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Principal's foreword

Introduction

CURRICULUM OFFERINGS -

Emerald SHS has established a curriculum that is broad, relevant and engaging. The school has implemented two (2) new programs being Foundations First [Year 8-9] and Windows and Doors (Year10) The subject offerings across the school are infused with specific attention being paid to *Literacy, Numeracy, ICTs 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 1:5. There are three (3) classrooms set up for fully interactive whiteboards plus a class set of *iPods* and accessories

SCHOOL CLIMATE –

Emerald SHS is committed to school-wide positive behaviour, quality teaching, and inclusive programs, policies and procedures. The Responsible Behaviour Plan at Emerald SHS has committed to creating and maintaining first rate conditions for learning. This 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; Safety, Effort, Respect and Self Responsibility.

STAFF PROFILE –

Emerald SHS has forty-six (46) teaching staff and twenty-four (24) non-teaching staff. There is a principal, two (2) Deputy Principals, six (6) Heads of department, one (1) Head of Special Education Services, one (1) guidance officer, one (1) school based Youth Health Nurse, two (2) Chaplains, one (1) Access To Pathways Officer, one (1) Work Placement Officer, two (2) Grounds and Facility Officers

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.

Future outlook

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, NAPLAN and QCATs. Our goal is to gain sustainable continuous improvement in the QCS test as we have achieved over the past four years. We aim to progressively improve on our initial benchmark NAPLAN results.

Staff at the school is employing targeted strategies to promote this improvement. Emerald SHS has implemented the new Middle School curriculum – “Foundations First” which embeds all the ‘Essential Learnings’ and ‘Ways of Working’ for Years 8 and 9.

The Year 10 curriculum “Windows and Doors” comprises preparatory courses for the senior school with new certificate courses implemented.

The Senior School has demonstrated a 27% improvement in the OP 1-15 category. The number of students receiving a SAT or awarded one or more of the following: QCE, IBD, VET qualification has significantly improved. 74% of year 12 students received a QCE which was above the state average.

Our school at a glance

School Profile

Total student enrolments for this school: 648

Year levels offered: Year 8 to year 12

Coeducational

Curriculum offerings

Our distinctive curriculum offerings:

In the Middle Phase of Learning (Years 8 – 9) students were offered semester units in eight (8) Key Learning Areas. The program called 'Foundations First' focuses on implementing the 'Essential Learnings' and 'Ways of Working' to every student. Students study six (6) units each semester.

English, Maths and Science are sequential units run over the two (2) years. The other KLA based units are selected by the student and can be completed any semester in the two (2) year phase.

In Year 10 a new curriculum program called 'Windows and Doors' gave the students an opportunity to develop the specific skills required for Year 11 and 12 subjects. Year 10 students complete their Senior Education Training Plan (SETP) in Term 3.

In the Senior Phase of Learning (Years 11-12) we offer as many possible combinations of Authority, Authority Registered and Stand Alone Vocational Subjects as we can. We offer six (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, ICTs 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 areas of their choice. In most instances these camps expose the students to best practice state-wide in a variety of areas.

The school has a strong commitment to a sports program which includes school, community, Inter-school (district, regional, state), and sometimes national competition. The school hosted an all school's rugby carnival that attracted over 200 participants and was a great success.

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

The school musical '*Pirates of Penzance*' was a great success that linked music, dance and drama. The school is in preparation for the implementation of Dance as a Senior subject in 2009. Dance is currently offered as an Extra-curricular activity.

The school has a strong commitment to community and society as evidenced by the many partnerships, programs and projects we cooperate in and across our community. These programs are primarily led and managed through a very proactive student council.

Emerald SHS has fully implemented the "Smart Moves" agenda with all students in Year 8 - 9 completing at least two (2) hours of physical activity each week. The program includes a wide variety of activities that both teachers and students find engaging and active.

Two (2) students have been recognised in the Creative Generations as an 'on stage' participant and a Ministers Excellence Award for Art.

How computers are used to assist learning:

The school has three (3) "computer laboratories" in which whole classes of students can use ICT's as part of their learning and assessment.

Nineteen (19) classrooms have ceiling mounted data projectors, wall speakers and pull down screens to aid in the facilitation of ICT based lessons in school classrooms.

70% of our classrooms are connected to the school's network resources and the internet. This allows teachers to use computers as part of their learning program in their classroom. The school has three (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 with editing capacities. The school has sixteen (16) iPods and attached peripherals to aid in recording and 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.

Students have increased usage of personal and school based laptops in ICT integrated classes. School policy has reflected this new trend with student and staff expectations to include safe practices.

Our school at a glance

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 equally 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 2008 60% of parents expressed satisfaction with their child's happiness to this school. In 'Green & Healthy Schools' Regional competition our school was recognised for its 'Smart Moves' program and community partnerships. The school enhanced Indigenous Partnerships through the establishment of a Multicultural room and Indigenous camp for cultural infusion. School pride has been enhanced through an artist in residence workshop that designs and creates murals in the school.

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. Parents are invited to reporting and unit selection evenings and are encouraged to be actively involved in activities such as:

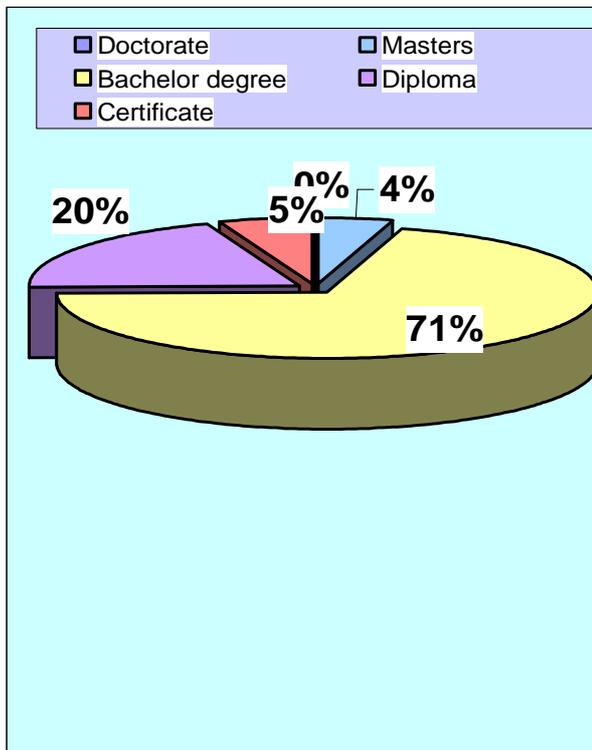
- tours and camps;
- culminating events in units of study;
- entertainment evenings;
- cultural events;
- sporting events;
- school planning evenings;
- awards night;
- education conferencing; and
- Graduation

The P&C is an active parent body of the school's community that operates a health promoting tuckshop to support school initiatives with money. These include camps, building programs and support for regional, state and national representatives.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	64
Diploma	18
Certificate	5



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 were \$44,506.27.

The major professional development initiatives are as follows

- Behaviour Management
- Inclusive Education Queensland
- KLA/ Subject Specific
- Leadership
- Learning Support

The involvement of the teaching staff in professional development activities during 2008 was 88%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 82% of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 85%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	562
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 91 %
Writing	Average score for the school	534
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 70 %
Spelling	Average score for the school	556
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 79 %
Grammar and Punctuation	Average score for the school	551
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 83 %
Numeracy	Average score for the school	548
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 89 %

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

77 %

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.

91

Performance of our students

Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	68
Number of students awarded one or more Vocational Education and Training (VET) qualifications	72
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	21
Number of students receiving an Overall Position (OP).	29
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	76 %
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	92 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	95 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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 incorporated into this Report in September.

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 was complemented by a co-curricular program that values creativity, health, sport, cultural and social participation and learning. The school perceived an increased need for VET in line with community access and availability and has implemented subjects for 2009.

These include Certificate I in Mining and Infrastructure and Certificate II in Space and Measurement. 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.

Parent, student and teacher satisfaction with the school

Staff at the school are overwhelmingly satisfied that this is a good place to work. More than 92% of staff believe that their skills enable them to make a worthwhile contribution to the school. 70% of staff are happy working at this school. 80% of parents strongly agree that the school offers a variety of activities to their children, while over 73% are happy with the facilities.

78% of students believe that this is a good school. Parents, teachers and students all believe that the school provides many opportunities to further educational, cultural and sporting outcomes both in the school and on completion of schooling.