

Harristown State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 156 Drayton North 4350
Phone	(07) 4636 8700
Fax	(07) 4636 8777
Email	principal@harristownshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Ken Green, Principal

Principal's foreword

Introduction

This School Annual Report provides an overview of key aspects of the 2015 school year. This Annual Report is one significant way in which our school outlines its achievements and areas of development for this report period. Further information is available on our website www.harristownshs.eq.edu.au or upon request from the school.

School progress towards its goals in 2015

Opportunities for student success in learning were again enhanced in 2015 through the further embedding of our school's **Dimensions of Learning** (DoL) teaching and learning framework, and also Archer and Hughes' **Explicit Instruction** framework for effective and efficient teaching.

The second year of Great Results Guarantee (GRG) Funding enabled the continuation of a three-year YUMI Deadly Maths Program in Junior Secondary to facilitate greater success for students with the fundamental 'big ideas' within the discipline of Mathematics.

The arrival of our Year 7 students in 2015 was successfully achieved and creative use of our facilities enabled full school assemblies to occur on a weekly basis without the need to hold separate Junior Secondary and Senior Secondary assemblies due to space restrictions.

Our school's vision – *Engage, Achieve, Excel* – continued to underpin all school actions, and the pride which our students and staff have for our school continued to be reflected in our chosen and embedded school's values – **Participation, Relationships, Integrity, Diligence and Enthusiasm**.

The key focus areas and 'measurables' for our Annual Implementation Plan were student attendance, effort, behaviour and achievements, with targets set for each and communicated widely and frequently.

Future outlook

Our school's key strategic directions and priorities for school improvement for 2015 were stated in our Annual Implementation Plan 2015, which identified the following four key priorities:

- Teaching and Learning
- Engagement
- Literacies
- Student and Staff Wellbeing

Additional key priorities, many of which were subsumed in the above four priorities, related to improved *student* performance in -

- Attendance
- Effort
- Behaviour
- Levels of achievement, A - E
- Reading comprehension
- Numeracy

- Spelling
- Grammar and punctuation
- Writing
- NAPLAN – All domains
- Wellbeing
- Retention across all junctures
- QCE attainment
- VET completion/attainment
- Year 12 or equivalent completion
- Post-Year 12 destinations

and improved *school* performance in –

- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Enrolment growth
- School Opinion Survey – specific items

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	1470	716	754	186	90%
2014	1497	727	770	177	89%
2015	1635	776	859	214	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:

Harristown State High School is a large and complex provincial school, catering for a diversity of student needs through a breadth of curriculum offerings and programs.

Day 8 2015 enrolment was 1648 students in Years 7 to 12, an increase of 118 students from the 2014 Day 8 enrolment.

Multiculturalism is valued, promoted and practised – 13% of students are Indigenous; 10% of students are EAL/D or International, originating from 32 different countries.

Harristown State High School students are immensely proud of their school and of their unique identity as 'Harristown Hawks'.

A focus on academic, cultural, vocational and sporting achievements is pursued through the provision of an extensive array of opportunities, extensive facilities, innovative programs, a supportive community and a professional and very committed staff.

Our school has a Special Education Program delivered through a Special Education Unit, with students also undertaking an educational off-campus program at our Annex situated on the grounds of the Toowoomba West Special School.

Our school draws students from over twenty primary schools throughout Toowoomba and neighbouring rural communities.

Very strong and effective partnerships exist between our school and the schools within our immediate Southern Vale Cluster, with many transition programs evident enabling students in Years 4, 5, and 6 to experience secondary school well in advance of enrolment.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	20
Year 11 – Year 12	18	18	17

*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	187	214	315
Long Suspensions - 6 to 20 days	29	17	18
Exclusions	17	22	7
Cancellations of Enrolment	22	23	27

* 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

Harristown State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary. The curriculum allows for students to progress through an exciting and motivating wide range of subject choices.

The senior secondary curriculum provides an outstanding and comprehensive range of choices. Thirty-three Authority subjects, sixteen Authority-registered subjects, and eight stand-alone certificate courses within Vocational Education and Training (VET) demonstrate the scope and breadth of the school's curriculum offerings.

Our school has a partnership with USQ to provide direct entry to tertiary studies with Principal endorsement. The progression of our Academic Academy has established valued partnerships with additional tertiary providers.

An effective Special Education Unit operates on site, as well as an off-site Annex, to provide appropriate individualized programs for students identified for support due to a learning disability delivered within an inclusive environment.

A distinctive aspect of the curriculum delivery in both Junior and Senior Secondary has been the development of a range of 'Specialisation Programs' across the curriculum. There are four (4) main areas or 'academies' where distinctive specialization occurs. This includes academia, industrial skills, sport and the arts.

Extra curricula activities

Our school actively supports and encourages students' participation in a wide range of co-curricular activities. In previous years, the school's performances in the arts resulted in significant outcomes in two of Queensland's premier competitions – the statewide Rock Eisteddfod Challenge and Fanfare.

A 2015 highlight was the performance of our first musical production in over a decade, 'The Great Australian Rock Musical'.

Continuing successes in the field of dance and music performance have not only value added to the offerings to our students, but resulted in a range of invitations to perform at regional and state functions. Our extensive sports program supported by specialist staff and facilities resulted in many sporting successes in such sports as basketball, football (soccer), rugby league, softball, and volleyball.

In addition to the school's formal curriculum, students have access to a vast array of extra-curricular activities such as:

- . Debating / Public Speaking
- . Arts Program to include visual, performing, dance and concert / stage bands, vocal groups
- . Extensive sports with special programs in volleyball, soccer (QAS endorsed), basketball, and rugby league
- . Academic competitions
- . Community Service clubs / activities, Leadership programs, Student Representative Council, Tours, camps and excursions.

How Information and Communication Technologies are used to improve learning

Our school's technology facilities have developed to a very high level with wireless networks operating effectively across each and every building on campus. A range of fully equipped computer laboratories and pods within various faculties, together with the availability of 3G-enabled laptop devices to students in Years 9, 10, 11 and 12 enabled the school to achieve a 1:1 student : computer ratio in Years 9 – 12 and move towards that ratio for Years 7 – 12.

All desktop and laptop/notebook computers have Internet access and utilize up to date software to integrate new and innovative approaches to learning and teaching across the curriculum. Interactive whiteboards and data projectors also add to learning and teaching possibilities

Social Climate

Parent and student responses in recent School Opinion Surveys confirm Harristown State High School has a very positive school and learning climate. Our school values the achievement and emotional health and wellbeing of all students and a range of programs and support personnel are provided to cater for the needs of the broader cohort such as:

- * Lunchtime activities and competitions; extra-curricular activities,
- * Camps / Tours/ Excursions,
- * Biennial Drama or Musical Production,
- * Stage / Concert Bands, Vocal Groups,
- * Student Representative Council,
- * Shine, Strength and Rock and Water programs.

Our school's extensive 'Pastoral Care' program, aptly named "Healthy Hawks", is refined annually to ensure relevance, given changing student needs. This program is supported through the services provided by our Chaplain, School Based Youth Health Nurse, School Based Police Liaison Officer, Community Education Counsellor, Guidance Officer and Behaviour Management Staff.

Our Student Support Team mentioned in the preceding paragraph was enhanced greatly by the addition of two Youth Support Coordinators in 2014 and this continued in 2015.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	97%
this is a good school (S2035)	94%	94%	97%
their child likes being at this school (S2001)	91%	97%	100%
their child feels safe at this school (S2002)	88%	96%	100%
their child's learning needs are being met at this school (S2003)	97%	93%	97%
their child is making good progress at this school (S2004)	97%	95%	97%
teachers at this school expect their child to do his or her best (S2005)	94%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	89%	100%
teachers at this school motivate their child to learn (S2007)	91%	87%	95%
teachers at this school treat students fairly (S2008)	84%	90%	92%
they can talk to their child's teachers about their concerns (S2009)	87%	92%	100%
this school works with them to support their child's learning (S2010)	82%	91%	97%
this school takes parents' opinions seriously (S2011)	77%	89%	97%
student behaviour is well managed at this school (S2012)	88%	82%	94%
this school looks for ways to improve (S2013)	91%	94%	97%
this school is well maintained (S2014)	94%	98%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	97%	89%
they like being at their school (S2036)	96%	96%	80%
they feel safe at their school (S2037)	96%	92%	80%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers motivate them to learn (S2038)	98%	96%	82%
their teachers expect them to do their best (S2039)	99%	98%	91%
their teachers provide them with useful feedback about their school work (S2040)	98%	95%	84%
teachers treat students fairly at their school (S2041)	94%	88%	65%
they can talk to their teachers about their concerns (S2042)	89%	82%	59%
their school takes students' opinions seriously (S2043)	92%	88%	76%
student behaviour is well managed at their school (S2044)	91%	89%	56%
their school looks for ways to improve (S2045)	99%	97%	89%
their school is well maintained (S2046)	97%	95%	80%
their school gives them opportunities to do interesting things (S2047)	100%	98%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	98%
they feel that their school is a safe place in which to work (S2070)	97%	96%	99%
they receive useful feedback about their work at their school (S2071)	91%	90%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	83%	87%
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	100%	98%	98%
student behaviour is well managed at their school (S2074)	79%	88%	90%
staff are well supported at their school (S2075)	87%	91%	95%
their school takes staff opinions seriously (S2076)	86%	85%	92%
their school looks for ways to improve (S2077)	94%	95%	98%
their school is well maintained (S2078)	95%	88%	83%
their school gives them opportunities to do interesting things (S2079)	89%	90%	90%

'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

A range of forums and strategies are utilized to encourage active parent participation in the education of their children such as:

- * Parents' and Citizens' Association monthly meetings,
- * Specific parent forums with focus topics, with the introduction of forums with a Junior Secondary focus,
- * Hawk Aboriginal and Torres Strait Islander Advisory Table meetings,
- * Individualised meetings,
- * Regular newsletter, local media publications, website publications, and Facebook links,
- * Personalized correspondence,
- * Involvement in a volunteer capacity such as canteen, supporting students in extra-curricular activities,
- * Attendance at school functions and activities such as awards ceremonies and sporting occasions,
- * Annual external survey of parents to determine satisfaction levels.

Reducing the school's environmental footprint

Electricity and water usage is constantly monitored and analysed by comparison of all usages with the period 12 months prior, and further information is sought if any trends or differences are significant enough to be a concern.

Increased enrolments and hence the occupancy of an increased number of classrooms and facilities have placed increased demands on utilities. All staff seek to be vigilant in maintaining effective practices relating to lighting and heating/cooling to minimise our environmental footprint, as can be evidenced in the table below when looking at electricity consumption.

Lack of rainfall in any reportable 12 month period can significantly increase water consumption in order to provide safe sporting fields for our students and many community users.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	734,377	10,451
2013-2014	729,901	11,621
2014-2015	785,597	4,196

*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.

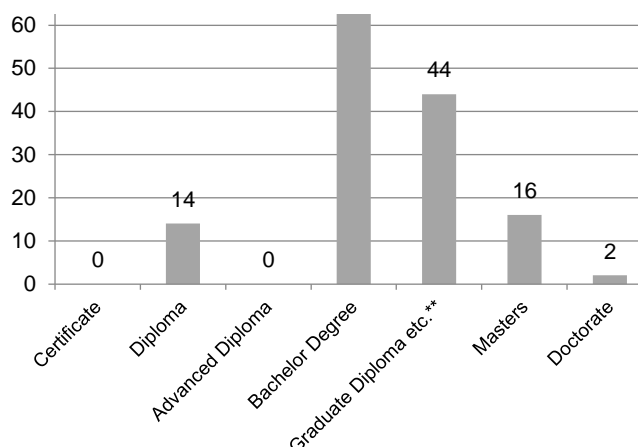
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	139	53	5
Full-time equivalents	127	42	<5

Qualification of all teachers

Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.**	44
Masters	16
Doctorate	2
Total	141



*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 \$39,945. The major professional development initiatives are as follows:

- * Explicit Instruction (EI); Dimensions of Learning (DoL)
- * The Australian Curriculum and DET Curriculum into the Classroom (C2C) Project,
- * DET Mandatory Training – Student Protection, Code of Conduct, Curriculum Activity Risk Assessment (CARA), Anaphylaxis,
- * Literacy and reading comprehension training; NAPLAN,
- * YUMI Deadly Maths
- * QCAA Panellist training.

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.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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

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 outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	81%	82%

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)

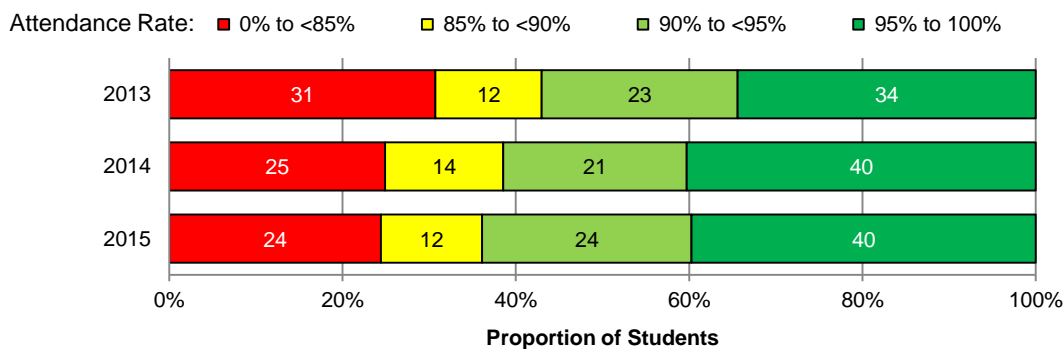
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	86%	83%	87%	89%
2014									91%	87%	87%	86%	91%
2015							91%	92%	88%	86%	87%	90%	

*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.

Our school's Executive Leadership Team monitors student absence closely at specific junctures within each term and compares the current data with the required target.

Procedures are in place for when a student's attendance requirements of either the compulsory *schooling* or compulsory *participation* phase are not met. These relate to either whole-day absence, part-day absence, or absences for longer periods.

Roll marking occurs in form classes at the beginning of every day and also by every teacher for every lesson of every day, using specific software compatible with Education Queensland's OneSchool system.

Parents/carers of students with absences for which there is no explanation receive a text message on that day to then respond to. An administrative officer was employed for further telephone contact with parents/carers. Absences with parents are also followed up in writing. Letters addressed to parents and carers detail absences and provide opportunity for parent/carer response to this attendance data to provide explanations for absences.

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

GO

Sector:

Government

Non-government

SEARCH

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.	72%	89%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	52%	86%	62%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	216	267	240
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	1
Number of students receiving an Overall Position (OP)	87	120	100
Percentage of Indigenous students receiving an Overall Position (OP)	17%	23%	15%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	38	45	46
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	153	141	148
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	89	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	154	190	224
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	44%	55%	96%
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%	69%	72%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	93%	87%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	89%	95%

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	8	35	23	17	4
2014	7	31	45	30	7
2015	13	26	33	27	1

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	102	78	26
2014	101	59	43
2015	106	72	47

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

Certificate I courses completed by students were in:

- * Business
- * Construction
- * Engineering
- * Furnishing
- * Hospitality
- * Information, Digital Media and Technology
- * Work Education

Certificate II courses completed by students were in:

- * Business
- * Information, Digital Media and Technology
- * Kitchen Operations
- * Skills for Work and Vocational Pathways

Certificate III courses completed by students were in:

- * 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.

The monitoring and 'tracking' of early leavers, those who exit their schooling prior to the completion of Year 12, is undertaken by our Deputy Principals and Principal.

The majority of early leavers remain in Queensland and enrol at other schools due to their family's relocation. Of those who do not continue with their schooling, many enter the workforce in either a full-time or part-time capacity in local industries. The specific place of work can be an extension of either a school-based traineeship/apprenticeship or work experience placement commenced while the student was enrolled at our school.