



# Harristown State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education



Queensland  
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## School Overview

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

The January 2018 enrolment was 1,728 students in Years 7 to 12, an increase of 49 students from the previous year's January enrolment.

Multiculturalism is valued, promoted and practised – 14.1% of students are Indigenous; 15.3% of students are English as an Additional Language or Dialect (EAL/D). Students originate from 37 different countries other than Australia.

Harristown State High School students are immensely proud of their school and of their unique identity as 'Harristown Hawks'. The five school values of Participation, Relationships, Integrity, Diligence and Enthusiasm, expressed through Hawk PRIDE, are evident throughout the school on a daily basis.

Students and the community have access to a wide range of first class facilities, with the school considered a very effective model for community use of school facilities. The Parents and Citizens' Association has a very important and strategic role in facilities management and in the school's improvement agenda.

A focus on academic, cultural, artistic, vocational and sporting achievements is pursued through the provision of an extensive array of curricular and extra-curricular 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 educational off-campus programs at our Annex situated on the grounds of the Toowoomba West Special School and through an Adolescent Mental Health Unit, located at the Toowoomba Hospital.

Our school draws students from forty-three primary schools throughout Toowoomba, neighbouring rural communities and Queensland.

Very strong and effective partnerships exist between our school and the thirteen additional schools within our immediate Southern Vale Cluster (11 primary schools, two special schools (primary and secondary)), with many transition programs evident enabling students in Years 4, 5, and 6 to experience secondary school well in advance of enrolment.

Our school curriculum includes an Academic Academy, and Industrial Skills Academy and four Sporting Academies in the sports of Basketball, Football (Soccer), Rugby League and Volleyball.

An Instrumental Music Program and an annual drama or musical production also complement our school curriculum.

The addition of the Clontarf Foundation staff and resources to our school in 2015 continues to increase school success and life chances for all male Indigenous students.

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2017

The key focus areas for our 2017 Annual Implementation Plan were

- Teaching,
- Engagement,
- Reading, and
- Mental Health

with targets set for each focus area and communicated widely and frequently.

Our school's vision – *Engage, Achieve, and 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.

Opportunities for student success in learning were again enhanced in 2017 through sustained teaching staff professional development to underpin the further embedding of Archer and Hughes' **Explicit Instruction** framework for effective and efficient teaching, and the **Dimensions of Learning** (Doll) teaching and learning framework.

The fourth year of significant additional funding to schools, known in 2016 and 2017 as *Investing for Success* (I4S), enabled the continuation of a four-year YUMI Deadly Maths Program in Junior Secondary to facilitate greater success for students with the fundamental 'big ideas' within the discipline of Mathematics.

This I4S funding also provided for the continued employment of a Queensland Certificate of Education coach, significant additional teacher aide time for classroom student support, and programs with an external provider to facilitate improved self-esteem, life skills, retention, achievement and employment prospects for at-risk students.

As regards progress towards targets, QCE/QCIA outcomes remained a strength, with 99.5% attainment for *all* students, 1.4% above the attainment for *all* Queensland State Schools, and increasing from the previous year's school attainment of 96.7%. The QCE/QCIA attainment for our *Indigenous* students was 100.0%, 2.8% above the attainment for Indigenous students for *all* Queensland State Schools, and increasing from the previous year's school attainment of 96.2%.

Attendance for our *Indigenous* students increased from 83.4% to 84.5% from 2016 to 2017. This attendance has increased every year for four consecutive years, being at 78.4% in 2013.

Summarised performance highlights of the year are as follows:

- Our equal highest number of 'straight A' students in our recent history.
- Nine Academic Academy students completed university subjects at USQ, three gaining High Distinctions, and the highest possible award.
- Our Optimise teams won the regional final and proceeded to the state final.
- Debating continued to thrive in our school to develop our students' thinking skills and many other skills.
- Our Clontarf Foundation providing support for young Indigenous men has also continued to grow and thrive, attracting additional staff.
- Parent attendance at a school information evening event was our best ever.
- Twenty students were able to be mentioned by name at Presentation Night for experiencing very high level success with art, sport, dance, drama and public speaking.

### Future Outlook

Our school's key strategic directions and priorities for school improvement for 2018 are stated in our Annual Implementation Plan 2018, which identifies the following four key priorities, using the acronym **WELL**:

- Wellbeing,
- Engagement,
- Literacy, and
- Learning

Detailed strategies, actions, targets and timelines for each priority are included in this plan. A separate 'Key Foci and Targets 2018' document provides greater detail. Both documents are available on request.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1635	776	859	214	90%
<b>2016</b>	1624	789	835	215	90%
<b>2017</b>	1633	810	823	234	89%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Please refer to the School Overview section at the beginning of this report for an overview of the characteristics of our student body.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	21
Year 11 – Year 12	17	17	17

## 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.

Our revised whole school **Curriculum Plan** provides significantly more detail with respect to curriculum scope and delivery, and is also available on request.

## Co-curricular 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.

Recent highlights include the performance of our second of two musical productions in over a decade, 'Popstars'.

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, for example, the annual Creative Generation State Schools on Stage event at the Brisbane Convention and Exhibition Centre.

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 (Queensland Academy of Sport 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 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

### Overview

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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	96%	96%
this is a good school (S2035)	97%	98%	97%
their child likes being at this school* (S2001)	100%	98%	92%
their child feels safe at this school* (S2002)	100%	91%	86%



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child's learning needs are being met at this school* (S2003)	97%	87%	96%
their child is making good progress at this school* (S2004)	97%	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	94%
teachers at this school motivate their child to learn* (S2007)	95%	96%	97%
teachers at this school treat students fairly* (S2008)	92%	89%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
this school works with them to support their child's learning* (S2010)	97%	91%	91%
this school takes parents' opinions seriously* (S2011)	97%	87%	91%
student behaviour is well managed at this school* (S2012)	94%	89%	84%
this school looks for ways to improve* (S2013)	97%	95%	99%
this school is well maintained* (S2014)	100%	95%	99%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	89%	97%	92%
they like being at their school* (S2036)	80%	91%	90%
they feel safe at their school* (S2037)	80%	93%	80%
their teachers motivate them to learn* (S2038)	82%	93%	85%
their teachers expect them to do their best* (S2039)	91%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	84%	94%	86%
teachers treat students fairly at their school* (S2041)	65%	79%	77%
they can talk to their teachers about their concerns* (S2042)	59%	75%	76%
their school takes students' opinions seriously* (S2043)	76%	83%	72%
student behaviour is well managed at their school* (S2044)	56%	76%	68%
their school looks for ways to improve* (S2045)	89%	94%	90%
their school is well maintained* (S2046)	80%	93%	80%
their school gives them opportunities to do interesting things* (S2047)	93%	94%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	95%	96%
they feel that their school is a safe place in which to work (S2070)	99%	98%	91%
they receive useful feedback about their work at their school (S2071)	94%	90%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	84%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	95%	96%
student behaviour is well managed at their school (S2074)	90%	86%	84%
staff are well supported at their school (S2075)	95%	89%	87%
their school takes staff opinions seriously (S2076)	92%	92%	84%
their school looks for ways to improve (S2077)	98%	98%	93%
their school is well maintained (S2078)	83%	82%	81%
their school gives them opportunities to do interesting things (S2079)	90%	93%	91%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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,
- Hawk Aboriginal and Torres Strait Islander Advisory Table meetings,
- Individualised meetings, including consultation regarding the adjustments made to assist students with diverse needs,
- 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.

## Respectful relationships programs

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

Our overarching 'Pastoral Care' program, aptly named "Healthy Hawks", is refined annually to ensure relevance, given changing student needs. Programs within 'Healthy Hawks' focus on, for example, personal safety and awareness, including identifying and responding to abuse and violence, and developing students' knowledge and skills to be able to resolve conflict without violence, and to recognise, react and report when they, or others, are unsafe.

These programs are supported through the services provided by our Youth Support Coordinators, Chaplain, School Based Youth Health Nurse, School Based Police Liaison Officer, Community Education Counsellor, Guidance Officer and Behaviour Management Staff

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	315	239	219
Long Suspensions – 11 to 20 days	18	16	18
Exclusions	7	7	22
Cancellations of Enrolment	27	10	18

## Environmental Footprint

### 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 over time 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	785,597	4,196
2015-2016	386,802	3,604
2016-2017	262,698	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding

# Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	141	57	6
Full-time Equivalents	129	45	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	15
Graduate Diploma etc.**	46
Bachelor degree	59
Diploma	9
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$72,662.

The major professional development initiatives were as follows:

- Explicit Instruction (EI); Dimensions of Learning (DoL); Information Communication and Technologies (ICT),
- Training for all staff and also teachers of senior subjects in the New QCE System and all new syllabuses, specifically syllabuses in the General Subject category,
- Pat Hipwell's Instructional Reading and Unit Planning workshops,
- High Reliability Schools Framework,
- Further implementation of the Australian Curriculum,
- National School Improvement Training (NSIT), leading to School Improvement Unit (SIU) May School Review,
- DET Mandatory Training – Student Protection, Code of Conduct, Curriculum Activity Risk Assessment (CARA), Anaphylaxis,
- Workplace Health and Safety, and Wellbeing
- Literacy and reading comprehension training; NAPLAN,
- Website Risk Assessment,
- Student Diversity,
- Classroom Profiling,
- Resilience Training,
- Growth Mindset Training,
- YUMI Deadly Maths Training,
- QCAA Panellist training.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	84%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	92%	88%	86%	87%	90%
2016								93%	89%	90%	88%	89%	93%
2017								92%	90%	87%	86%	88%	93%

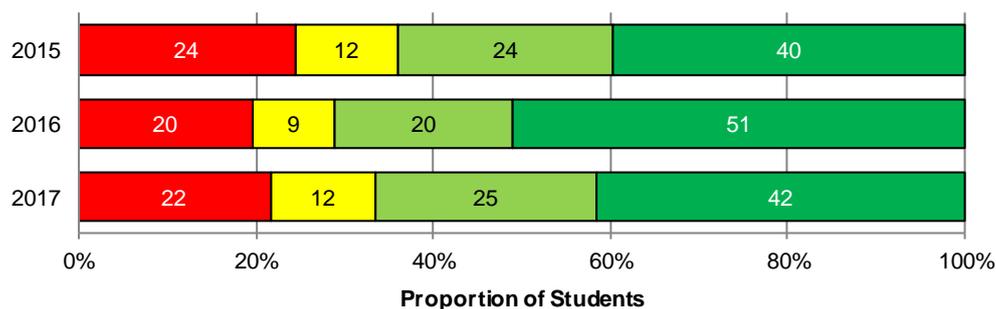
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

Non-attendance is managed in state schools in line with the Department of Education 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 the Department of Education'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.

An Interhouse Attendance Competition and also the awarding of Gold and Silver Certificates of Commendation are strategies used to promote and increase attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	240	243	214
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	6
Number of students receiving an Overall Position (OP)	100	94	80
Percentage of Indigenous students receiving an Overall Position (OP)	15%	15%	9%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	46	41	47
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	149	161	122
Number of students awarded an Australian Qualification Framework Certificate II or above.	101	108	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	224	232	207
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96%	96%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	72%	62%	68%
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.	99%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	86%	87%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	13	26	33	27	1
2016	12	17	29	22	14
2017	10	25	19	22	4

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	106	73	49
2016	116	85	34
2017	68	72	43

As at 14th February 2018. The above values exclude VISA students.

Certificate I courses completed by students in 2017 were in:

- Business
- Hospitality
- Information, Digital Media and Technology
- Skills for Vocational Pathways

Certificate II courses completed by students in 2017 were in:

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

Certificate III courses completed by students in 2017 were in:

- Fitness

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	79%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	57%	73%

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

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### Early leaver's information

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

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.

## Conclusion

Significant work continues in our school in 2018 within the *High Reliability Schools Framework*, specifically working towards accreditation in:

- Level 1 – Safe and Collaborative Culture
- Level 2 – Effective Teaching in Every Classroom
- Level 3 – Guaranteed and Viable Curriculum