

# Queensland State School Reporting – 2011

## Harristown State High School (2038)



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## Principal's foreword

### Introduction

This School Annual Report provides an overview of key aspects of the 2011 school year. This Annual Report is one significant way in which the school meets accountability and outlines the school's achievements and areas of development for this report period. Further information is available on our website [www.harristoshs.eq.edu.au](http://www.harristoshs.eq.edu.au) or upon request from the school.

### School progress towards its goals in 2011

Harristown State High School focuses on student engagement, learning, opportunity and achievement. As a place of learning we value PRIDE - Participation, Relationships, Integrity, Diligence and Enthusiasm,

Opportunities for student learning were enhanced greatly in 2011 as this was the first full year of operation of our recently completed Trade Training Centre, BER Languages and Community Cultural Centre, and completely modernised and refurbished school library under the State Schools of Tomorrow (SSOT) funding initiative.

Significant progress occurred in further implementation of our school's teaching and learning framework for all students, the **Dimensions of Learning** (DoL) framework, developed from current educational research, providing students, staff and parents/carers with a common language and understanding of the learning process. This framework 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 complete their study of selected Senior Authority subjects, whilst still maintaining enrolment as a Year 11 student.

### Future outlook

Our school's key strategic directions and priorities for school improvement for 2012 and the following years relate to school and student performance in -

- . reading comprehension, numeracy, spelling, grammar and punctuation, writing,
- . A – E levels for behaviour, effort and achievement
- . NAPLAN achievement,
- . attendance and engagement; retention across all junctures, enrolment increase
- . QCE/QCIA attainment; VET completion/attainment,
- . Year 12 or equivalent completion; Post-Year 12 destinations,
- . implementing the Australian Curriculum,
- . Closing the Gap; incorporating Aboriginal and Torres Strait Islander Perspectives,
- . effective use of data for targeted improvement,
- . School Opinion Survey,
- . Curriculum, Teaching and Learning Audit

## School Profile

**Coeducational or single sex:** Coeducational

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

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1473	724	749	87%

## Characteristics of the student body:

Our school draws students from *many* partner primary schools throughout Toowoomba and neighbouring rural communities. Very strong and effective partnerships exist between our school and our 'feeder' schools, with many transition programs evident enabling students in Years 5, 6 and 7 to experience high school well in advance of enrolment.

Multiculturalism is valued, promoted and practiced – 9% of students are ESL/International, originating from 31 different countries, 12% of students are Indigenous. 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'.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	23.2
Year 11 – Year 12	17.7
All Classes	20.9

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	210
Long Suspensions - 6 to 20 days	39
Exclusions	9
Cancellations of Enrolment	10

## Curriculum offerings

### Our distinctive curriculum offerings

Harristown State High School continues to be innovative in its implementation of study programs in both the Middle and Senior Phases of Learning. The curriculum allows for students to progress through an exciting and motivating wide range of subject choices and the opportunity for project based learning.

The senior phase 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 the Middle Phase of Learning and Senior Phase of Learning 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 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 exciting approaches to learning and teaching across the curriculum. Interactive whiteboards 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 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 teacher satisfaction with the school

Student general satisfaction is above the state average.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	73%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	72%

## 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

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.

Our student-based Green Team, initiated in 2010, was also proactive in raising student and staff awareness regarding environmental sustainability and effective practices.

Environmental footprint indicators, 2010-2011

	Electricity kWh	Water KL
2011	729,610	2,612
2010	690,925	4,636
% change 10 - 11	6%	-44%

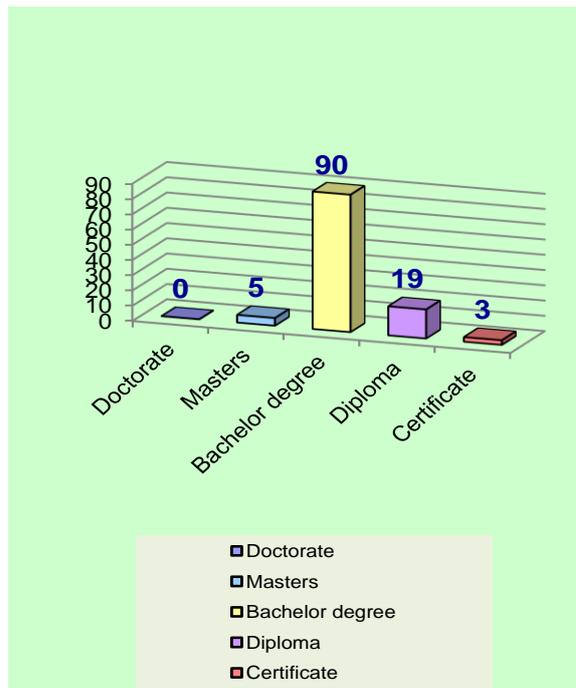
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	117	48	<5
Full-time equivalents	107	36	<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	90
Diploma	19
Certificate	3



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$96,750.

The major professional development initiatives were as follows:

- \* Dimensions of Learning (DoL)
- \* The Australian Curriculum
- \* Literacy and reading comprehension training
- \* Whole School Numeracy Plan
- \* Curriculum Activity Risk Assessment
- \* eLearning
- \* Understanding Poverty
- \* QSA Panellist training
- \* DET Code of Conduct
- \* Ben Levin's World's Best Practice in Education
- \* School Wide Positive Behaviour Support
- \* Bill Rogers' 'Positive Correction'
- \* 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 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2011 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 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

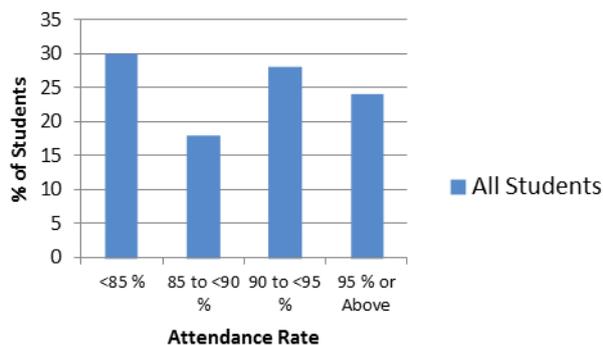
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

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

### 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.

Absences with parents are followed up in writing on a regular basis. 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 is to be 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 Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 9 students in 2011 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.

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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.

# Performance of our students

## 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.

Our school's *apparent retention rate*, Year 11 to 12, has improved from a gap of 25.6% in 2010 to a gap of 5.9% in 2011.

From 2009 to 2011, the student *attendance* gap decreased from 11.3% to 9.1%.

A significant gap exists in QCAT and A – E grading performance.

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 77%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	223
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	92
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	48
Number of students awarded one or more Vocational Educational Training qualifications.	157
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	93
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	163
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	70%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%

## 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
12	20	32	23	5

# 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
104	83	22

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 is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website 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 attending Harristown State High School in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

**Table 1** Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
185	223	83.0

### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

### Summary of findings

In 2012, 51.9 per cent of young people who completed Year 12 at Harristown State High School in 2011 continued in some recognised form of education and training in the year after they left school.

# Performance of our students

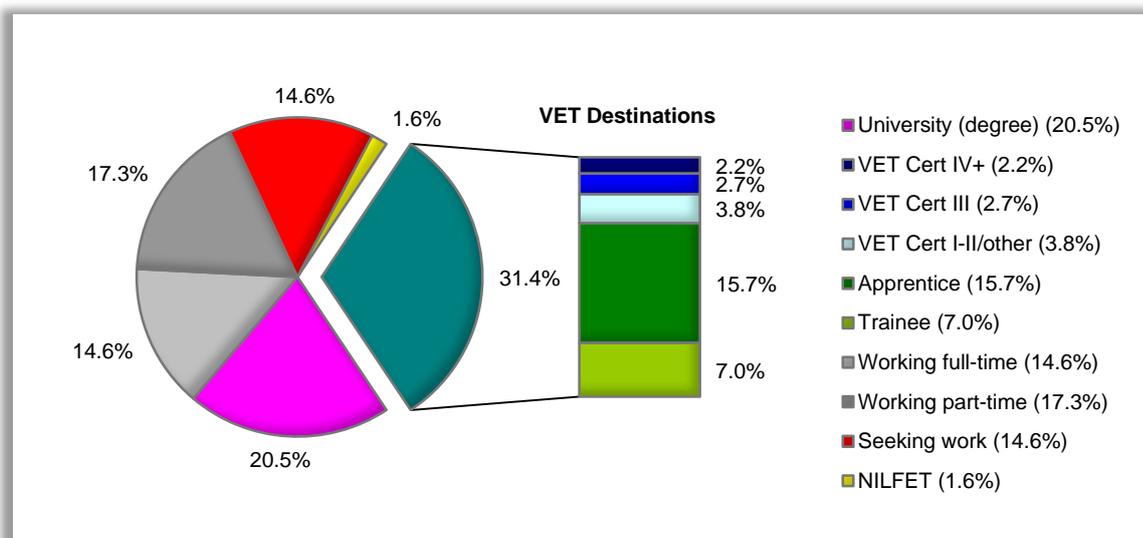
The most common study destination was university (20.5 per cent). The combined VET study destinations accounted for 31.4 per cent of respondents, including 8.6 per cent in campus-based VET programs, with 2.2 per cent of Year 12 completers entering programs at Certificate IV level or higher.

22.7 per cent commenced employment-based training, either as an apprentice (15.7 per cent) or trainee (7.0 per cent).

In addition to the above study destinations, a further 2.7 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

48.1 per cent did not enter post-school education or training, and were either employed (31.9 per cent), seeking work (14.6 per cent) or neither studying nor in the labour force (1.6 per cent).

**Figure 1 Main destinations 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.