Harristown State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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Queensland Government

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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 2019 Years 7 to 12 enrolment was 1,728 students. The Year 7 enrolment increased by 32 students, from 337 students to 369 students, compared with the previous year's January enrolment.
- Multiculturalism is valued, promoted and practised – 15.3% of students are Indigenous; 19.1% of students are English as an Additional Language or Dialect (EAL/D). Both percentages increased from the year prior. Students originate from 45 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 thirty-two 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.

School progress towards its goals in 2018

The key focus areas for our 2018 Annual Implementation Plan were

- **W**ellbeing,
- **E**ngagement,
- **L**iteracy, and
- **L**earning

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 – **P**articipation, **R**elationships, **I**ntegrity, **D**iligence and **E**nthusiasm.

A key wellbeing initiative was the work from the High Reliability Schools (HRS) Leadership on gaining feedback and implementing strategies to work towards gaining Level 1 accreditation for having a *Safe and Collaborative Culture*.

Opportunities for student success in learning were again enhanced in 2018 through teaching staff professional development relating to

- Perceptions of Aboriginality and assumptions held in relation to education for Aboriginal and Torres Strait Islander students.
- Further embedding of Archer and Hughes' **Explicit Instruction** framework for effective and efficient teaching, and the **Dimensions of Learning** (Doll) teaching and learning framework.
- Health, Safety and Wellbeing.
- Essential Skills for Classroom Management.
- Classroom Profiling.
- Effective use of Information Communications and Technologies.

- The New QCE System and ATAR.
- Natural Justice and Restorative Justice.
- School-wide Positive Behaviour Support.
- Enhanced Learning Support.
- Individual Curriculum Planning, and
- Translating and Interpreting Services for EAL/D students.

The fifth year of significant additional funding to schools, known from 2016 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 99.1% attainment for *all* students, 0.7% above the attainment for *all* Queensland State Schools. The QCE/QCIA attainment for our *Indigenous* students was 96.4%.

Summarised performance highlights of the year are as follows:

- Significant increases occurred in NAPLAN achievement in Mean Scale Scores for Reading, Spelling, Grammar & Punctuation and Numeracy.
- Significant increases also occurred in the number of students gaining Academic Commendation Awards at Presentation Night.
- During one term, forty-three additional students moved to having achieved 'Bs or Better' across all their subjects.
- Our school received the award for Secondary School of the Year at the Annual Sports Darling Downs Awards night, and a Year 10 student received the Junior Chase Your Dream Award.
- Our Shakespearean Bard Stars achieving second place in the State Finals for film.
- A Year 12 student received First Place in the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) State-wide Creative Arts Competition.
- A Year 11 student gained admission into the National Youth Science Forum *and* the QUT's Vice-Chancellor's 2018 STEM Camp, the same student having experienced the World Science Festival to year prior.
- A Year 12 student was asked to join the Education Minister's Student Advisory Council regarding state-wide fighting cyber-bullying.
- A Head of Department was the recipient of the Public Service Medal (PSM) and listed in the 2018 Australia Day Honours List on the Governor-General's website.
- A former student, now with a Doctorate, was honoured as an Officer of the Order of Australia (AO) in the 2018 Queen's Birthday Honours.
- A Year 7 student co-authored and launched their own book.
- Our Clontarf Foundation providing support for young Indigenous men has also continued to grow and thrive, attracting additional staff.

Future outlook

Our school's key strategic directions and priorities for school improvement for 2019 are stated in our 2019 Annual Implementation Plan and continue to maintain the focus around the four key priorities using the acronym **WELL**:

- **W**ellbeing,
- **E**ngagement,
- **L**iteracy, and
- **L**earning

Detailed strategies, actions, targets and timelines for each priority are included in this plan. A separate 'Key Foci and Targets 2019' document provides greater detail. Both documents are available on request.

Key and specific areas for increased focus in 2019 include

- The provision of increased time for faculty-based Professional Learning Communities (PLCs) to meet, to further implement Levels 1, 2 and 3 of the High Reliability Schools (HRS) Framework.
- The formation of the school's School-Wide Positive Behaviour Support (SW-PBS) Leadership Team and their focus on developing and documenting school-wide expectations for behaviour, and the development of a social-behavioural curriculum.
- The first year of implementation of the New QCE System with Year 11 students commencing their work towards gaining an Australian Tertiary Admission Rank (ATAR).

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1624	1633	1664
Girls	789	810	844
Boys	835	823	820
Indigenous	215	234	230
Enrolment continuity (Feb. – Nov.)	90%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	21	21
Year 11 – Year 12	17	17	16

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

The senior secondary curriculum provided 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) demonstrated the scope and breadth of the school's curriculum offerings.

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

An effective Special Education Unit operated 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 was the maintaining of a range of 'Specialisation Programs' across the curriculum. There were four (4) main areas or 'academies' where distinctive specialization occurred. This included 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.

2018 was *very significant* curriculum-wise in that it was the *last* year state-wide that Year 11 students would engage with the 'traditional' range of Authority and Authority-Registered subjects offered to all schools by the Queensland Curriculum and Assessment Authority (QCAA), with these subjects being 'replaced' in 2019 by General Subjects and Applied Subjects.

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 another very successful drama production, 'Children of the Black Skirt', following on from the drama production two years prior, 'Gate 38'.

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 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 available to all year levels.
- Biennial Drama or Musical Production.
- Stage / Concert Bands, Vocal Groups.
- Student Representative Council, Interact Club.
- Shine, Strength and Rock and Water programs.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	90%
• this is a good school (S2035)	98%	97%	91%
• their child likes being at this school* (S2001)	98%	92%	90%
• their child feels safe at this school* (S2002)	91%	86%	90%
• their child's learning needs are being met at this school* (S2003)	87%	96%	88%
• their child is making good progress at this school* (S2004)	93%	96%	88%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	92%
• teachers at this school motivate their child to learn* (S2007)	96%	97%	93%
• teachers at this school treat students fairly* (S2008)	89%	89%	77%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	91%
• this school works with them to support their child's learning* (S2010)	91%	91%	88%
• this school takes parents' opinions seriously* (S2011)	87%	91%	89%
• student behaviour is well managed at this school* (S2012)	89%	84%	74%
• this school looks for ways to improve* (S2013)	95%	99%	88%
• this school is well maintained* (S2014)	95%	99%	86%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	92%	87%
• they like being at their school* (S2036)	91%	90%	85%
• they feel safe at their school* (S2037)	93%	80%	85%
• their teachers motivate them to learn* (S2038)	93%	85%	83%
• their teachers expect them to do their best* (S2039)	100%	98%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	86%	82%
• teachers treat students fairly at their school* (S2041)	79%	77%	73%
• they can talk to their teachers about their concerns* (S2042)	75%	76%	67%
• their school takes students' opinions seriously* (S2043)	83%	72%	68%
• student behaviour is well managed at their school* (S2044)	76%	68%	67%
• their school looks for ways to improve* (S2045)	94%	90%	87%
• their school is well maintained* (S2046)	93%	80%	77%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	87%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	91%	84%
• they receive useful feedback about their work at their school (S2071)	90%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	84%	83%
• students are encouraged to do their best at their school (S2072)	100%	98%	93%
• students are treated fairly at their school (S2073)	95%	96%	92%
• student behaviour is well managed at their school (S2074)	86%	84%	70%
• staff are well supported at their school (S2075)	89%	87%	82%
• their school takes staff opinions seriously (S2076)	92%	84%	90%
• their school looks for ways to improve (S2077)	98%	93%	94%
• their school is well maintained (S2078)	82%	81%	71%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	92%

* 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, to now be held on the *second* Tuesday of every month from the beginning of 2019.
- Hawk Aboriginal and Torres Strait Islander Advisory Table meetings.
- Individualised meetings, including consultation regarding the adjustments made to assist students with diverse needs.
- Regular e-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.
- Three parent/carer information sessions for Year 10 students specifically relating to the implementation of the New QCE System and the introduction of the ATAR.

Respectful relationships education 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 Officers and Behaviour Management Staff.

The future inclusion of School-Wide Positive Behaviour Support (SW-PBS) expectations and associated education programs will contribute to enhanced respectful relationships within our school.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	239	219	301
Long suspensions – 11 to 20 days	16	18	23
Exclusions	7	22	31
Cancellations of enrolment	10	18	15

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Electricity and water usage, and also gas usage for our swimming pool and enclosure, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	386,802	262,698	688,695
Water (kL)	3,604		2,621

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	149	55	6
Full-time equivalents	136	44	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	15
Graduate Diploma etc.*	50
Bachelor degree	68
Diploma	10
Certificate	0

*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 2018 were $ 101,630.

The major professional development initiatives are 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.
- High Reliability Schools Framework.

- Further implementation of the Australian Curriculum, and working towards a Common Unit Planning Document (CUPD).
- Instructional Reading and Unit Planning workshops.
- 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, Indigenous Perspectives.
- Classroom Profiling, Essential Skills for Classroom Management (ESCM) Training.
- Resilience Training.
- Growth Mindset Training.
- YUMI Deadly Maths Training.
- QCAA Panellist training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	88%
Attendance rate for Indigenous** students at this school	83%	84%	79%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

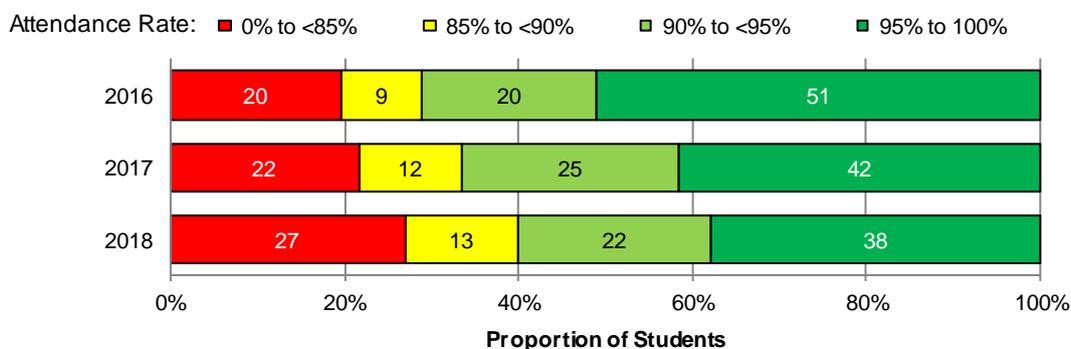Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	93%	92%	90%
Year 8	89%	90%	88%
Year 9	90%	87%	87%
Year 10	88%	86%	84%
Year 11	89%	88%	86%
Year 12	93%	93%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	9	20	51
2017	22	12	25	42
2018	27	13	22	38

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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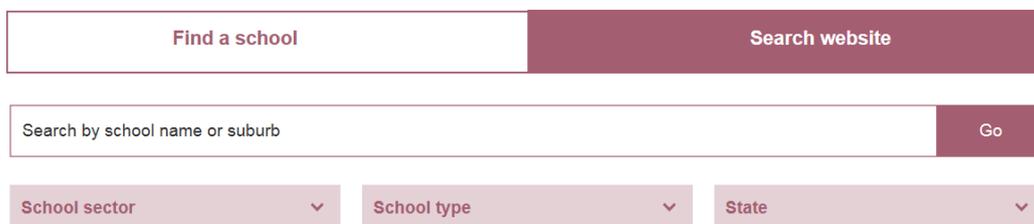
A hotly-contested Interhouse Attendance Competition and also the awarding of Gold and Silver Certificates of Commendation are strategies used to promote and increase attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

*   a summary of Year 12 outcomes

*   the number of Year 12 students in each OP band

*   the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	243	214	230
Number of students awarded a QCIA	3	6	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	232	207	219
Percentage of Indigenous students awarded a QCE at the end of Year 12	96%	100%	93%
Number of students who received an OP	94	80	77
Percentage of Indigenous students who received an OP	15%	9%	11%
Number of students awarded one or more VET qualifications (including SAT)	161	122	127
Number of students awarded a VET Certificate II or above	108	98	93

Description	2016	2017	2018
Number of students who were completing/continuing a SAT	41	47	50
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	62%	68%	71%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	86%	87%	88%

Notes:

- The values above:
  − are as at 11 February 2019
  − exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	12	10	7
6-10	17	25	20
11-15	29	19	28
16-20	22	22	22
21-25	14	4	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	116	68	69
Certificate II	85	72	70
Certificate III or above	34	43	47

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I courses completed by students in 2018 were in:

- Hospitality
- Information, Digital Media and Technology

Certificate II courses completed by students in 2018 were in:

- Information, Digital Media and Technology
- Kitchen Operations

Certificate III courses completed by students in 2018 were in:

- Fitness

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	80%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	73%	79%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.harristownshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx