

Our school at a glance

Note 1. Unless denoted by (Recommended), all items are required to be included in the 2007 School Annual Report.

Note 2. To use the template insert your school information by typing into the shaded area.

Note 3. Ensure that all red text is deleted before publishing on the web.

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Principal's foreword

Introduction

CURRICULUM OFFERINGS –

Emerald SHS has established a curriculum that is broad, relevant and engaging. The “subject” offerings across the school are infused with specific attention being paid to “Literacy”, “Numeracy”, “ICT’s For Learning”, “Health Promotion”, “Enterprise Education”, “Active and Reflective Citizenship”, “Future Perspectives”, and “Indigenous Perspectives”.

Emerald SHS offers a comprehensive co-curricular program for sporting, cultural and social learning. This program includes instrumental music with symphonic, jazz, and rock bands, representative sports, visual and performing arts, and multicultural activities.

Emerald SHS has 70% of its classrooms internet enabled. The ratio of computers to students is less than the 1 computer to every 5 student ratio. There are three classrooms set up for fully interactive whiteboards.

SCHOOL CLIMATE –

Emerald SHS is committed to school-wide positive behaviour, quality teaching, and inclusive programs, policies and procedures.

STAFF PROFILE –

Emerald SHS has 46 teaching staff and 24 non-teaching staff. There is one principal, 2 deputy principals, 5 heads of department, 1 head of special education services, 1 guidance officer, 1 school based youth health nurse, 1 youth support coordinator, 1 chaplain, 1 access to pathways officer, 1 workplacement officer.

PERFORMANCE OF OUR STUDENTS –

Students at Emerald SHS perform well in academic, vocational, sporting and cultural areas of the curriculum. We are currently in the process of implementing a performance culture focusing on student access to programs, participation in programs, achievement of good results, and wellbeing.

Our school at a glance

Future outlook

There are numerous outcomes presented in this report. Emerald SHS is focussing on student achievement in subjects across the curriculum and performance in state-wide tests such as the Queensland Core Skills Test. Our goal is to gain sustainable continuous improvement in these as we have achieved over the past four years. Staff at the school are employing targeted strategies to promote this improvement. In Semester 2008 we will be trialling a new middle school curriculum – “Foundations First” which embeds all the essential learnings for Years 8 and 9, and “Windows and Doors” which is made up of preparatory courses for the senior school for our Year 10’s.

School Profile

Total student enrolments for your school: 621

Year levels offered: Years 8 to 12

Coeducational or single sex: Co-educational

Curriculum offerings

Our distinctive curriculum offerings

In the Middle Phase of Learning (Years 8 to 10) we offer semester units in 8 Key Learning Areas. Each unit is targeted at a level in the KLA Syllabus: Level 5 for Years 8 and 9, Level 6 for Years 9 and 10, and Level 7 for those students who have advanced to the point where they are preparing for subjects in the senior school. Students select 6 semester courses over 3 years of study. They select the KLA’s they need and want to study, and they select at the appropriate level for them within the KLA’s. Each unit is also highly contextualised so that students may also consider what they are interested in knowing more about when they select their units. We call our Middle School curriculum “Individual Pathways” to denote each students’ capacity to select their own course through the first 3 years of secondary schooling.

In the Senior Phase of Learning (Years 10 to 12) we offer as many possible combinations of Authority, Authority Registered, and Stand Alone Vocational Subjects as we can. We offer 6 “lines” of subjects for the students to select from. We also offer studies through Schools of Distance Education, the Virtual Schooling Service and Off-Site Vocational Learning. We call our Senior School Program “WISE – Workplace, Industry and Schools Enterprise” to denote our participation in schooling and future pathways.

One tenth of each week is dedicated to extended learning in areas of particular interest including: Literacy, Numeracy, ICT’s for Learning, Enterprise Education, Health Promoting Schools, Active and Reflective Citizenship, Indigenous Perspectives, Work Education, Personal Development, Driver Education, QCS Test Preparation etc.

Extra curricula activities

The school has a “Camp Week” at the end of Semester 1. In this week students have the opportunity to attend tours such as: Sports, Arts and Culture, Leadership, Year Level, “Survivor”, “Anzac” etc. All of these tours are designed to allow the students to experience and develop in

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areas of their choice.

The school has a strong commitment to a sports program which includes school, community, interschool, district, regional, state, and sometimes national competition.

The school has a strong commitment to creativity and culture and this is demonstrated through: instrumental music programs including symphonic, jazz, ensemble and rock bands, art and drama competitions and projects, indigenous programs.

The school has a strong commitment to community and society as evidenced by the many partnerships, programs and projects we cooperate in across our community.

How computers are used to assist learning

The school has 3 “computer laboratories” in which whole classes of students can use ICT’s as part of their learning and assessment.

70% of our classrooms are connected to the school’s network resources and the internet. This allows any teachers to use computers as part of their learning program in their classroom.

The school has 3 “Interactive White Board” classrooms where students can interact with each other, the teacher and the world through the internet.

The school has a number of digital, still and video cameras, editing capacities, as well as broadcasting (including podcasting and vodcasting) capacities that are used to complement the computer infrastructure.

Teachers and students maintain digital portfolios of teaching, learning, assessment and reporting materials.

The school uses intra and internet facilities for communication functions in school administration, teaching and learning.

Social climate

Emerald State High School welcomes students from all aspects of our society. The school has a rich and valued diversity in its workforce, the students that attend the school, and their family backgrounds. The school is recognised for its commitment to health and safety, in particular it has strong anti-bullying policies and programs it couples with just as strong positive school behaviour and positive relationships policies and programs. The school is committed to having and maintaining a pleasant working environment as evidenced by the well maintained buildings and grounds. In 2007 88% of parents and 78% of students expressed some level of satisfaction with the school's climate.

Involving parents in their child’s education.

Emerald State High School actively seeks and welcomes parental involvement in their child’s education. We have clearly defined communication channels that ask for parental opinion, both concerned and accolade opinion, through paper, telephone and internet channels. The school invites parents to “meet and greet” evenings where parents can meet the staff in a social setting, to reporting and unit selection evenings. Parents are encouraged to be actively involved in

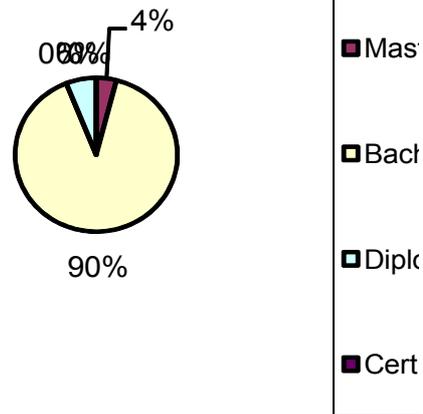
Our school at a glance

activities such as tours and camps, culminating events in units of study, entertainment evenings, cultural events, sporting events, school planning evenings, and education conferencing.

Our staff profile

Qualifications of all teachers.

Doctorate	0
Masters	4
Bachelor degree	90
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$26369.27 .

The major professional development initiatives are as follows:

Attendance at external professional development and training conferences, seminars and workshops.

Internal professional development and training seminars and workshops.

Internal induction and training programs.

Membership of professional associations.

Peer Learning Circles

The involvement of the teaching staff in professional development activities during 2007 was 100 %. However only 80% of teaching staff recognised and identified that they had been engaged in the following professional learning and development activities:

Network activities

Conference/seminar/workshop

Coaching or mentoring activities

On-line professional learning

Average staff attendance

Our staff profile

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year 78 % of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 88 %.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	70 %
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Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	80
Percentage of Overall Position (OP) -eligible students with OP 1-15	49 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	66 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	94 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	89 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2007 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

Other Key Outcomes

Value added

Emerald State High School has been able to provide secondary education in general and academic studies in a broad range of subjects, and, a vocational education and training program that covers many industries and businesses. This formal curriculum program is complemented by a co-curricular program that values creativity, health, sport, cultural and social participation and learning. The school is developing a strong safety and positive behaviour ethos in which all students may learn. This means that staff and students at this school are not disadvantaged by the remote nature of the school.

Performance of our students

Parent, student and teacher satisfaction with the school

More than 90% of parents and 80% of students have indicated some level of satisfaction in that students are receiving a good education at this school, and that this is a good school. Staff at the school are overwhelmingly satisfied that this is a good place to work.