

St George State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 209 St George 4487
Phone	(07) 4620 8222
Fax	(07) 4620 8200
Email	principal@stgeorgeshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Doug Watson - Principal

Principal's foreword

Introduction

St George State High School is a co-educational rural school set in beautifully maintained grounds in Victoria Street, St George. The school caters for years 7 to 12 and is committed to providing high quality learning programs that cater for the needs and aspirations of all students. We strive to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant community. We assist students to love learning, develop judgment and a sense of responsibility, understand the past and prepare to embrace the future.

School progress towards its goals in 2015

During 2015, St George State High School continued to strive towards improving outcomes for all students. Some of the successes included:

- An improved average attendance for all students over the last three years.
- Significant improvements in the numbers of students meeting national minimum standard for NAPLAN, 26% improvement in numeracy
- 43% improvement in students achieving a cert II VET qualification
- 100% of OP students achieving an OP 1-15 in 2014 and 15
- 17% increase in the number of students achieving a QCE in 2015
- 100% of QTAC applicants received an offer of a tertiary place
- Staff PD in Explicit Instruction (Pedagogical Framework), Essential Skills for Classroom Management

Future outlook

In 2015 St George SHS will continue to build on its committed to establishing a junior and senior secondary culture that is showcased by high quality, researched based pedagogical practice that builds an appetite for lifelong learning. Key programs for continuing development are

- 7-10 Extension programs focusing on science, mathematics and higher order thinking
- 7-12 Health, Wellbeing and Growth program targeting the social and emotional growth of students
- Implementation of our pedagogical framework and reflective coaching model based on Anita Archer research and Explicit Instruction
- iAIMS program to encourage activity and intelligent minds
- Embedding the use of technology to accelerate learning relative to particular learning outcomes
- Reforming and expanding the Industrial Technology and Design experiences of students to enhance learning and potential employment opportunities.
- Increasing the exposure of students to The Creative Arts through St George SHS's extra curriculum program

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	206	113	93	69	87%
2014	213	117	96	70	88%
2015	221	119	102	76	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

St George SHS draws its enrolments from the town itself and wide rural community with some students travelling up to 2 hours each day to attend school. The school has an indigenous population of approximately 34% and the community has an ICSEA of 887. Within the student body a proportion of students have additional learning needs, including students with verified, disabilities, students with learning difficulties and those with specific gifts and talents.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	18	18
Year 11 – Year 12	13	15	14

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	85	71	94
Long Suspensions - 6 to 20 days	4	1	8
Exclusions	0	0	1
Cancellations of Enrolment	6	2	5

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

St George State High School offers a wide range of subject choice including all the traditional subjects as well as a selection of subjects based on vocational and technological skills. Students have access to a range of opportunities including School Based Apprenticeships and Traineeships, supported by the employment of a part time Transition Officer.

Particular features of our curriculum include

Students participate in core curriculum based around our junior and senior secondary philosophy. Our curriculum is based on the Australian Curriculum using the Education Queensland C2C units or school designed units based on KLA syllabi. Staff aim to tailor units to suit the needs, interests and aspirations of our students. Student's strengths are encouraged and their needs supported. Time is allocated to subjects in line with the Australian Curriculum requirements. Support is also provided to classes through in-class teacher aides and support teachers.

The electives or non-core subjects are studied each week and offer students the opportunity to develop new skills and trial many practical topics. These subjects include: Agricultural Science, The Arts: Visual Arts, LOTE (Indonesian), Health and Physical Education, Technology: Home Economics, Industrial Technology and Design & Information Communication and Technology (ICT). Learning support is offered instead of LOTE for students with low literacy levels.

Year 10 is a transition year where students complete core subjects and bridging subjects to assist their entry into senior subjects. All Year 10 students undertake a Senior Education Training Plan (SET Plan) to ensure appropriate planning for the senior years is conducted.

Year 11 and 12 students are able to choose "multiple pathways" to their chosen career in accordance with their SET Plan. A broad range of authority, non-authority and certificate courses to suit the distinctive needs of our students are available. In addition, students have the opportunity to undertake a School Based Apprenticeship or Traineeship. Some students avail themselves of virtual schooling and subjects through School of Distance Education. Authority subjects and Authority registered subjects are offered in Year 11 and 12.

Extra curricula activities

Students at St George State High School are offered a comprehensive range of cultural, sporting and community opportunities including

- Sports such as Rugby League, Netball, Soccer, tennis, cricket, track and field and swimming.
- Instrumental Music
- School Musicals
- Kokoda Challenge
- Public Speaking
- Student and Balonne Youth Council
- Community Activities such as ANZAC Day ceremonies, Clean up Australia Day, Door Knocks, Fund Raising Ventures, Seniors Day at local retirement home

How Information and Communication Technologies are used to improve learning

A wide variety of software and hardware are used by teachers to enhance the learning process. Students actively engage in a vast array of technologies to ensure their learning is more effective and efficient.

Social Climate

St George State High School offers a variety of care programs that address social climate issues such as: Career Education, QCS Preparation, Human Relationship Education, Drug and Alcohol Education, Leadership Development, Team Building skills, Anit-bullying, and Cybersafety programs.

This is complemented by a range of activities through: Lunchtime Activities & Competitions, Student Council, Sport, Extra-curricular Activities, Camps & Tours and Art Programs for Indigenous Youth.

Additional support is provided to students through the provision of Full time Community Education Counsellor, Part time Guidance Officer, Part time School Based Health Nurse and Full time Chaplain.

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	100%	82%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	84%	100%	76%
their child likes being at this school (S2001)	74%	100%	88%
their child feels safe at this school (S2002)	78%	100%	88%
their child's learning needs are being met at this school (S2003)	84%	93%	71%
their child is making good progress at this school (S2004)	84%	100%	82%
teachers at this school expect their child to do his or her best (S2005)	95%	93%	88%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	82%	100%	82%
teachers at this school motivate their child to learn (S2007)	89%	93%	94%
teachers at this school treat students fairly (S2008)	59%	87%	59%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	94%
this school works with them to support their child's learning (S2010)	95%	100%	88%
this school takes parents' opinions seriously (S2011)	76%	100%	82%
student behaviour is well managed at this school (S2012)	58%	73%	71%
this school looks for ways to improve (S2013)	89%	93%	94%
this school is well maintained (S2014)	95%	93%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	89%	90%
they like being at their school (S2036)	78%	81%	90%
they feel safe at their school (S2037)	86%	93%	89%
their teachers motivate them to learn (S2038)	87%	84%	92%
their teachers expect them to do their best (S2039)	97%	94%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	93%	92%
teachers treat students fairly at their school (S2041)	76%	69%	80%
they can talk to their teachers about their concerns (S2042)	86%	79%	82%
their school takes students' opinions seriously (S2043)	86%	73%	79%
student behaviour is well managed at their school (S2044)	66%	55%	61%
their school looks for ways to improve (S2045)	83%	88%	93%
their school is well maintained (S2046)	88%	80%	80%
their school gives them opportunities to do interesting things (S2047)	83%	84%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	94%	97%
they feel that their school is a safe place in which to work (S2070)	95%	83%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	80%	83%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	78%	76%
students are encouraged to do their best at their school (S2072)	95%	97%	100%
students are treated fairly at their school (S2073)	90%	79%	89%
student behaviour is well managed at their school (S2074)	68%	69%	76%
staff are well supported at their school (S2075)	83%	92%	82%
their school takes staff opinions seriously (S2076)	90%	83%	78%
their school looks for ways to improve (S2077)	93%	94%	97%
their school is well maintained (S2078)	95%	94%	87%
their school gives them opportunities to do interesting things (S2079)	93%	94%	100%

'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

St George State High School hosts a number of events that give parents the opportunity to discuss their child's learning progress with teachers and to learn of ways to support their child. Parent teacher interviews are formally held twice each year. Parents are encouraged to converse with teachers about their child's progress at any time during the year. An Indigenous Education Forum was established during 2007 and continues to be attended by many community members. These forums have been held once a month and have influenced the strategic planning and outcomes for indigenous students.

Reducing the school's environmental footprint

St George SHS staff and students are considerate of the environmental impact that it has through a number of policies and devices that reduce the consumption of water, electricity and other consumables.

Variable weather conditions in the district impact greatly on the stored water level at the school and often supply has to be augmented by reticulated water supply. Improvements to the grounds irrigation system has seen a decrease in water consumption to maintain the grounds when weather conditions are favourable.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	146,711	24,052
2013-2014	139,432	299
2014-2015	148,528	20,000

*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

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	24	<5

Full-time equivalents

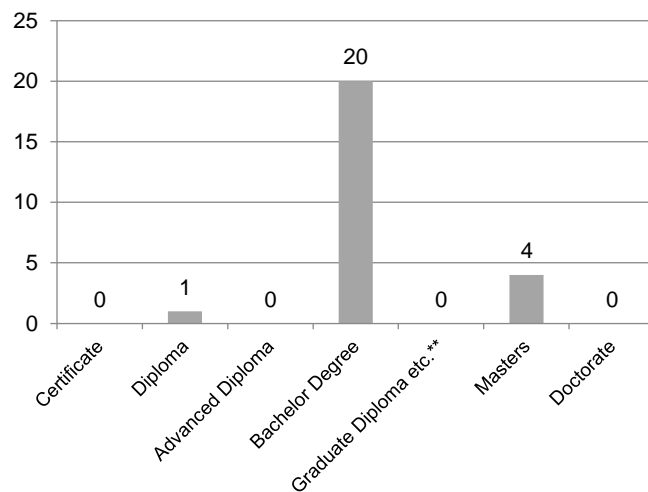
22

17

<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	25



*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 2015 were \$ 15,326.

The major professional development initiatives are as follows:

- Coaching and Feedback within the school including peer moderation, peer classroom feedback
- Catering for diversity through differentiating the curriculum
- eLearning
- First Aid
- Positive Behaviour and Learning
- Back to front Maths
- Essential Skills for Classroom Management
- Literacy and Numeracy programs
- Moderation – Junior, Senior and SAS
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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 source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	83%	85%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	78%	77%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

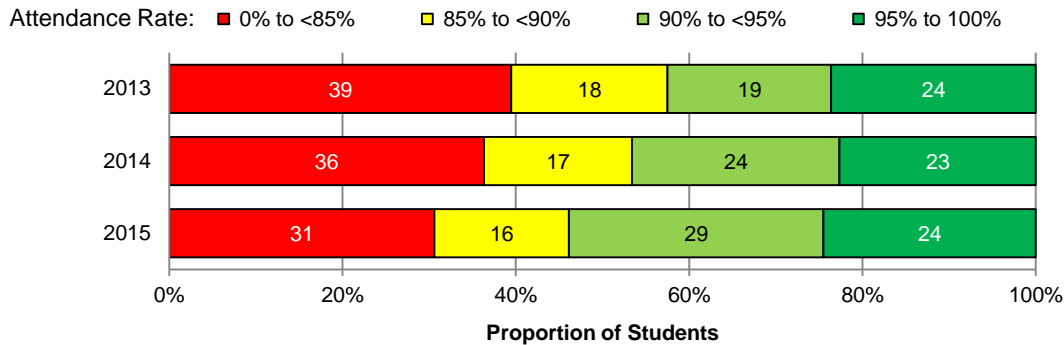
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									82%	85%	79%	82%	87%
2014									87%	83%	84%	85%	88%
2015							90%	85%	84%	78%	88%	91%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

St George SHS uses an extensive range of targeted strategies to ensure student attendance is maximized

- Daily attendance is recorded electronically during care classes, with parents notified via sms when students are marked absent.
- Heads of Department investigate all partial day absences and identify students with regular patterns of whole day absences and enforce consequences
- Student services monitors students with three days or more absences and issues correspondence to parents requesting explanations
- 'At Risk' students are referred to the student support team (Guidance Officer, School Nurse, Chaplain, Community Engagement Councillor)
- Targeted campaigns are used across the year to increase parent awareness of the negative impact of student absence through newsletters, direct correspondence and sms text messages.
- The Senior Leadership Team provides coordinated leadership and intervention across all agencies to maximize student engagement and attendance.

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

Sector:

Government

Non-government

Where it says '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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	59%	81%	65%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	53%	40%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	25	32	36
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	9	9	8
Percentage of Indigenous students receiving an Overall Position (OP)	20%	25%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	7	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	19	30	32
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	6	22
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16	26	35
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	20%	75%	86%
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.	78%	100%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	96%	100%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
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
2013	0	2	5	2	0
2014	1	4	4	0	0
2015	1	3	4	0	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	16	8	0
2014	27	1	6
2015	23	20	2

As at 16 February 2016. The above values exclude VISA students.

Students undertook a range of Certificate I, II and III courses. Certificate courses are offered by the school in conjunction with outside Registered Training Organisations and/or through School based traineeships or apprenticeships. Vocational Educational Training qualifications are offered in the area of

Information, Communication and Technologies	Construction	Carpentry
Agriculture	Fitness	Body Repair
Automotive	Cabinet Making	Early Childhood
Engineering	Business	Retail
	Meat Processing	Hospitality

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

The school supports students who can demonstrate that they have secured their future by gaining employment following compulsory schooling. A small number of students leave school following year 10 and during year 11 and 12 to take up apprentices, traineeships and other full time employment. A small number of students also leave the school as a result of changing family circumstances.