Ipswich State High School* uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 92% | 93% | 95% |
| this is a good school (S2035) | 92% | 96% | 92% |
| their child likes being at this school* (S2001) | 92% | 91% | 92% |
| their child feels safe at this school* (S2002) | 92% | 88% | 92% |
| their child's learning needs are being met at this school* (S2003) | 92% | 84% | 91% |
| their child is making good progress at this school* (S2004) | 88% | 93% | 89% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 96% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 84% | 82% | 89% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 87% | 91% |
| teachers at this school treat students fairly* (S2008) | 90% | 83% | 86% |
| they can talk to their child's teachers about their concerns* (S2009) | 92% | 91% | 97% |
| this school works with them to support their child's learning* (S2010) | 90% | 89% | 92% |
| this school takes parents' opinions seriously* (S2011) | 76% | 84% | 88% |
| student behaviour is well managed at this school* (S2012) | 73% | 81% | 79% |
| this school looks for ways to improve* (S2013) | 90% | 96% | 95% |
| this school is well maintained* (S2014) | 100% | 96% | 93% |

Student opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 94% | 93% | 90% |
| they like being at their school* (S2036) | 89% | 89% | 88% |
| they feel safe at their school* (S2037) | 92% | 88% | 87% |
| their teachers motivate them to learn* (S2038) | 90% | 88% | 90% |
| their teachers expect them to do their best* (S2039) | 98% | 97% | 97% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| their teachers provide them with useful feedback about their school work* (S2040) | 92% | 88% | 87% |
| teachers treat students fairly at their school* (S2041) | 83% | 83% | 70% |
| they can talk to their teachers about their concerns* (S2042) | 79% | 77% | 67% |
| their school takes students' opinions seriously* (S2043) | 85% | 75% | 72% |
| student behaviour is well managed at their school* (S2044) | 75% | 71% | 65% |
| their school looks for ways to improve* (S2045) | 97% | 92% | 91% |
| their school is well maintained* (S2046) | 88% | 82% | 79% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 88% | 91% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 96% | 96% | 97% |
| they feel that their school is a safe place in which to work (S2070) | 99% | 97% | 95% |
| they receive useful feedback about their work at their school (S2071) | 82% | 88% | 95% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88% | 84% | 84% |
| students are encouraged to do their best at their school (S2072) | 97% | 94% | 99% |
| students are treated fairly at their school (S2073) | 94% | 93% | 95% |
| student behaviour is well managed at their school (S2074) | 89% | 90% | 80% |
| staff are well supported at their school (S2075) | 86% | 89% | 91% |
| their school takes staff opinions seriously (S2076) | 84% | 87% | 90% |
| their school looks for ways to improve (S2077) | 98% | 99% | 95% |
| their school is well maintained (S2078) | 88% | 83% | 82% |
| their school gives them opportunities to do interesting things (S2079) | 92% | 94% | 96% |

* 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

The P&C meets every month on the fourth Monday at 6.30pm and all parents and members of the community are most welcome. Face to face parent – teacher reporting evenings occur three times a year for each year level, and these are increasingly well attended. Written reports are prepared four times a year for each student.

An e-newsletter is published regularly. This is available in hard copy for those families without email.

Staff email addresses are available on the school's web page, and increasingly, parent and some student communication is being delivered in this way. Parents are encouraged to make appointments to visit the school to discuss their child's progress at any time, and members of the

Student Support Services [Triple S] team [HODs, Student Welfare Officers, Guidance Officers, Youth Workers, Chaplains and Deputy Principals] are happy to meet with them when available.

The school has developed an inclusive education program which encourages the “mainstreaming” of students with diverse learning and social needs as much as possible. Students with disabilities [SWD] in Year 7 are transitioned into the high school during the final semester of their primary school where possible. Those with diagnosed mental health and other needs have access to safe, supervised spaces during both class and break times.

The school has developed a Safe School Strategy Group which is co-led by students. This is known locally as The Wellness Project. School uniforms are gender neutral and students may choose to wear the uniform of their choice.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 183 | 396 | 437 |
| Long Suspensions – 6 to 20 days | 24 | 55 | 74 |
| Exclusions | 33 | 34 | 28 |
| Cancellations of Enrolment | 49 | 52 | 11 |

* 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.

Environmental Footprint

Reducing the school’s environmental footprint

The school subscribes to the Origin “Green Energy” tariff and uses pool backwash water for irrigation of ovals. F Block has had solar panels fitted and water harvesting tanks were installed by the end of 2011. After hours and at weekends the school adopts a full blackout policy.

The Ipswich Region Trade Training Centre which is sited on the school grounds and became fully functional in 2015, and the refurbishment of two complete teaching blocks in preparation for Year 7 enrolments in 2015 inevitably increased power usage. Similarly, the provision of two [2] purpose built Special Education buildings at the end of 2016 has also impacted on usage.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 494,683 | 0 |
| 2014-2015 | 528,327 | |
| 2015-2016 | 581,171 | |

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 119 | 64 | <5 |
| Full-time Equivalents | 117 | 46 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 2 |
| Masters | 18 |
| Graduate Diploma etc.** | 25 |
| Bachelor degree | 72 |
| Diploma | 2 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**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 2016 were \$89,840.

The major professional development initiatives are as follows:

*Continued Literacy and Numeracy Training for all new staff delivered as part of school BART program

*Continued provision of Cert IV TAE to appropriate staff

* Staff Wellness program

* Behaviour support, in particular Functional Behaviour Analysis training for Student Welfare faculty

* Training in Peer Coaching/Mentoring

* Professional development in, and increased use of, purposeful data interrogation to inform strategic planning and curriculum development

* Developing Teaching/Learning Curriculum Framework based on Gardner's *Five Minds for the Future*, particularly with regard to the Creative Mind.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| 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, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 83% | 84% | 82% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 76% | 76% | 74% |

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

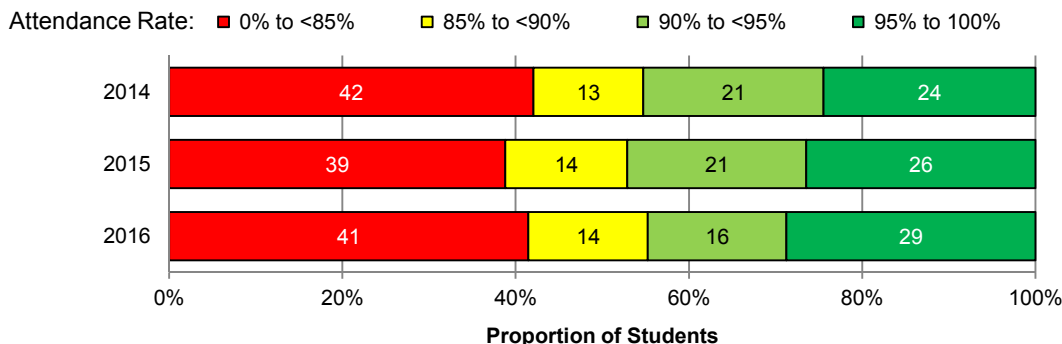
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | | | | | | | | | 88% | 84% | 81% | 82% | 82% |
| 2015 | | | | | | | | 88% | 88% | 84% | 82% | 81% | 82% |
| 2016 | | | | | | | | 88% | 84% | 80% | 80% | 80% | 82% |

*Attendance rates effectively count 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.

The school complies with DET Policy regarding student absences. Parents are advised by email or text message [within the first two hours of the school day] and mail [weekly] of any attendance issues, including truancy within the school. Proforma attendance letters are issued in cases of persistent school refusal.

Electronic roll marking occurs in every lesson, in addition to the start of the day. Unexplained absences from class are recorded and reported as described above. Students who report to Student Services with legitimate reasons for leaving early or arriving late are issued with a Leave Pass on which appears their photograph, time in or out and reason. This is to be retained by the student for proof of legitimacy.

The employment of a Success Coach and Polynesian Liaison Officer has helped in the increased engagement of previously marginalized families and their support for the school's expectations for attendance. A Community Welfare [Attendance] Officer was employed in 2016 in order to further develop this expectation across the whole community and his work, in collaboration with the local Transition Officer, has been very successful.

NAPLAN

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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**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.

Year 12 Outcomes

| OUTCOMES FOR OUR YEAR 12 COHORTS | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Number of students receiving a Senior Statement | 145 | 187 | 220 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA) | 0 | 1 | 0 |
| Number of students receiving an Overall Position (OP) | 41 | 44 | 59 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 22% | 17% | 10% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 26 | 23 | 30 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 140 | 184 | 220 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 137 | 179 | 215 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 133 | 186 | 220 |
| Percentage of Indigenous students awarded a QCE or QCIA 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. | 61% | 73% | 47% |
| 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. | 97% | 99% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 91% | 94% | 91% |

As at 3rd February 2017. The above values exclude VISA students.

| OVERALL POSITION BANDS (OP) | | | | | |
|---|--------|---------|----------|----------|----------|
| Number of students in each band for OP 1 - 25 | | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014 | 4 | 10 | 11 | 15 | 1 |
| 2015 | 3 | 9 | 20 | 11 | 1 |
| 2016 | 7 | 11 | 10 | 29 | 2 |

As at 3rd February 2017. The above values exclude VISA students.

| VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET) | | | |
|--|---------------|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF) | | | |
| Years | Certificate I | Certificate II | Certificate III or above |
| 2014 | 104 | 135 | 26 |
| 2015 | 150 | 178 | 35 |
| 2016 | 204 | 214 | 28 |

As at 3rd February 2017. The above values exclude VISA students.

Students enrolled within our flexi-learning programs will typically complete Cert I and II in Core Skills for Employment and Training [Communication] and [Numeracy]. Most mainstream students will complete Certificate II in Workplace Practices, and many of those engaged in SATs will also complete the relevant Certificate III course. Other VET completions are from school subject offerings.

It should be noted that in 2016, 97.2% of students achieved a VET Certificate II or higher [100% of Indigenous students].

Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12 | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 80% | 104% | 96% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 61% | 71% | 83% |

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

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

Many of the students leaving school “early” ie before the end of Year 12, do so as a result of family movement. The school has a significant number of Defence Force families. There is also regular transition between local schools in the form of school shopping.

In 2016, there were 282 departures from Years 10 -12 prior to the end of the year. Of these, 144 [51%] transitioned to employment and a further 22 [6%] to TAFE or further education. 37 [12%] moved inter-state or overseas. 62 [29%] enrolled in a local or other Queensland secondary school. 17 students [5%] left the school for disciplinary, maternity leave or other personal reasons.

In the same calendar year, the school enrolled 214 students in Years 10 – 12. 165 [77%] were enrolled from local or other Queensland secondary schools, while 49 [23%] enrolled from interstate or overseas.

Conclusion