

Our school at a glance



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Principal's foreword

Introduction

This School Annual Report provides an overview of key aspects of the 2012 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 2012

Our school's vision – *Engage, Achieve, Excel* – articulates a pathway to success for every single student, culminating in excellence. This vision was collaboratively developed and launched in 2012.

The pride which our students and staff have for our school continues to be reflected in our chosen and embedded school's values – **Participation, Relationships, Integrity, Diligence and Enthusiasm.**

Opportunities for student learning were enhanced greatly in 2012 through the further implementation of our school's teaching and learning framework for all students, the **Dimensions of Learning (DoL)** framework, our key strategy by which our students achieve academic success.

This framework, supported and underpinned by educational research, promotes *enhanced learning and thinking* amongst students, by providing staff, students and parents with a common and meaningful vocabulary and shared understanding of effective learning processes.

This framework also incorporates the Habits of Mind, sixteen productive ways in which successful individuals approach problems and enhance learning.

Students who were among the first enrolled in our Accelerated Academic Academy when it commenced in 2008 were able to graduate and complete their five years of study. A number attempted first-year tertiary studies in their final year, with a number of students gaining High Distinctions, Distinctions and Credits.

Year 12 OP results and levels of attainment in Authority subjects were amongst the finest, if not the finest, in the school's history.

Future outlook

Our school's key strategic directions and priorities for school improvement for 2013 are stated in our Explicit Improvement Agenda 2013, which identifies the following four key priorities:

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

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

- Reading comprehension
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Attendance
- Levels of attainment, A - E
- NAPLAN – All domains

Our school at a glance

- Retention
- Transition of students at key 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
- Predicted enrolment
- School Opinion Survey – specific items
- Teaching and Learning Audit

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1491	745	746	87%
2011	1473	724	749	87%
2012	1418	683	735	91%

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

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 2013 enrolment was 1454 students in Years 8 to 12.

Multiculturalism is valued, promoted and practised – 12% of students are Indigenous; 9% of students are EAL/D or International, originating from 31 different countries.

Our school had a 2010 Index of Community Socio Economic Advantage (ICSEA) rating of 933 and a percentile of 18. 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 5, 6 and 7 to experience secondary school well in advance of enrolment.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	21	23	23
Year 11 – Year 12	15	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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Our school at a glance

	2010	2011	2012
Short Suspensions - 1 to 5 days	197	210	218
Long Suspensions - 6 to 20 days	41	39	23
Exclusions	10	9	13
Cancellations of Enrolment	5	10	10

Curriculum offerings

Our distinctive curriculum offerings

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. Our school has a partnership with USQ to provide direct entry to tertiary studies with Principal endorsement. The progression of our Accelerated 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 *all* 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.

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, gymnastics, rugby league, softball
- . Academic competitions
- . Community Service clubs / activities, Leadership programs, Student Representative Council, Tours, camps and excursions

How Information and Communication Technologies are used to assist learning

The school's technology facilities have developed to an outstanding level with wireless networks operating across all buildings on campus. A range of fully equipped computer laboratories and pods within various faculties, together with the provision of 3G-enabled laptop devices to students in Years 9 & 10, has enabled the school to achieve a 1:1 student : computer ration in Years 9 – 12 and move towards that ratio for Years 8 – 12.

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

Our school at a glance

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,
- * Rock Eisteddfod,
- * 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 Chaplains, School Based Youth Health Nurse, School Based Police Liaison Officer, Community Education Counsellor, Guidance Officer and Behaviour Management Staff.

Our school at a glance

Parent, student and staff satisfaction with the school

The Year 2012 saw significant increase in parent/carer, student and staff satisfaction with our school, by an average of 20% across five key dimensions, and with four out of five targets being significantly exceeded in those five key dimensions, by an average of 7%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.8%
this is a good school	93.8%
their child likes being at this school*	96.9%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	90.6%
their child is making good progress at this school*	90.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	87.1%
teachers at this school treat students fairly*	87.5%
they can talk to their child's teachers about their concerns*	96.8%
this school works with them to support their child's learning*	90.6%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	83.9%
this school looks for ways to improve*	90.3%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.6%
they like being at their school*	91.6%
they feel safe at their school*	90.7%
their teachers motivate them to learn*	87.4%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	89.8%

Our school at a glance

teachers treat students fairly at their school*	84.0%
they can talk to their teachers about their concerns*	80.9%
their school takes students' opinions seriously*	85.5%
student behaviour is well managed at their school*	83.2%
their school looks for ways to improve*	99.2%
their school is well maintained*	93.3%
their school gives them opportunities to do interesting things*	98.3%
Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	79.1%
with the individual staff morale items	92.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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
- * Individualised meetings
- * Fortnightly newsletter, local media publications and website publications
- * 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

The occupancy of new building projects 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.

Environmental footprint indicators, 2011 - 2012

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	690,925	4,636
2010-2011	729,610	2,612
2011-2012	774,177	2,552

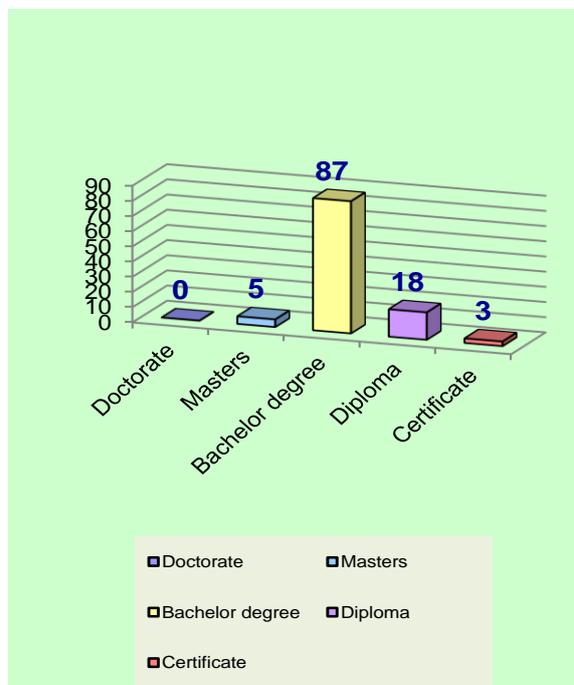
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	113	47	<5
Full-time equivalents	105.1	36.3	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	87
Diploma	18
Certificate	3



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$92,800.

The major professional development initiatives were as follows:

- * Dimensions of Learning (DoL)
- * The Australian Curriculum
- * Literacy and reading comprehension training
- * Curriculum Activity Risk Assessment
- * eLearning
- * QSA Panellist training
- * DET Code of Conduct
- * Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)
- * National Secondary Schools Computer Fund (NSSCF)
- * Multiculturalism in our region
- * Flying Start

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	95.9%	94.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

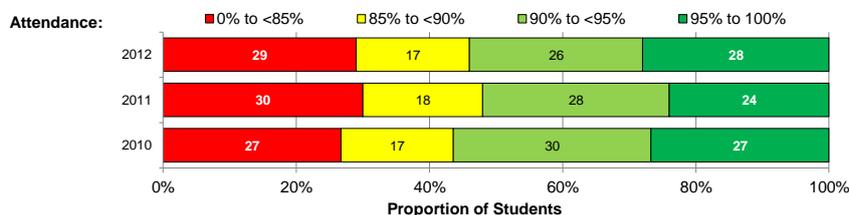
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	87%	87%	87%	88%
2011								89%	86%	85%	88%	87%
2012								89%	85%	85%	85%	91%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

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.

A Youth Attainment and Transitions Officer was employed for further telephone contact with parents/carers.

An Interhouse Attendance Competition, with houses competing for the Every Day Counts Attendance Trophy, was introduced in 2012.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The Department of Education, Training and Employment's 'Closing the Gap' Education Strategy relates to closing the gap between the performance of Indigenous and Non-Indigenous students, specifically in relation to attendance, attainment and retention.

From 2011 to 2012, the student *attendance* gap decreased from 9.1% to 8.8%.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	71%	78%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	260	223	215
Number of students awarded a Queensland Certificate Individual Achievement.	2	0	2
Number of students receiving an Overall Position (OP).	100	92	108
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	48	48	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	183	157	139
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	93	75
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	167	163	161
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.	74%	70%	72%
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.	87%	93%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	93%	94%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	14	25	35	22	4
2011	12	20	32	23	5
2012	16	30	32	24	6

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	138	82	28
2011	104	83	22
2012	101	67	12

As at 2 May 2013. The above values exclude VISA students.

Certificate 1 courses completed by students were in:

- * Business
- * Engineering
- * Furnishing
- * General Construction
- * Hospitality
- * Information Technology
- * Retail Services
- * Rural Operations
- * Work Readiness
- * Work Education

Post-school destination information

This report documents a summary of results of the annual *Next Step* survey for Harristown State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2013 at www.education.qld.gov.au/nextstep.

Response rate for Harristown State High School

Table 1 below reports the response rate for Harristown State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Harristown State High School in 2012.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
189	217	87.1

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Performance of our students

Summary of findings

In 2013, 53.4 per cent of young people who completed Year 12 at Harristown State High School in 2012 continued in some recognised form of education and training in the year after they left school.

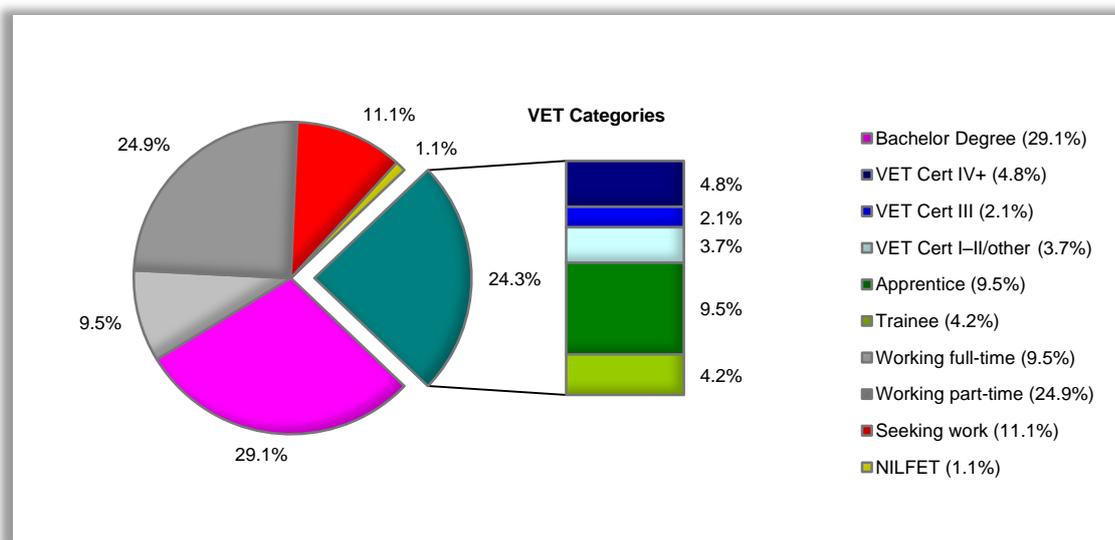
The most common study destination was Bachelor Degree (29.1 per cent). The combined VET study destinations accounted for 24.3 per cent of respondents, including 10.6 per cent in campus-based VET programs, with 4.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.8 per cent commenced employment-based training, either as an apprentice (9.5 per cent) or trainee (4.2 per cent).

In addition to the above study destinations, a further 6.3 per cent of respondents from this school deferred a tertiary offer in 2013 (deferrers are shown in Figure 1 in their current destination).

46.6 per cent did not enter post-school education or training, and were either employed (34.4 per cent), seeking work (11.1 per cent) or not in the labour force, education or training (1.1 per cent).

Figure 1: Main destination of Year 12 completers



Early 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 within our school's Youth Attainment and Transitions (YAT) program.

The majority of early leavers remain in Queensland and enter the workforce in either a full-time or part-time capacity in local industries. The specific place of work is often an extension of either a school-based traineeship/apprenticeship or work experience placement commenced while the student was enrolled at our school.