

Queensland State School Reporting – 2011

Emerald State High School (2122)



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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 2011 goals and the schools 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.

There are currently 613 (2012) students enrolled across years 8 – 12 with a teaching cohort of 52 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, 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 83% of the cohort in this range while the Middle School focus through the school improvement agenda has focused on improved Literacy outcomes for all students. 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.

Emerald SHS adopts 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 2011

Through a consistent approach to improving Literacy and Numeracy skills, particularly in the Middle School, students in Year 9 recorded improved results in NAPLAN across four of the five domains. Students recorded a 3% improvement in attendance across the school for the 2011 year. Teachers of English, Maths and Science are prepared for the implementation of National Curriculum into the Middle School from the commencement of 2012.

Future outlook

Quality Curriculum and Teaching

- Implement targeted initiatives (**Explicit Teaching of Reading**) to improve the performance of all students in Literacy, Numeracy and Science
- Implement the **Australian Curriculum** for English, Mathematics, and Science (Years 8-10) and continue implementation of QCARF
- Enhance the use of data to inform curriculum planning and teaching practice which supports **differentiated learning**

Quality Outcomes

- **Closing the Gap** (both Indigenous and Gender) through focus on **attendance**, achievement, attainment and **retention**
- School and Community Attendance Campaign - **Four More Through the Door**

A Quality School

- Promotion of Emerald SHS as the school of choice through the provision of **rich digital learning environments**
- Build positive behaviour, student well-being and resilience in the school community through the continued focus on School Wide Positive Behaviour Support (5Ps)

Quality Community Partnerships

- Implement parent and community engagement strategies that support improved student outcomes

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
596	301	295	86%

Characteristics of the student body:

Emerald State High School has a multicultural population with 51 Indigenous and 545 non-Indigenous students. We have students enrolling with New Zealand and Pacific Islander heritage and 32 students with English as their Second Language (ESL) predominantly from the Philippines and South Africa.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size	Class
Prep – Year 3		
Year 4 – Year 10	22.8	
Year 11 – Year 12	16.9	
All Classes	20.2	

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	46
Long Suspensions - 6 to 20 days	31
Exclusions	1
Cancellations of Enrolment	3

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. Intense planning is underway to implement National Curriculum in Years 8-10 in the areas of English, Mathematics and Science.

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 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 – 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

ATAP Challenge – allows indigenous students to experience problem solving challenges

Camps – occurs 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

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 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 3 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 24 hours a day.

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. As we move towards a one-to-one laptop program, there are 5 X 28 laptop pods available for class use (currently situated in the Resource Centre) as well as the purchase of 250 laptops ready for a take home option into 2012.

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. This is not reflected however in the Students' Opinion Survey results for their satisfaction with student behaviour at school.

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. Students also have access to 2 Workplace Liaison Officers 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 teacher satisfaction with the school

Of those parents randomly surveyed, 70% are satisfied that their children are getting a good education at Emerald SHS, with 71% of parents satisfied with the outcomes of their children.

51% of students indicated they are getting a good education and 53.4% indicated that Emerald SHS is a good school.

Of those same parents, 80% are satisfied with Emerald SHS as their child's school. Parents indicated an improved level of satisfaction, on the whole, with pedagogy and the learning climate for their students at Emerald SHS.

Staff at Emerald SHS have indicated a 5% increase in satisfaction with their access to support, resources and training to enable them to do their job well. 87% of staff agreed that their work skills enable them to make a worthwhile contribution to the school. 62% of staff indicated their satisfaction with Emerald SHS in terms of staff morale.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	51%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	44%
Percentage of staff members satisfied with morale in the school	62%

DW – Data withheld

Our school at a glance

Involving parents in their child's education

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:

- 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 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
- SET-P and subject selection evenings

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Due to regular checks on water pipes, there has been a considerable reduction in water consumption at Emerald SHS. An increase in the number of air conditioning units in the school has resulted in an increase in electricity consumption. This will be under review in the next year.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	338,046	9,314
2010	335,282	38,285
% change 10 - 11	1%	-76%

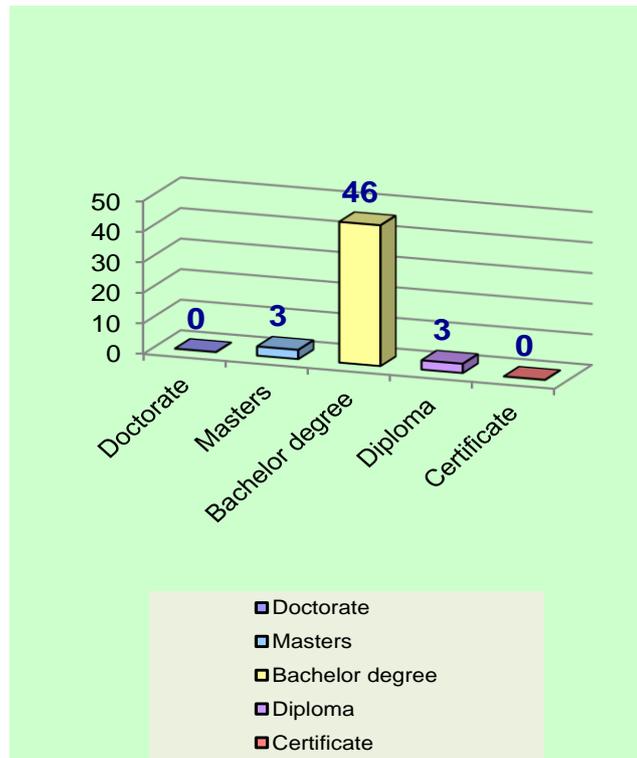
Our school at a glance

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	26	<5
Full-time equivalents	50	20	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	46
Diploma	3
Certificate	0



Our school at a glance

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$50 156.

The major professional development initiatives are as follows:

- preparation for implementation of National Curriculum
- Pedagogy
- Curriculum (through QSA)
- Literacy
- ICTs
- Vocational Education and Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2011 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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



Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.

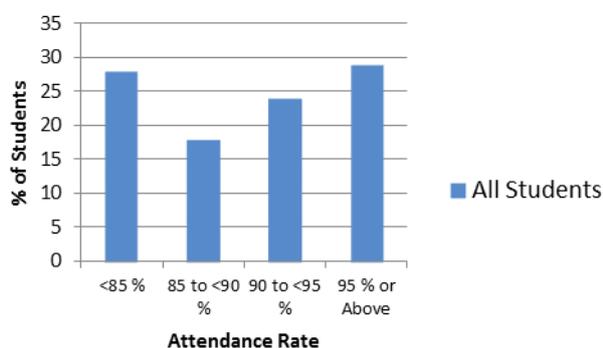
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
90%	83%	83%	87%	86%

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 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.

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 3 consecutive days are referred to the Year Manager and 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.

Performance of our students

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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In July, 2011 51 Indigenous and 545 Non-Indigenous students were enrolled at Emerald SHS. There is currently a 38% gap in retention of Indigenous (approx. 78%) and Non-Indigenous (approx. 40%) students who stay enrolled at Emerald SHS between Year 10 and Year 11. The average percentage attendance of Indigenous students is 69.4% as opposed to Non Indigenous which is 87.4%. This is a gap of 18%.

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 86%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	106
Number of students awarded a Queensland Certificate Individual Achievement.	3
Number of students receiving an Overall Position (OP).	29
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	29
Number of students awarded one or more Vocational Educational Training qualifications.	87
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	71
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	83
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	83%
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.	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%

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
5	9	10	5	0

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
44	71	4

Year 11 and 12 students are offered Certificate I in Furnishing, Certificate I in Engineering as part of the Senior Course of study.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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.

Early 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.