

# Harristown State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This School Annual Report provides an overview of key aspects of the 2014 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](http://www.harristownshs.eq.edu.au) or upon request from the school.

### School progress towards its goals in 2014

Opportunities for student success in learning were enhanced greatly in 2014 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.

Great Results Guarantee (GRG) Funding enabled the introduction 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.

Significant preparations were made for the arrival of our Year 7 students in 2015.

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**.

### Future outlook

Our school's key strategic directions and priorities for school improvement for 2014 were stated in our Annual Implementation Plan 2014, 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 -

- Reading comprehension
- Numeracy
- Spelling
- Grammar and punctuation
- Writing
- Levels of attainment, A - E
- NAPLAN – All domains
- Attendance
- 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

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1418	683	735	91%
2013	1470	716	754	90%
2014	1497	727	770	89%

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 2014 enrolment was 1530 students in Years 8 to 12, an increase of 76 students from the 2013 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 5, 6 and 7 to experience secondary school well in advance of enrolment.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	17	18	18

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	218	187	214
Long Suspensions - 6 to 20 days	23	29	17
Exclusions <sup>#</sup>	13	17	22
Cancellations of Enrolment	10	22	23

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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. 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 2014 highlight was the performance of our self-developed Drama Production, 'The Game Shuttle', a participatory theatrical event which travelled through time to give a historical perspective of childhood games, imagination, and social interaction.

One primary-aged audience member commented, "I enjoyed this play as it felt like we were traveling through time with the sound effects and the terrific acting. Since I'm going to Harristown and I love drama. It was a great insight. You have accomplished your mission and have successfully entertained us and taught us about the games of the past. Thank you."

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 assist 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 8 – 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 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.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	97%	94%
this is a good school (S2035)	94%	94%	94%
their child likes being at this school* (S2001)	97%	91%	97%
their child feels safe at this school* (S2002)	94%	88%	96%
their child's learning needs are being met at this school* (S2003)	91%	97%	93%
their child is making good progress at this school* (S2004)	90%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	89%
teachers at this school motivate their child to learn* (S2007)	87%	91%	87%
teachers at this school treat students fairly* (S2008)	88%	84%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	87%	92%
this school works with them to support their child's learning* (S2010)	91%	82%	91%
this school takes parents' opinions seriously* (S2011)	89%	77%	89%
student behaviour is well managed at this school* (S2012)	84%	88%	82%
this school looks for ways to improve* (S2013)	90%	91%	94%
this school is well maintained* (S2014)	97%	94%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	97%
they like being at their school* (S2036)	92%	96%	96%
they feel safe at their school* (S2037)	91%	96%	92%
their teachers motivate them to learn* (S2038)	87%	98%	96%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	98%	95%
teachers treat students fairly at their school* (S2041)	84%	94%	88%
they can talk to their teachers about their concerns* (S2042)	81%	89%	82%
their school takes students' opinions seriously* (S2043)	85%	92%	88%
student behaviour is well managed at their school* (S2044)	83%	91%	89%
their school looks for ways to improve* (S2045)	99%	99%	97%
their school is well maintained* (S2046)	93%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	97%
they feel that their school is a safe place in which to work (S2070)		97%	96%
they receive useful feedback about their work at their school (S2071)		91%	90%
students are encouraged to do their best at their school (S2072)		98%	98%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		79%	88%
staff are well supported at their school (S2075)		87%	91%
their school takes staff opinions seriously (S2076)		86%	85%
their school looks for ways to improve (S2077)		94%	95%
their school is well maintained (S2078)		95%	88%
their school gives them opportunities to do interesting things (S2079)		89%	90%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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, 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
2011-2012	774,177	2,552
2012-2013	734,377	10,451
2013-2014	729,901	11,621

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.

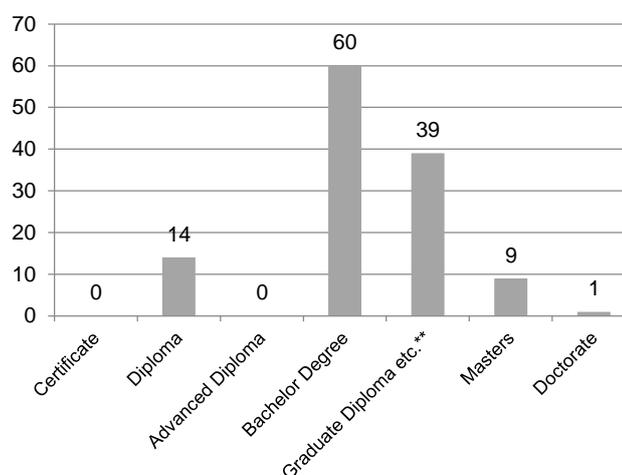
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	123	53	5
Full-time equivalents	113	39	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	60
Graduate Diploma etc.**	39
Masters	9
Doctorate	1
<b>Total</b>	<b>123</b>



\*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 2014 were \$43,770. The major professional development initiatives were as follows:

- \* Dimensions of Learning (DoL); Explicit Instruction (EI),
- \* OneSchool and OneSchool Dashboard,
- \* The Australian Curriculum and EQ Curriculum into the Classroom (C2C) Project,
- \* DETE Mandatory Training – Student Protection, Code of Conduct, Curriculum Activity Risk Assessment (CARA), Anaphylaxis,
- \* Literacy and reading comprehension training; NAPLAN,
- \* YUMI Deadly Maths
- \* QSA Panellist training,
- \* Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS),
- \* Inclusivity.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

### 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 2014 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	88%

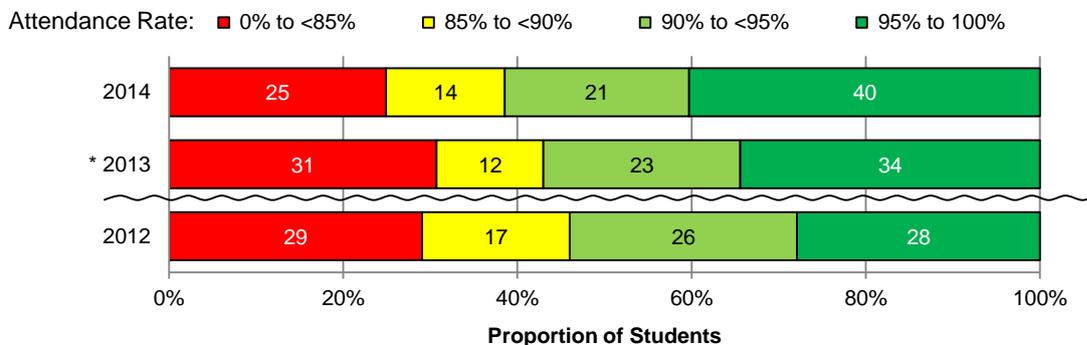
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								89%	85%	85%	85%	91%
2013								89%	86%	83%	87%	89%
2014								91%	87%	87%	86%	91%

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 2013 to 2014, the Year 10 to Year 12 apparent retention gap **decreased markedly** from 22.4% to 3.9%. This was the biggest reduction in this gap in the history of our school.

With respect to attainment, the gap in Year 9 NAPLAN Mean Scale Score decreased from 42 to 25 for Writing and decreased from 53 to 30 for Numeracy.

With respect to attendance, the gap for Student Attendance Rate in Semester 1 decreased from 9.3% to 8.0%.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	72%	89%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	215	216	267
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	5
Number of students receiving an Overall Position (OP)	108	87	120
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	39	38	45

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	153	141
Number of students awarded an Australian Qualification Framework Certificate II or above.	75	97	87
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	161	154	189
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.	72%	76%	69%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%	93%	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	88%	89%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2012	16	30	32	24	6
2013	8	35	23	17	4
2014	7	31	45	30	7

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	101	67	12
2013	102	77	25
2014	101	57	41

As at 19 February 2015. The above values exclude VISA students.

Certificate I courses completed by students were in:

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

Certificate II courses completed by students were in:

- \* Business
- \* Information, Digital Media and Technology
- \* Kitchen Operations

Certificate III courses completed by students were in:

- \* Fitness

## Post-school destination information

**NEXT STEP 2015****DESTINATIONS OF 2014 YEAR 12s****Harristown State High School****Introduction**

This page presents 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 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 at [www.education.qld.gov.au/nextstep](http://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 2014.

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, Harristown State High School 2015**

Number of respondents	Number of students who completed Year 12	Response rate (%)
206	267	77.2

**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](http://www.education.qld.gov.au/nextstep).

**Summary of findings**

In 2015, 45.6 per cent of young people who completed Year 12 at Harristown State High School in 2014 continued in some recognised form of education and training in the year after they left school.

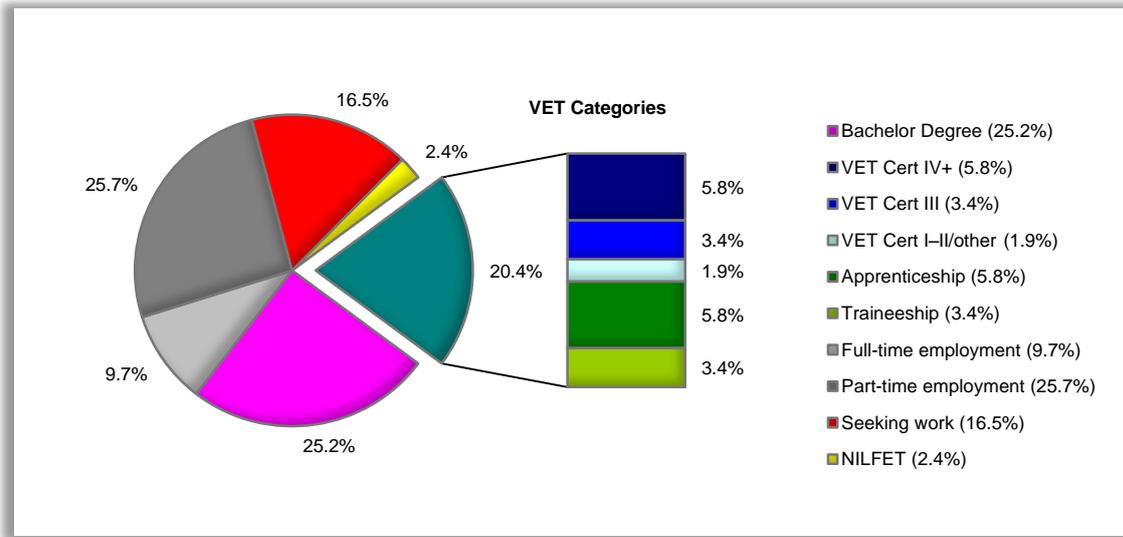
The most common study destination was Bachelor Degree (25.2 per cent). The combined VET study destinations accounted for 20.4 per cent of respondents, including 11.2 per cent in campus-based VET programs, with 5.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.2 per cent commenced employment-based training, either as an apprentice (5.8 per cent) or trainee (3.4 per cent).

In addition to the above study destinations, a further 7.3 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

54.4 per cent did not enter post-school education or training, and were either employed (35.4 per cent), seeking work (16.5 per cent) or not in the labour force, education or training (2.4 per cent).

**Figure 1: Main destination of Year 12 completers, Harristown State High School 2015**



### 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.