


QUEENSLAND STATE SCHOOL REPORTING - 2009

Emerald State High School (2122)

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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 2008 goals and the schools future outlook. We profile the school cohort and curriculum offerings including extra-curricula 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.

There are currently 645 students enrolled across years 8 – 12 with a teaching cohort of 50 teachers comprising a Principal, 2 Deputy Principals (Middle and Senior School), 6 Heads of Department and a HOSES for the Special Education Program. Support staff include an itinerant Guidance Officer, 2 Chaplains, a School Based Youth Health Nurse, Teacher Aides a Community Education Councillor, ITAS Tutors, Facilities Officers, ICT Technician, Laboratory Technician, Business Services Manager and Administrative Staff. All staff are dedicated to student improvement and make this the main focus of their business.

Emerald SHS Senior School performance continues to improve in the 1 -15 OP band with more than 72% of the cohort in this range while the Middle School focus through the school improvement agenda initially focused on Mathematics, it now encompasses all KLA areas. The school continues to grow in the vocational education area with numbers of students engaging in work experience/placement and school based apprenticeships/traineeships growing.

In 2009 Emerald SHS adopted the school wide positive behaviour support program as a means of fostering good behaviour in classrooms which in turn leads to positive learning experiences and improved performance. Students, staff and the community have embraced the concept and students have now learnt and practice the 5Ps – Positive, Participate, Polite, Prepared and Punctual as the school's rules. These measures were taken to address our School Disciplinary Absences.

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 2009

School targets for 2009 included:

90% of students achieving a pass in their subjects across the school. In working toward this goal the school initiated an improvement strategy called "Teaching 101" whereby teachers explicitly identified and displayed the lesson objectives which was referred to during the lesson e.g. introduction, review. All classroom activities were centred around achieving the lesson objective. Classroom goals and individual student goals were negotiated, recorded and reviewed for each student in their subjects. Explicit teaching of concepts e.g. calculator use and higher order thinking skills were a prerequisite for every class.

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Improved performance on the QCS against the state mean – attained by explicitly teaching the Common Curriculum Elements from year 8 which was embedded in all lessons and assessment. Students were exposed to all aspects of the QCS test through timetabled curriculum enhancement lessons focusing on literacy and numeracy. Students engaged in actual test stimulations which were marked and feedback discussed with them.

5% improvement in NAPLAN & QCAT tests – data not yet available although class results indicate improvement. Initiatives included intervention support, homework tasks mirroring NAPLAN and QCAT and practising under test conditions.

Future outlook

The school's future focus is multifaceted in line with Education Queensland's strategic direction as follows: School Improvement Agenda – based on the 2008 NAPLAN mathematics results an improvement agenda for Emerald SHS focused on improving Numeracy results. This concept has now expanded to encompass every subject in every year level – *every student, every day, in every classroom is learning and achieving* Closing the Gap – improving indigenous achievement and retaining students to year 12 certification through professional development and community engagement. To this end the school has nominated to join the EATSIPS project in Term 3.

Teaching & Learning Audit – Linked to the school improvement agenda, the audit identifies 8 areas of improvement for the school with a view to having attained an Outstanding or High result in all 8 dimensions by 2011. Currently the school has 2 x High and 6 x Medium results. Collaboratively, staff developed a clear plan forward and we work toward achieving the set standard.

Developing a Performance Culture – every staff member identifies EQ's strategic requirements and individual subject specific requirements they need developing in, plan how to attain them and apply for professional development opportunities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8 - 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
635	332	303	79%

Characteristics of the student body: The gender break down per year level is as follows:

Year	Male	Female
8	52	67
9	68	63
10	76	61
11	61	70
12	46	71

Emerald State High has a multicultural population with 53 indigenous students, 34 New Zealand and Pacific Islander students and 31 students with English as their second language (ESL) predominately from the Philippines, and South Africa.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	23	82%	76%	6%	18%
Year 11 – Year 12	14	94%	94%	0%	6%
All Classes	18	87%	84%	4%	13%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	89
Long Suspensions - 6 to 20 days	9
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Curriculum at Emerald State High builds in a sequential nature as students progress through their schooling, tailoring their education to their identified career pathway.

In Years 8-9 students undertake their curriculum through *Foundations First* which aligns with the Queensland Curriculum and Assessment Reporting Framework.

In Year 10 the Windows and Doors program focuses on teaching the knowledge and skills necessary for the successful transition into the Senior Phase of Learning in Years 11-12.

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 compliment 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 – student led charitable fundraising for local, national and international humanitarian purposes

Instrumental Music Program – encompasses Symphonic and Jazz and Rock bands which perform at regional and state level with success. 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

Opti-Minds – affords students the opportunity to challenge themselves in problem solving and public speaking

ATAP Challenge – allows indigenous students to experience problem solving challenges

Camp Week – occurs at the end of Semester 1 and offers an alternate curriculum program that encompasses team building and leadership challenges as well as social and cultural awareness outside of Emerald

Cultural Showcasing – annual Art Show in the town gallery, Creative Generations recognising students *on stage* in Brisbane for singing and dance.

How Information and Communication Technologies are used to assist learning:

The school's 3 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.

There are 19 classrooms equipped with roof mounted data projectors with surround sound that link to teacher computers for curriculum delivery. There are also 3 interactive whiteboards in classrooms.

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

There are 16 *ipods* available for student use in classroom activities.

Our school at a glance

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.

The school has a strong support network for students including a guidance officer 3 days a week 2 school chaplains over the week, a school based youth health nurse 2 days a week, and a community education councillor daily

Parent, student and teacher satisfaction with the school

Of those parents randomly surveyed, 60% are satisfied that their children are getting a good education at Emerald SHS, while 55% of students believe they are getting a good education.

Of those same parents, 76% are satisfied with Emerald SHS as their child's school.

Staff at Emerald SHS have indicated a 65% satisfaction level with access to professional development opportunities relevant to school and systemic initiatives. Parents' response has shown some results are now similar to the state. Student results need further unpacking and will investigate through the SRC

68% of staff indicated their satisfaction with Emerald SHS in terms of staff morale. Students had a positive response to Student Outcomes and Learning Climate remaining comparable to the state for two years.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	60%
Percentage of students satisfied that they are getting a good education at school	55%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	68%

Involving parents in their child's education.

Emerald SHS has an active P & C Assn 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:

- Meet and Greet BBQ with a view to putting a face to a name for the teachers of their children.
- School assemblies to celebrate student successes, special ceremonies such as Senior Leader Induction, ANZAC Day Commemorative assembly
- Parent/Teacher reporting evenings where they are able to discuss their child's education with the teachers.
- Positive Postcards to identify successes
- The school's newsletter is sent home as a hard copy at the beginning of each term and is up loaded to the school's website each fortnight on publication.
- 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
- SET-P and subject selection evenings

Our staff profile

Staff composition, including Indigenous Staff			
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	60	32	<4
Full-time equivalents	57	22	<4

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	4
Bachelor degree	54
Diploma	2

Masters Bachelor degree Diploma

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$45,871.86

The major professional development initiatives are as follows:

Curriculum

- Subject specific training eg Queensland Studies Authority workshops for syllabus implementation,
- Developing subject specific assessment instruments,
- Vocational Education Training - Trainer & Assessor Certification
- Inclusive Education Training for those teachers working with Special Education Program /Gifted and Talented students and network meetings
- Literacy/Numeracy training
- Learning Support - network meetings
- Sport - coaching accreditation

Leadership

- Train the Trainer – teacher registration requirements, Workplace Health & Safety, Code of Conduct, OnePortal, Purchasing Policy, MS Outlook

Behaviour Management

- Network meetings and skills acquisition for application in classrooms

These professional development activities occur through staff mentoring activities (Monday Plus Sessions) as well as attendance at registered training sessions.

The involvement of the teaching staff attending professional development activities during 2009 was 100% according to the school's PD register.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 82% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009		
The average attendance rate for the whole school as a % in 2009 was 84%		
Student attendance for each year level		
Year 8	Year 9	Year 10
88%	85%	83%
Description of how non-attendance is managed by the school		
<p>Non-attendance is managed in state schools in line with the DET 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.</p> <p>School rolls are marked 5 times a day at the beginning of each session commencing with PC (pastoral care) and the 4 curriculum lessons. Rolls are then returned immediately to the office for recording/reconciling on SMS. After PC parents of absent students are sent a text message and those who have absences of 5 consecutive days are referred to the Deputy Principal for follow up. Students caught truant through the day are reported to parents and Deputy Principal for investigation which results in impositions or other management strategies. PC teachers request explanatory notes from students on their return from absence if the absence is not explained and follow up with calls to parents in accordance with the school attendance policy.</p>		

Achievement – Years 9

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 in 2009	564	
	Average score for Australia in 2009	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	91%
		2009	92%
	For the school the percentage of students in the upper two bands	2008	11%
2009		15%	
Writing	Average score for the school in 2009	528	
	Average score for Australia in 2009	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	70%
		2009	81%
	For the school the percentage of students in the upper two bands	2008	12%
2009		8%	
Spelling	Average score for the school in 2009	551	
	Average score for Australia in 2009	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	79%
		2009	88%
	For the school the percentage of students in the upper two bands	2008	13%
2009		10%	
Grammar and	Average score for the school in 2009	558	
	Average score for Australia in 2009	573.5	

Performance of our students

Domain	Measures	Yr 9	
Punctuation	For the school the percentage of students at or above the national minimum standard.	2008	83%
		2009	88%
	For the school the percentage of students in the upper two bands	2008	11%
		2009	12%
Numeracy	Average score for the school in 2009		556
	Average score for Australia in 2009		589.1
	For the school the percentage of students at or above the national minimum standard.	2008	89%
		2009	95%
	For the school the percentage of students in the upper two bands	2008	4%
		2009	7%

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	87
Number of students awarded a Queensland Certificate Individual Achievement.	5
Number of students receiving an Overall Position (OP).	25
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	18
Number of students awarded one or more Vocational Educational Training qualifications.	66
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	58
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	65
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	72%
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.	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	6	9	6	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
22	58	2

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 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.