

Emerald State High School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

The intent of this report is to provide a snapshot of Emerald State High School in relation to how the school has performed in the past 12 months against its 2015 goals and the school's future outlook. We profile the school cohort and curriculum offerings including extra-curricular offerings and the use of ICTs in the classroom. Staff qualifications are identified and parent staff satisfaction with the school is identified.

Emerald is a predominately rural community bolstered by the Bowen Basin coal mining operations. Emerald State High School is the largest state, co-educational school located in the Central Highlands.

For those people unable to access this report on the website, a paper copy will be available on request through our school office.

School progress towards its goals in 2015

| Target | Outcome |
|--|---|
| Unrelenting focus on the improvement of Literacy and Numeracy outcomes for every student through high quality teaching, high expectations and delivery of a quality curriculum | <p>Improvement in Mean Scale Score for Grammar and Punctuation; Reading, Writing and Numeracy for Year 9 NAPLAN.</p> <p>100% of Year 7 students achieved National Minimum standards in Numeracy.</p> <p>98% of Year 9 students achieved National Minimum standards in Numeracy.</p> <p>Improvement of 12% to 77% of OP eligible students achieved OP 1-15</p> <p>100% of Year 12 students achieved QCE – First time ever achieved</p> <p>Improvement to 98.1% of Year 12 students achieving a VET Cert II or higher</p> |
| Improve student educational outcomes through an explicit attendance campaign. | Whole school attendance rate improved 1.1% to 88.4 % |
| Closing the Gap on Indigenous and non- Indigenous student performance in the areas of attendance, achievement and attainment | <p>Indigenous attendance rate 73.8% improved to 82.5%</p> <p>Attainment gap in reading and writing (compared to non-indigenous students in Year 9) has been reduced</p> |

| | |
|--|---|
| | Attainment gap in writing and numeracy (compared to non-indigenous students in Year 7) is less than the CQ Regional and State-wide gap. Number of Yr. 12 Indigenous students receiving an OP increased to 33%. |
|--|---|

Future outlook
Explicit Improvement Agenda at ESHS 2016
Expectations to Maximise Student Outcomes

| Engagement: (Student, Parent, Community) | How | T1 Wk: | T2 Wk: | T3 Wk: | T4 Wk: |
|---|--|---|---------------|---------------|---------------|
| At ESHS, we expect all staff to: Consistently Model, teach, and reinforce expected behaviour as outlined in documents such as the Behaviour Flow Chart, The RBP and the "The Three Ps". | Implement a continuous training and observation program for all staff in PBL and in consistency in application of Behaviour management procedures as outlined in RBP. | <5 | <5 | <5 | <5 |
| | Develop a Junior School team to implement a Junior school well-being program | <2 | <2 | <2 | <2 |
| At ESHS, we aim to have all students and their parents to: Understand effective attendance >90% is the key to career success and to strive to attend at rates higher than 90%. | Case manage students with chronic non-attendance issues i.e. under 85% | <8 | | <8 | |
| | Implement homework class and awards evenings for Indigenous students. | | <5 | | <5 |
| | Parent engagement about attendance through all school communication lines especially accessing parent smartphones | <i>Throughout 2016</i> | | | |
| Targets | Average Attendance 91% Indigenous Attendance <5% Gap | < 10% students with < 85% attendance >83% parents think behaviour is well managed | | | |

| Pedagogy | How | T1 Wk | T2 Wk | T3 Wk | T4 Wk |
|---|---|---|--------------|--------------|--------------|
| At ESHS, we expect all teachers to: Implement 5 standards of Practice that underpin Explicit Instruction in every lesson they teach. Teachers will participate in a cycle of both formal and informal feedback (e.g. in walkthroughs, peer reflection, and observations) that is informed by the 5 pedagogical standards of practice (<i>Clear Introduction, Literacy, Checking For Understanding, Student Engagement and Review</i>) | All pedagogy observations and teacher DPP processes linked to ESHS 5 Pedagogical Standards of Practice (SOPs) | | 10 | 10 | 10 |
| | The 5 SOPs (<i>Clear Introduction, Literacy, Checking for Understanding, Engagement and Review</i>) displayed in every classroom | <5 | | <1 | |
| | All teachers to participate in a SOPs professional development program including peer observations and walkthroughs (PSR Action Plan). | <i>At least 1 observation per semester</i> | | | |
| | HOD/DP/Principal observation (HODs share teachers evenly) includes pre and post conversation Coaching model (Based in Standards of Practice) | <i>At least one full lesson each semester</i> | | | |
| | All teachers to participate in differentiation strategies for students in U2B. <i>As per ESHS Beginning Teachers Program</i> | 8 | | 8 | |
| At ESHS, we expect all teachers to: Integrate essential literacy or numeracy teaching strategies where they identify | Implement an intensive professional development program to improve Numeracy levels for U2B students and Maths A students. | 5 | 10 | 5 | 5 |

| | | |
|---|---|--|
| student achievement is affected by limitations in either of these areas | Implement and review the newly revised 2016 ESHS Literacy and Numeracy programs | <i>Visible every lesson</i> |
| Targets | 50% JS Students with A/B for: Achievement 100% Students receive QCE >98% Teachers participating in SOPs PD Program: | Upper Two NAPLAN Bands: Literacy Strands 20%, Numeracy 20%> 80% Yr. 12 achieve OP 1-15 50% Students with QST A or B >98% of Teachers receiving lesson observation, coaching & feedback |

| Communication: | How | T1 Wk: | T2 Wk: | T3 Wk: | T4 Wk: |
|---|--|--------|--------|--------|--------|
| At ESHS, we expect all teachers to: 1) Work in teams 2) Avoid working in a siloh without support structures 3) Actively develop positive relationships with each student: build the relationship; know the learner; prioritize positive and proactive interactions; document regular home contact (both positive and negative) | Staff-members meet with their faculty HOD to confirm their buddy or mentors, and other support mechanisms available, including teams within the faculty | <5 | <5 | <5 | <5 |
| | Implement and review new leadership team and faculty structures to ensure all staff members in leadership duties understand their role statements and all staff members understand and implement their team roles. (EIA Teams) | SFD | | 1 | <10 |
| | Operate curriculum engagement programs such as: Deadly choices, AITAP, Indigenous Awards Evening and deadly choices | | | | |
| At ESHS, we expect all teachers to demonstrate data literacy: by accessing and analysing OneSchool class dashboard, CQ3S, and Data source materials | Know your students' data set completed (annotated Q3S or Class Dashboard output) – provide your HOD with academic/non-academic information about the range of students in your class (one page) with a one page set of appropriate differentiation strategies of the students in the class. Professional Conversation with HOD re class data above | | | 9 | |
| | Executive team random samples staff to ensure that there is a general understanding of support processes at ESHS | 4 | 2 | | 2 |
| Targets | Average Attendance 91% % Students with < 85% attendance: < 10% students % JS Students with A/B for: Behaviour 85%, Effort 85% >95% Graduates Earning or Learning Indigenous achievement Outcomes <5% Gap | | | | |

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 | 616 | 312 | 304 | 53 | 90% |
| 2014 | 673 | 340 | 333 | 48 | 91% |

| | | | | | |
|------|-----|-----|-----|----|-----|
| 2015 | 772 | 372 | 400 | 63 | 89% |
|------|-----|-----|-----|----|-----|

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:

Emerald State High School has a multicultural population with 48 Indigenous and 702 non-Indigenous students. We have students enrolling with New Zealand and Pacific Islander heritage and students with English as their Second Language (ESL) predominantly from the Philippines and South Africa. Emerald is still a relatively large town in the Central Highlands and maintains a strong agricultural background. In 2015, the "Mining boom" ended with significant movement of itinerant workers leaving the district. Whilst the mining industry continues to output large amounts of coal it has reduced its workforce considerably which has impacted on local Emerald businesses. The Emerald district is now entering a more stable and sustainable phase of development. This will impact the school in 2016 with workers leaving the area, however the school will maintain its multicultural enrolment characteristic.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Year 7 Secondary – Year 10 | 23 | 23 | 22 |
| Year 11 – Year 12 | 16 | 17 | 18 |

*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 | 55 | 122 | 199 |
| Long Suspensions - 6 to 20 days | 38 | 18 | 5 |
| Exclusions | 7 | 3 | 2 |
| Cancellations of Enrolment | 3 | 2 | 10 |

* 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

- In Junior Secondary students in Years 7-9 students undertake their curriculum in the subjects of English, Mathematics, Science, History and Geography aligned to the agreed National Curriculum offerings and their additional subjects through Foundations First which aligns with the Queensland Curriculum and Assessment Reporting Framework.
- In our Honours program, gifted and talented students work in an environment which challenges and supports their pursuit of excellence.
- Year 10 is the start of Senior Schooling and focuses on teaching the knowledge and skills necessary for the successful transition into Years 11-12 with a combination of National Curriculum, Vocational Education and Training certificate courses and pre-senior extension subjects.
- Emerald State High recognises the workforce requirements of the community and provides a comprehensive array of curriculum opportunities. Through vocational education subjects linked with structured work placement and work experience which complement the school based apprenticeship/traineeship program we skill students for the future.

- Senior students access a compilation of Authority (OP), Authority Registered and Vocational subjects depending on their career pathway to either further Tertiary Studies at University /TAFE or the workforce. In meeting the needs of every student where possible, we also offer access to Distance Education and Virtual Schooling opportunities.

Extra curricula activities

- Student Representative Council – students lead whole school charitable fundraising for local, national and international humanitarian purposes e.g. Relay for Life, CQ Pet Rescue, Multicultural Festival, ANZAC Day, Valentine's Day, etc.
- Instrumental Music Program – encompasses Symphonic, Jazz and Rock bands which perform at local, regional and state level with success. The ESHS Symphonic Band came first place in its division in the 2015 Queensland Festival of Music in Brisbane. The Jazz band also performs at the annual Jazz and Shiraz evening hosted by the local community as a fund raising project.
- QMEA Hub School – allows teachers and students to link with local mining companies for work experience, engineering camps and experiential learning tours
- Inter-School Sport – Central Highlands, Capricornia, State and National selection opportunities exist for students in a range of sports including Rugby League, Rugby Union, Touch, Netball, Tennis, Soccer, Athletics and Cross-Country
- ATAP Challenge – allows indigenous students to experience problem solving challenges
- Year level camps occur at different times throughout the year and offers an alternate curriculum program that encompasses team building and leadership challenges as well as social and cultural awareness outside of Emerald
- Curriculum camps are also common in the Year 11 and 12 subjects e.g. Science, Geography Recreational Education and Engineering camps
- Cultural Showcasing – Shines program, School Musical and One Act Plays, Fanfare
- Clubs – After school study club, Science club, Chess Club, Strength Club, Reading Challenge and Cooking club are a great way for students to be involved in the school community.

How Information and Communication Technologies are used to improve learning

The school's 3 1/2 computer laboratories and their diverse array of multi-media and graphics programs allow students to engage in computer technology learning experiences linked to real world work situations that cover animation, robotics, webpage design and games development as well as drafting and planning design. In core KLAs such as English and SOSE, students are using ICTs to develop research and analysis skills whilst accessing multiple sources of information. Through the provision of 2:1 ratio of computers for students in Years 9-12, the students are accessing ICTs as part of their classroom and beyond for more relevant learning for the adolescent.

There are 19 classrooms equipped with roof mounted data projectors with surround sound that link to teacher computers for curriculum delivery. Through the use of data projectors linked to a teacher laptop, students have visual access to the world. There are also 5 interactive whiteboards in classrooms, as well as four Mimeos that can be used as portable interactive whiteboards. Students in Science are using the interactive whiteboards to enter virtual classrooms and accessing learning materials.

There are 3 class sets of Turning Point Interactive Keypad response devices used to assess and record student answers and response times, particularly in mathematics classes.

Junior Secondary students use IPADs to support their learning. Senior Secondary students are encouraged to join the Laptop Program which allows them to access a Laptop.

In late 2015, A Bring Your Own Device (BYOD) was introduced and is now encouraged for all students, as insurances ended in 2015 on the majority of laptops which are in the senior school Laptop Program. In 2016 the school will run BYOD, with IPADs and windows laptops; the current Computer Laboratories, as well as several mobile computer hubs.

Social Climate

Emerald SHS is committed to school-wide positive behaviour, quality teaching, and inclusive programs, policies and procedures. Parents at Emerald SHS are generally satisfied with the school's quality curriculum programs, learning climate, school and community relations, improved learning outcomes and the provision of a safe and supportive environment. This satisfaction indicates parents are confident in public education.

This satisfaction is achieved through focusing on the whole student and creating positive relationships between people and their work. Emerald State High School ensures that students are provided with positive support to promote high standards of achievement and behaviour within the following behaviour principles; Polite, Participate, Positive, Punctual, Prepared. In 2015 ESHS commenced a renewal of it school-wide positive behaviour learning program with outside advisors to support it on a program of reinvigoration.

The school has a strong support network for students including a Guidance Officer 5 days a week, 2 School Chaplains, a School Based Youth Health Nurse 2 days a week, and a Community Education Councillor daily. Students also have access to a Workplace Liaison Officer who assist students into Work Experience, Work Placement and School-based Traineeships/Apprenticeships.

At Emerald SHS our Anti-Bullying policy aims:

- to ensure a more supportive, respectful, safe, disciplined, tolerant and inclusive environment for all at the school.
- to protect students and staff from any bullying behaviour and to empower them to deal with it successfully.
- to educate students, staff and the wider school community about bullying in all its forms and the effects it has on people and morale.
- to discourage (and potentially eliminate) bullying behaviours through clearly set out consequences, including education, training and discipline.
- to reduce associated stress and reduce subsequent lost school time.

We achieve this through educating our community, zero tolerance for bullying and a proactive approach to building resilience in our young people.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 100% | 85% | 84% |
| this is a good school (S2035) | 100% | 92% | 84% |
| their child likes being at this school (S2001) | 100% | 87% | 91% |
| their child feels safe at this school (S2002) | 100% | 88% | 80% |
| their child's learning needs are being met at this school (S2003) | 100% | 84% | 88% |
| their child is making good progress at this school (S2004) | 100% | 87% | 84% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 96% | 91% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 89% | 87% |
| teachers at this school motivate their child to learn (S2007) | 100% | 84% | 84% |
| teachers at this school treat students fairly (S2008) | 100% | 82% | 81% |
| they can talk to their child's teachers about their concerns (S2009) | 95% | 96% | 91% |
| this school works with them to support their child's learning (S2010) | 95% | 84% | 84% |
| this school takes parents' opinions seriously (S2011) | 88% | 88% | 77% |
| student behaviour is well managed at this school (S2012) | 85% | 81% | 72% |
| this school looks for ways to improve (S2013) | 94% | 93% | 77% |
| this school is well maintained (S2014) | 95% | 94% | 74% |

| Performance measure | 2013 | 2014 | 2015 |
|--|------|------|------|
| Percentage of students who agree [#] that: | | | |
| they are getting a good education at school (S2048) | 92% | 96% | 97% |
| they like being at their school (S2036) | 89% | 95% | 92% |
| they feel safe at their school (S2037) | 90% | 93% | 94% |
| their teachers motivate them to learn (S2038) | 85% | 91% | 92% |
| their teachers expect them to do their best (S2039) | 96% | 98% | 99% |
| their teachers provide them with useful feedback about their school work (S2040) | 94% | 90% | 88% |
| teachers treat students fairly at their school (S2041) | 76% | 83% | 79% |
| they can talk to their teachers about their concerns (S2042) | 71% | 79% | 80% |
| their school takes students' opinions seriously (S2043) | 77% | 79% | 80% |
| student behaviour is well managed at their school (S2044) | 75% | 74% | 67% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| their school looks for ways to improve (S2045) | 88% | 89% | 88% |
| their school is well maintained (S2046) | 89% | 89% | 75% |
| their school gives them opportunities to do interesting things (S2047) | 87% | 85% | 92% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 95% | 79% | 88% |
| they feel that their school is a safe place in which to work (S2070) | 91% | 81% | 91% |
| they receive useful feedback about their work at their school (S2071) | 76% | 64% | 74% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 86% | 89% | 86% |
| students are encouraged to do their best at their school (S2072) | 91% | 94% | 91% |
| students are treated fairly at their school (S2073) | 85% | 91% | 91% |
| student behaviour is well managed at their school (S2074) | 70% | 68% | 62% |
| staff are well supported at their school (S2075) | 67% | 51% | 59% |
| their school takes staff opinions seriously (S2076) | 78% | 50% | 64% |
| their school looks for ways to improve (S2077) | 91% | 87% | 88% |
| their school is well maintained (S2078) | 87% | 81% | 82% |
| their school gives them opportunities to do interesting things (S2079) | 91% | 79% | 85% |

'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

Emerald SHS has:

- an active P & C Association which affords parents a voice in the school. Parents are kept abreast of their child's performance at school through SMS messages, telephone calls and face to face meetings in the form of:
 1. Meet and Greet Evening with a view to putting a face to a name for the teachers of their children.
 2. School assemblies to celebrate student successes, special ceremonies such as Senior Leader Induction, ANZAC Day and Celebration Parades
 3. Parent/Teacher reporting evenings where they are able to discuss their child's education with the teachers.
 4. Positive Postcards to identify successes
 5. Junior school awards evenings held each semester
 6. Indigenous students awards evenings
- The school's newsletter is readily available on the school's website and made available in hard copy for families without access to the website
- All parents are invited to the school's Annual Awards Evening where the focus is celebrating student successes for the year
- Other opportunities for parental involvement include sporting events and carnivals, seniors graduation, cultural events (school musical) and education conference
- Regular communications through its text messaging facility and Facebook posts (many which receive over 5000 hits).
- SET-P, OP and QCE preparation and subject selection evenings.

- Extensive consultation processes for students with disabilities and regular meetings with parents of students with very high needs. These consultations are often lead by the school HOSES and Guidance officer with the SupportWorx team.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. There has been a significant increase in the electricity usage. Although the water pipes are maintained there were still significant leakages consequently there has been an increase in water consumption at Emerald SHS.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 36,338 | 26,610 |
| 2013-2014 | 456,748 | 37,926 |
| 2014-2015 | 464,136 | |

*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

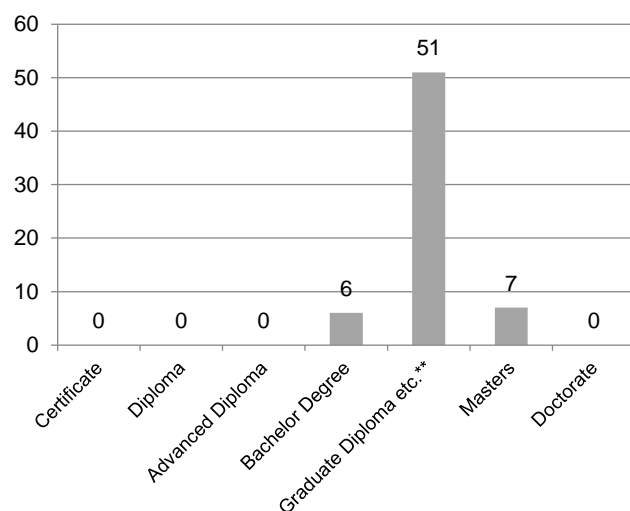
Staff composition, including Indigenous staff

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 | 64 | 34 | <5 |
| Full-time equivalents | 62 | 23 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 6 |
| Graduate Diploma etc.** | 51 |
| Masters | 7 |
| Doctorate | 0 |
| Total | 64 |



*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 \$53,000.00

The major professional development initiatives are as follows:

- Pedagogy – in particular Explicit Instruction
- Curriculum (through QCAA)
- Literacy in particular Spelling and Writing
- Vocational Education and Training
- Indigenous Education
- School Wide, Positive Behaviour Learning
- CQ3S NAPLAN data analysis
- Beginning Teacher mentoring program

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% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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

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). | 88% | 87% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 79% | 74% | 82% |

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%.

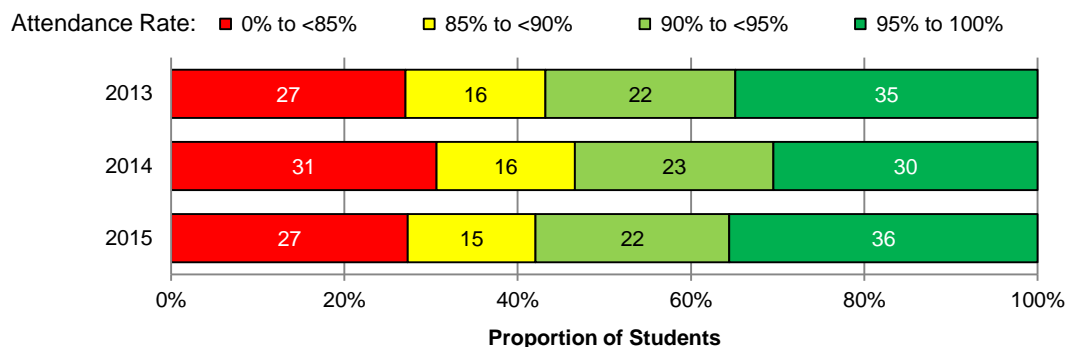
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | | | | | | | | | 92% | 88% | 86% | 84% | 89% |
| 2014 | | | | | | | | | 90% | 88% | 87% | 85% | 86% |
| 2015 | | | | | | | | 90% | 92% | 87% | 87% | 88% | 87% |

*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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- Student rolls are marked electronically at the beginning of every lesson using ID Attend (5 times per day – Pastoral Care (PC) 8:50am, period 1 – 9:00am, period 2 – 10:55am, period 3 – 12:05pm, period 4 – 1:50pm).
- All suspected cases of truancy (i.e. a student missing from class, when they have been sighted or previously marked present for the beginning part of the day) are reported to the office IMMEDIATELY. Students who are absent from PC will have a text message electronically sent to their parent/carer on each school day informing them that their child is absent, to which the parent is able to reply to the text to explain absence.
- All students with <85% attendance are case managed by DPs, Year HODs and Heads of Year (HOYs).
- Students with >95% attendance receive rewards from HOYs ranging from Vivos and chocolates to special lunches.
- Attendance rates published to staff regularly on school page and on newsletter.

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

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. | 87% | 78% | 86% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 41% | 38% | 43% |
| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
| Number of students receiving a Senior Statement | 98 | 98 | 106 |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|---|------|------|------|
| Number of students awarded a Queensland Certificate of Individual Achievement. | 1 | 1 | 0 |
| Number of students receiving an Overall Position (OP) | 34 | 37 | 43 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 14% | 0% | 33% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 21 | 18 | 14 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 88 | 96 | 103 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 87 | 94 | 101 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 92 | 95 | 106 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 86% | 100% | 100% |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 79% | 65% | 77% |
| 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% | 99% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 86% | 88% | 89% |

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 | 6 | 8 | 13 | 7 | 0 |
| 2014 | 7 | 9 | 8 | 13 | 0 |
| 2015 | 8 | 14 | 11 | 9 | 1 |

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 | 55 | 87 | 6 |
| 2014 | 56 | 94 | 6 |
| 2015 | 68 | 99 | 24 |

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

Types of VET qualifications completed by our students

- Certificate I Furnishing
- Certificate I Engineering

- Certificate I Business
- Certificate I Information Digital Media and Technology
- Certificate II Workplace Practices
- Certificate II Automotive Servicing Technology
- Certificate II Information, Digital Media and Technology
- Certificate II Business
- Certificate II Hospitality
- Certificate III in Fitness

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.

Students who leave Emerald SHS early are predominantly accessing fulltime work or fulltime apprenticeships. **Support Worx** offers students opportunities to engage in Work Experience, Work Placement and School Based Apprenticeships while still at school which provides students an opportunity to transition into the Workforce, particularly in a student is at risk of failure. In 2015 there were a number of early leavers who moved to coastal and South East locations.