



St George State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

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:	Robert Tuppack – Acting Principal

School Overview

St George State High School is a small co-educational rural school which caters for 220 students from years 7 to 12. We strive to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant community. St George State High School has a wide range of excellent facilities such as sporting ovals and courts, well maintained grounds, air conditioned teaching spaces, extensive computer network, science laboratories, drama and music practice room, a fully equipped Home Economics kitchen and a 40 acre agricultural plot. Students are offered a range of learning pathways such as Authority and Board subjects, School Based Apprenticeships & Traineeships and Virtual Schooling. The school has been successful in receiving numerous grants and has forged many creative partnerships with local community organisations, businesses, industries and government.

St George SHS expectations are be Safe, be Respectful , be Responsible and be Prepared.

Principal's Foreword

- **School Progress towards its goals in 2017**

During 2016, St George State High School continued to strive towards improving outcomes for all students. Some of these successes included:

- Improved attendance for all students over the last three years
- 30% improvement in students achieving a certificate II VET qualification
- 100% OP 1 to 15 in 2014, 15 ,16 and 17
- 100% Queensland Certificate of Education attainment 2015, 16 and 17.
- 100% of QTAC applicants received an offer of a tertiary place
- Staff PD in Explicit Instruction, Essential Skills for Classroom Management.

Future Outlook

In 2018, St George State High School will continue to build on its commitment of building a positive learning culture:

Key improvement priorities for continuing development are

- Implementation of elements 3, 4 and 7 of Explicit Instructions (Archer and Hughes)
Element 3 – Break down complex skills and strategies into smaller instructional units
Element 4 – Design organised and focussed lessons
Element 7 – Provide step by step demonstrations
- Reading Writing and Numeracy
7-9 smaller class sizes for English and Mathematics
Targeted intervention
Assessment literacy
- Positive Learning Culture
Celebration and acknowledgement of attendance and academic excellence
Embedding Positive Behaviour for Learning
Decrease in School Disciplinary Actions
7 - 12 Health and Wellbeing program targeting the social and emotional growth of students
- Engagement
Fostering student/teacher relationship
Offer a range of extra-curricular activities
Engage an Industrial Technology and Design Teacher to build on the learning experiences for students
Increasing the exposure of the students to The Creative Arts through curriculum
Health and Wellbeing Centre offering counselling, mentoring, pathway opportunities and a range of programs to support students
Engage with the community through school events
Build upon the already, successful partnerships

Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	221	119	102	76	91%
2016	213	123	90	75	86%
2017	205	107	98	78	92%

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

St George SHS draws its enrolments from the town itself and wider rural community with some students travelling up to 2 hours each day to attend school. The school has an indigenous population of approximately 43% 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

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	18	18	18
Year 11 – Year 12	14	12	12

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

St George State High School offers a wide range of subject choices 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. Staff members 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 and Indigenous Kamillaroi), 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 is 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.

Co-curricular 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
- Community Activities such as ANZAC Day

How Information and Communication Technologies are used to Assist 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

Overview

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, Anti-bullying and Cyber safety programs.

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

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

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)	82%	83%	73%
this is a good school (S2035)	76%	76%	73%
their child likes being at this school* (S2001)	88%	88%	76%
their child feels safe at this school* (S2002)	88%	78%	80%
their child's learning needs are being met at this school* (S2003)	71%	72%	73%
their child is making good progress at this school* (S2004)	82%	94%	71%
teachers at this school expect their child to do his or her best* (S2005)	88%	76%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	78%	73%
teachers at this school motivate their child to learn* (S2007)	94%	78%	70%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	59%	44%	78%
they can talk to their child's teachers about their concerns* (S2009)	94%	89%	90%
this school works with them to support their child's learning* (S2010)	88%	83%	83%
this school takes parents' opinions seriously* (S2011)	82%	71%	80%
student behaviour is well managed at this school* (S2012)	71%	39%	63%
this school looks for ways to improve* (S2013)	94%	78%	71%
this school is well maintained* (S2014)	94%	94%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	83%	70%
they like being at their school* (S2036)	90%	73%	67%
they feel safe at their school* (S2037)	89%	72%	66%
their teachers motivate them to learn* (S2038)	92%	83%	83%
their teachers expect them to do their best* (S2039)	98%	95%	91%
their teachers provide them with useful feedback about their school work* (S2040)	92%	84%	79%
teachers treat students fairly at their school* (S2041)	80%	61%	49%
they can talk to their teachers about their concerns* (S2042)	82%	65%	61%
their school takes students' opinions seriously* (S2043)	79%	68%	59%
student behaviour is well managed at their school* (S2044)	61%	38%	42%
their school looks for ways to improve* (S2045)	93%	80%	73%
their school is well maintained* (S2046)	80%	80%	71%
their school gives them opportunities to do interesting things* (S2047)	92%	83%	73%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	94%	83%
they feel that their school is a safe place in which to work (S2070)	97%	97%	83%
they receive useful feedback about their work at their school (S2071)	84%	74%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	77%	75%
students are encouraged to do their best at their school (S2072)	100%	94%	83%
students are treated fairly at their school (S2073)	89%	88%	72%
student behaviour is well managed at their school (S2074)	76%	65%	33%
staff are well supported at their school (S2075)	82%	59%	51%
their school takes staff opinions seriously (S2076)	78%	73%	56%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	97%	82%	83%
their school is well maintained (S2078)	87%	91%	92%
their school gives them opportunities to do interesting things (S2079)	100%	94%	81%

* 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

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.

Respectful relationships programs

St George State High School runs a Health and Wellbeing program for all students in Year 7-12 which focuses on student's health, social and emotional growth.

- Positive Engagement – Focusing your energies on the bright side of life
- Meaning and Purpose – Having passion and a reason for doing what you do
- Skills and Achievement – Building your capabilities to strive, thrive and flourish
- Relationships and Optimism – Focusing optimistically and believing you and others matter
- Strengths and Emotions – Being in charge of your emotions through your strengths
- Exercise and Health – Having a health body and healthy mind

In addition, St George State High School has a Health and Wellbeing Centre that supports students and families that are struggling socially and emotionally. The Health and Wellbeing Centre supports the social and emotional growth of all students by providing students with access to the Guidance Officer, Learning Support Team, Youth Support Coordinator, School-Based Youth Health Nurse, Community Education Counsellor, Chaplain and outside community support services in a safe environment.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	94	102	166
Long Suspensions – 11 to 20 days	8	4	3
Exclusions	1	3	1
Cancellations of Enrolment	5	5	6

Environmental Footprint

Reducing the school's environmental footprint

The 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 have seen a decrease in water consumption to maintain the grounds when weather conditions are favourable.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	148,528	20,000
2015-2016	130,036	550
2016-2017	187,943	825

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 source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	20	<5
Full-time Equivalents	23	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	
Bachelor degree	20
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$13,810.

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
- 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 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%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

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).	86%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	79%	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%.

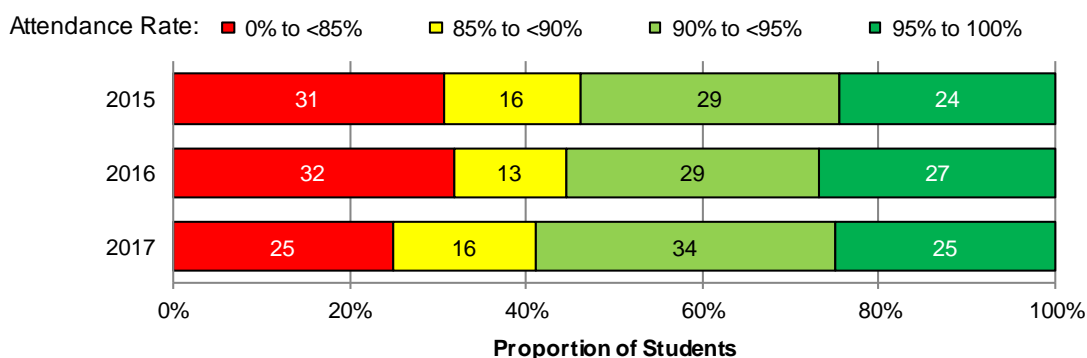
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								90%	85%	84%	78%	88%	91%
2016								91%	87%	84%	84%	82%	90%
2017								90%	91%	88%	83%	86%	87%

*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:



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.

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

- 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 of 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 Counsellor)
- 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 maximise student engagement and 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.

Find a school

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 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	36	34	26
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	2
Number of students receiving an Overall Position (OP)	8	6	7
Percentage of Indigenous students receiving an Overall Position (OP)	14%	7%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	6	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	32	34	24

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded an Australian Qualification Framework Certificate II or above.	22	18	24
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	35	34	24
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	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.	100%	100%	100%
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.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

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	1	3	4	0	0
2016	0	2	4	0	0
2017	1	3	3	0	0

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	23	20	2
2016	33	12	8
2017	1	23	4

As at 14th February 2018. 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 Education Training qualifications are offered in the area of

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

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.	65%	74%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	70%	47%

* 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.stgeorghs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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.