



Emerald State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Emerald State High School caters to students from Years 8 to 12, and also provides facilities for Special Education students via the Special Education Program attached to the school campus. Emerald High offers a diverse range of subjects to cater for the varied needs of both its students and the needs of the wider community. The school has an experienced team of staff dedicated to providing students with quality educational outcomes in line with Education Queensland's policy framework. The School's Curriculum consists of Foundations First in Years 7 8 and 9, and senior schooling commencing in Year 10. Cross-curricular priorities include: literacy, numeracy, Indigenous Perspectives and information and communication technology. We also have a large number of students doing vocational education within their learning and many students are actively involved in the community through various work placements and school-based traineeships or apprenticeships. Emerald SHS is well known for its extensive array of senior subjects and senior school pathways. Our vision is to have improved outcomes in opportunity, engagement, achievement and personal development. Our mission is to achieve success for all through better alignment between expectations and the effort made to achieve it. WELLNESS, SUCCESS, WISDOM.

Principal's Forward

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 2016 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 2016

Explicit Improvement Agenda at ESHS 2016

Expectations to Maximise Student Outcomes

Engagement: (Student, Parent, Community)	Key Strategies	Progress
At ESHS, we expect all staff to: <u>Consistently</u> 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.	Implemented and all staff trained in Classroom Management skills
	Develop a Junior School team to implement a Junior school well-being program	Implemented as a 70 min per week lesson
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%	Achieved
	Implement homework class and awards evenings for Indigenous students	Awards evening implemented
	Parent engagement about attendance through all school communication lines especially accessing parent smartphones	QPARENTS App introduced to school
Targets	Average Attendance 91% < 10% students with < 85% attendance Indigenous Attendance <5% Gap >83% parents think behaviour is well managed	

Pedagogy	Key Strategies	Progress
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<p>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>)</p>	All pedagogy observations and teacher DPP processes linked to ESHS 5 Pedagogical Standards of Practice (SOPs)	Achieved by term 3, 2016
	The 5 SOPs (<i>Clear Introduction, Literacy, Checking for Understanding, Engagement and Review</i>) displayed in every classroom	Achieved Term 3 as per Successful Priority Support review
	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 was completed successfully</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 was completed by the leadership team.</i>
	All teachers to participate in differentiation strategies for students in U2B. As per ESHS Beginning Teachers Program	<i>This was completed with a focus on "Honours" classes, but more work needs to be done in 2017</i>
<p>At ESHS, we expect all teachers to: Integrate essential literacy or numeracy teaching strategies where they identify student achievement is affected by limitations in either of these areas</p>	Implement an intensive professional development program to improve Numeracy levels for U2B students and Maths A students.	<i>Implemented and Upper 2 bands numbers rose 7% in Year 7 and 9% in Year 9</i>
	Implement and review the newly revised 2016 ESHS Literacy and Numeracy programs	<i>Mental Maths & reading programs introduced. ESHS NAPLAN results improved in reading and numeracy</i>

Targets	50% JS Students with A/B for: Achievement Numeracy 20%>	Upper Two NAPLAN Bands: Literacy Strands 20%,	
	100% Students receive QCE with QST A or B	80% Yr 12 achieve OP 1-15	50% Students
	>98% Teachers participating in SOPs PD Program: and feedback:	>98% of Teachers receiving lesson observation, coaching	

Communication:	Key Strategies	Progress
<p>At ESHS, we expect all teachers to:</p> <ol style="list-style-type: none"> Work in teams Avoid working in a silo without support structures 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	Explicit improvement teams created and met once per month
	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)	Line management teams reviewed & implemented successfully with team targets
	Operate curriculum engagement program such as Deadly choices, AITAP, Indigenous Awards Evening and deadly choices	All implemented successfully in 2016
<p>At ESHS, we expect all teachers to demonstrate data literacy: by accessing and analysing OneSchool class dashboard, CQ3S, and Data source materials</p>	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	Not implemented deferred to Term 3, 2017

Targets	Average Attendance 91%	% Students with < 85% attendance: < 10% students	%
	JS Students with A/B for: Behaviour 85%, Effort 85%	>95% or Yr 12 Graduates Earning or Learning	
	Indigenous achievement Outcomes >5% Gap		

Version: 2016/1

Future Outlook

Explicit Improvement Agenda at ESHS 2017 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 : (A) Positive Behaviour Learning (PBL) (B) Essential Skills in Classroom Management (ESCM) (C) Consistency in application of Behaviour management procedures as outlined in RBP. At least one observation / walkthrough per term	<9		<7	
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 for Indigenous students.		<5		<5
	Parent engagement about attendance through all school communication lines especially accessing parent smartphones	Throughout 2017			
At ESHS, we expect all teachers to: 1. Work in teams 2. 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 Operate curriculum engagement programs such as Wellbeing classes, Deadly Choices, AITAP, Year camps	Throughout 2017			
Targets	Average Attendance 90%		< 10% students with < 85% attendance		
	Indigenous Attendance <5% Gap		>85% staff & parents think behaviour is well managed		
	< 10% Students with < 85% attendance:		>85% Graduates Earning or Learning		
	Indigenous achievement Outcomes <5% Gap				

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 teachers to participate in a SOPs professional development program including peer observations and walkthroughs (PSR Action Plan). HOD/DP/Principal observation (HODs share teachers evenly) includes pre and post conversation coaching model (Based in Standards of Practice)	<5		<5	
		At least 1 observation per semester			

At ESHS, we expect all teachers to: Integrate essential literacy or numeracy teaching strategies where they identify student achievement that is affected by limitations in either of these areas	Implement and review the newly revised ESHS Literacy and Numeracy programs to improve U2B and OP 1-15 results	<8		<7	
	All teachers to participate in differentiation training for students. <i>As per ESHS Beginning Teachers Program</i>	Visible every lesson			
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			<5	
Targets	50% JS Students with A/B for: Achievement 100% Students receive QCE >98% Teachers participating in SOPs PD Program: feedback: 50% Students with QST A or B Science Upper Two NAPLAN Bands: Literacy Strands 20%, Numeracy 20% 80% Yr 12 achieve OP 1-15 >98% of Teachers receiving lesson observation, coaching & feedback: >92% of students achieving "C" or above in English, Maths & Science				

Version: 2016/1

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Year 7 - Year 12
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	673	340	333	48	91%
2015*	772	372	400	63	89%
2016	744	366	378	53	88%

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.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview



Emerald State High School has a multicultural population of 760 students which includes 60 Indigenous. 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 the largest 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	22
Year 11 – Year 12	17	18	17

*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.

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.

Co-curricular 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 and was selected as one of two Australian school bands to compete in the Pacific Basin School Bands festival. 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 Academy, Touch, Netball, Tennis, Soccer, Athletics and Cross-Country
- AITAP 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 homework 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 Assist Learning

The school's 4 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.

Junior Secondary students may use iPads, windows laptops or Android devices as part of the school's Bring Your Own Device (BYOD) program to support their learning. Senior Secondary students are encouraged to join the Laptop Program which allows them to access a Laptop. 2016 is the last year the laptop program will run because of growing replacement issues. Hence the school is moving to promote its BYOD program along with the development of mobile computer labs.

Social Climate

Overview

Emerald SHS is committed to a Positive Behaviour language (PBL) program, quality teaching, and inclusive programs. 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 2016 ESHS identified its school-wide positive behaviour learning program as a key improvement priority for the next 4 years.

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 e.g. regular mental health surveys
- Well-being classes, guest speakers, motivational media, extra-curricular activities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	85%	84%	84%
this is a good school (S2035)	92%	84%	86%
their child likes being at this school* (S2001)	87%	91%	90%
their child feels safe at this school* (S2002)	88%	80%	93%
their child's learning needs are being met at this school* (S2003)	84%	88%	83%
their child is making good progress at this school* (S2004)	87%	84%	84%
teachers at this school expect their child to do his or her best* (S2005)	96%	91%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	87%	89%
teachers at this school motivate their child to learn* (S2007)	84%	84%	79%
teachers at this school treat students fairly* (S2008)	82%	81%	83%
they can talk to their child's teachers about their concerns* (S2009)	96%	91%	91%
this school works with them to support their child's learning* (S2010)	84%	84%	82%
this school takes parents' opinions seriously* (S2011)	88%	77%	82%
student behaviour is well managed at this school* (S2012)	81%	72%	67%
this school looks for ways to improve* (S2013)	93%	77%	87%
this school is well maintained* (S2014)	94%	74%	82%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	97%	90%
they like being at their school* (S2036)	95%	92%	87%
they feel safe at their school* (S2037)	93%	94%	94%
their teachers motivate them to learn* (S2038)	91%	92%	91%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	88%	89%
teachers treat students fairly at their school* (S2041)	83%	79%	76%
they can talk to their teachers about their concerns* (S2042)	79%	80%	70%
their school takes students' opinions seriously* (S2043)	79%	80%	73%
student behaviour is well managed at their school* (S2044)	74%	67%	69%
their school looks for ways to improve* (S2045)	89%	88%	87%
their school is well maintained* (S2046)	89%	75%	74%
their school gives them opportunities to do interesting things* (S2047)	85%	92%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	79%	88%	85%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	81%	91%	88%
they receive useful feedback about their work at their school (S2071)	64%	74%	66%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	86%	78%
students are encouraged to do their best at their school (S2072)	94%	91%	83%
students are treated fairly at their school (S2073)	91%	91%	78%
student behaviour is well managed at their school (S2074)	68%	62%	61%
staff are well supported at their school (S2075)	51%	59%	63%
their school takes staff opinions seriously (S2076)	50%	64%	68%
their school looks for ways to improve (S2077)	87%	88%	85%
their school is well maintained (S2078)	81%	82%	63%
their school gives them opportunities to do interesting things (S2079)	79%	85%	78%

* 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

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 fortnightly 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 HOSSES and Guidance officer with the SupportWorx team.

Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. Programs such as Well-being classes, Rock and Water, Work experience, Motivational Media, Year level camps focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	122	199	182
Long Suspensions – 6 to 20 days	18	5	18
Exclusions	3	2	3
Cancellations of Enrolment	2	10	11

* 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.

Environmental Footprint

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 decrease in the electricity usage. An extensive maintenance program on leaky water pipes conducted by the grounds officers and BAS has reduced water consumption in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	456,748	37,926
2014-2015	464,136	
2015-2016	398,159	31,629

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	62	34	<5
Full-time Equivalents	60	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate Diploma etc.**	47
Bachelor degree	7
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$60,000.00

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
- Positive Behaviour Learning
- Essential Skills in Classroom Management
- High Performing Teams
- CQ3S NAPLAN data analysis
- Beginning Teacher mentoring program
- Peer observations

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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	82%	81%

*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 2016 for all Queensland Secondary schools was 90%.

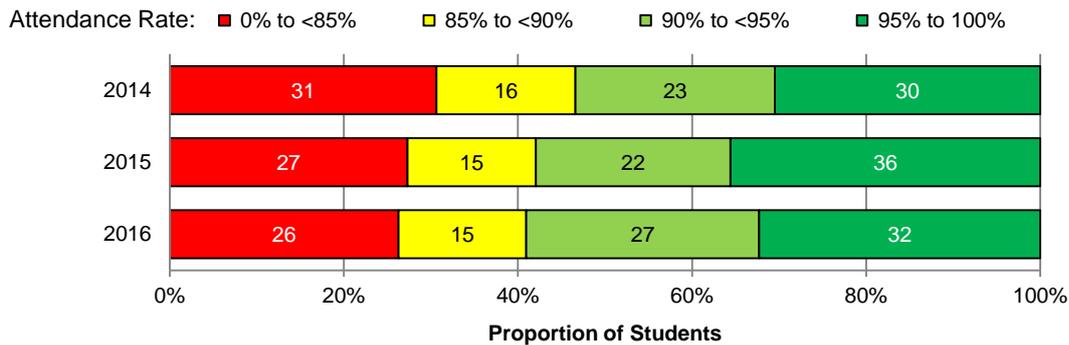
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	88%	87%	85%	86%
2015								90%	92%	87%	87%	88%	87%
2016								91%	88%	88%	85%	88%	89%

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- 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.
- School administration will drive around local school area for reports of students truanting.
- School administration liaise with local businesses to ensure they report students who are out of school.

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

GO

Sector:

Government

Non-government

SEARCH

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	2014	2015	2016
Number of students receiving a Senior Statement	98	106	99
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	37	43	36
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	14	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	96	103	94
Number of students awarded an Australian Qualification Framework Certificate II or above.	94	101	93
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	95	106	96
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	65%	77%	58%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	89%	96%

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
2014	7	9	8	13	0
2015	8	14	11	9	1
2016	4	7	10	13	2

As at 3rd February 2017. 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
2014	56	94	6
2015	68	99	24
2016	55	92	5

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	86%	81%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	43%	44%	

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.emeraldshs.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 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 2016 there were a number of early leavers who moved to coastal and South East locations.

Conclusion

During 2016, ESHS completed an extensive school review and embarked on a program of school improvement in two key areas:

1. Engagement of student, staff and parent especially through Positive Behaviour Learning
2. Implement 5 classroom Standards of Practices (SOPs) to reduce teaching and learning variances between the different year level and subject classes across the school

The school has a clear and narrow focus for the next 4 years.