St George State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

St George State High School is a small co-educational rural school which caters for 214 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 Home Economics kitchen and a 40 acre agricultural plot. Post-compulsory Students are offered a range of learning pathways such as General and Applied subjects, School Based Apprenticeships & Traineeships and access a wide range of subject offerings via Distance Education. The school has been successful in receiving numerous grants and has forged many creative partnerships with local community organisations, businesses, industries and government. These partnerships have resulted in being recognised as a Gateway Agribusiness School, as wellas the site for the St George Cadet Unit and Community Clubhouse. St George State High School values the commitment and dedication of its highly qualified staff, enthusiastic parents and supportive community.

School progress towards its goals in 2018

Explicit instruction: staff are slowly embedding more elements of explicit instruction into their everyday practice. Practice is varied, with some teachers embedding explicit instruction almost completely into their teaching, and others only embedding parts. In 2018, the Head of Department, Teaching and learning was able to have a weekly session at the staff meeting where "chunks" of information and a new goal for explicit instruction could be shared with staff, as well as successes and questions asked. Ninety percent of staff use "learning intent" and "success criteria" consistently and well while most staff use warm ups in most lessons. The Maths departments use gradual release well, and Year 7 teachers use gradual release consistently across all four core subjects. Having clearer curriculum expectations and giving deadlines for unit plans and accountability in checking them has improved general organisation and planning across the school, which is slowly feeding into more effective pedagogy and teachers embedding more elements of explicit instruction. There is a fortnightly focus for explicit instruction worked through with beginning teachers and which they have taken on board and mostly have embedded within their teaching practice where relevant.

Future outlook

The school goals for 2019 include a focused approach to the teaching of reading. This approach has included a pilot study in year 7 where staff are applying the P-12 Literacy Continuum as a significant factor in their planning and presentation of curriculum. "Drop everything and Read" has also been introduced to provide all students with dedicated time within the school day to spend reading a variety of texts.

Attendance this year has seen significant improvement and will continue to grow as the school further develops its programme of recognition of student success across a wide range of variables. The great work of the school Curriculum Committee has created a focus on teaching and learning and assessment as we move towards our targets of 72% of all students receiving a level of achievement within the A-C range in their first semester report.

Our future focus concentrates on the further development of our IT network and the use of our "skills centre" to provide certificate courses in the Technology area. Over the coming year we look forward to developing appropriate pathways for all our students so they can achieve success while at St George Sate High School.

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	213	205	202
Girls	123	107	97
Boys	90	98	105
Indigenous	75	78	88
Enrolment continuity (Feb. – Nov.)	86%	92%	89%

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

St George State High School is a remote school within the Darling Downs and South west Region of the Queensland Department of Education. Our student body reflects the wider community of St George with families from the town and local area involved in primary industry (cotton farming) and a range of secondary services. We have an indigenous student population of approximately 56% and engage the service of a Community Education Counsellor to support his group. Our students with disability represent approximately 11% of the total student population and they are supported by a team of learning support staff. Our student retention in the compulsory years of learning is 79% while a number of year 11 and 12 students find employment following their involvement in school-based apprenticeships and traineeships. We provide a local indigenous language as one of the LOTE offerings in the junior school.

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	18	18	16
Year 11 – Year 12	12	12	12

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

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

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)	83%	73%	64%
• this is a good school (S2035)	76%	73%	63%
• their child likes being at this school* (S2001)	88%	76%	72%
• their child feels safe at this school* (S2002)	78%	80%	64%
• their child's learning needs are being met at this school* (S2003)	72%	73%	64%
• their child is making good progress at this school* (S2004)	94%	71%	69%
• teachers at this school expect their child to do his or her best* (S2005)	76%	85%	78%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	73%	69%
• teachers at this school motivate their child to learn* (S2007)	78%	70%	61%
• teachers at this school treat students fairly* (S2008)	44%	78%	58%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	89%	90%	74%
• this school works with them to support their child's learning* (S2010)	83%	83%	69%
• this school takes parents' opinions seriously* (S2011)	71%	80%	69%
• student behaviour is well managed at this school* (S2012)	39%	63%	47%
• this school looks for ways to improve* (S2013)	78%	71%	72%
• this school is well maintained* (S2014)	94%	83%	72%

* 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)	83%	70%	78%
• they like being at their school* (S2036)	73%	67%	67%
• they feel safe at their school* (S2037)	72%	66%	75%
• their teachers motivate them to learn* (S2038)	83%	83%	88%
• their teachers expect them to do their best* (S2039)	95%	91%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	79%	87%
• teachers treat students fairly at their school* (S2041)	61%	49%	63%
• they can talk to their teachers about their concerns* (S2042)	65%	61%	63%
• their school takes students' opinions seriously* (S2043)	68%	59%	62%
• student behaviour is well managed at their school* (S2044)	38%	42%	52%
• their school looks for ways to improve* (S2045)	80%	73%	82%
• their school is well maintained* (S2046)	80%	71%	65%
• their school gives them opportunities to do interesting things* (S2047)	83%	73%	79%

* 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)	94%	83%	88%
• they feel that their school is a safe place in which to work (S2070)	97%	83%	85%
• they receive useful feedback about their work at their school (S2071)	74%	67%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	75%	82%
• students are encouraged to do their best at their school (S2072)	94%	83%	82%
• students are treated fairly at their school (S2073)	88%	72%	76%
• student behaviour is well managed at their school (S2074)	65%	33%	61%
• staff are well supported at their school (S2075)	59%	51%	79%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	73%	56%	71%
• their school looks for ways to improve (S2077)	82%	83%	82%
• their school is well maintained (S2078)	91%	92%	88%
• their school gives them opportunities to do interesting things (S2079)	94%	81%	84%

* 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. The Community Education Forum 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

Respectful relationships education 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

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	102	166	213
Long suspensions – 11 to 20 days	4	3	3
Exclusions	3	1	0
Cancellations of enrolment	5	6	5

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

The St George State High School 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	130,036	187,943	153,822
Water (kL)	550	825	1,100

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	30	21	5
Full-time equivalents	26	16	<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	0
Masters	5
Graduate Diploma etc.*	7
Bachelor degree	17
Diploma	1
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 $28,795.27.

The major professional development initiatives are as follows:

- Coaching and Feedback within the school including peer moderation, peer classroom feedback
- School Data Capture, "Track Ed" , QTAC , new QCE and SATE programs and initiatives
- One School Timetabling
- First Aid
- Representation on Subject Panels
- Positive Behaviour and Learning
- Beginner Teacher Induction and Mentoring
- Risk Management in curriculum areas
- Indigenous Languages
- Literacy and Numeracy programs
- Moderation – Junior, Senior and SAS
- Explicit Instruction

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.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, % 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	86%	88%	83%
Attendance rate for Indigenous** students at this school	79%	84%	77%

* 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		Year level	2016	2017	2018
Prep					Year 7	91%	90%	85%
Year 1					Year 8	87%	91%	82%
Year 2					Year 9	84%	88%	85%
Year 3					Year 10	84%	83%	82%
Year 4					Year 11	82%	86%	76%
Year 5					Year 12	90%	87%	83%
Year 6								

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	32	13	29	27
2017	25	16	34	25
2018	43	18	21	18

Proportion of Students (0% – 100%)
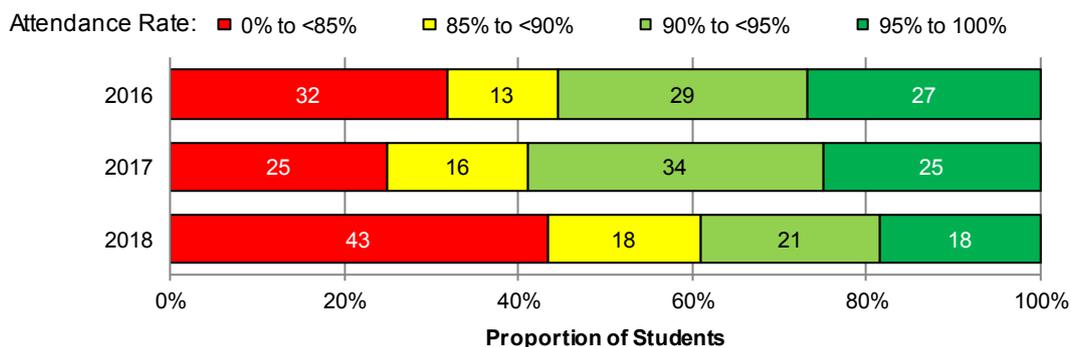
Description of how this school manages non-attendance

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.

- St George State High School used an extensive range of targeted strategies to ensure 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 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.

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	34	26	32
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	34	24	32
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	86%	100%
Number of students who received an OP	6	7	8
Percentage of Indigenous students who received an OP	7%	14%	0%
Number of students awarded one or more VET qualifications (including SAT)	34	24	31
Number of students awarded a VET Certificate II or above	18	24	31
Number of students who were completing/continuing a SAT	6	4	10
Number of students awarded an 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 were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	92%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

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	0	1	0
6-10	2	3	5
11-15	4	3	3
16-20	0	0	0
21-25	0	0	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	33	1	1
Certificate II	12	23	30
Certificate III or above	8	4	7

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).

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.

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	74%	68%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	70%	47%	93%

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 this school in Year 10, 11 or before 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. This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Head of Department, Senior Schooling, Youth Support Coordinator/Transition Officer, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

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.stgeorgeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx