



Emerald State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 419 Emerald 4720
<b>Phone</b>	(07) 4988 2222
<b>Fax</b>	(07) 4988 2200
<b>Email</b>	principal@emeraldshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Gaye Saunders – Deputy Principal



## School overview

Emerald State High School caters to students from Years 7 to 12, and also provides facilities for Special Education students via the Special Education Program attached to the school campus. 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. 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 Queensland's Department of Education policy framework.

The School's Curriculum consists of Junior School in Years 7 to 9, and Senior for Years 10 to 12. 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. Our competitive advantage is in our extensive senior curriculum which involves subjects ranging from High Level Maths to Hairdressing.

Our vision is:

- **ESHS = Every Student Has Success**
- We value all school community members being:
  - Polite,
  - Prepared and
  - Participating

## School progress towards its goals in 2018

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 2018 goals and the school's future outlook

### **Explicit Improvement Agenda at ESHS 2018** **Expectations to Maximise Student Outcomes**

Engagement: (Through PBL and ESCM)	How	Progress
At ESHS, we expect all staff to: <b><u>Consistently Model, teach, and reinforce expected behaviour</u></b> 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 : <b>(A) Positive Behaviour Learning (PBL)</b> <b>(B) Essential Skills in Classroom Management (ESCM)</b> <b>(C) Consistency in application of Behaviour management procedures as outlined in RBP.</b>	Achieved - 100% of staff trained in Essential Classroom Management skills and PBL <b>Achieved</b> 100% Completed by year level teams <b>Achieved</b>



	At least one observation / walkthrough per semester	Walkthroughs completed  <b>Achieved</b> Completed by 100% of teaching staff
<b>At ESHS, we aim to have all students and their parents to:</b>  Understand <b>effective attendance &gt;90% is the key</b> 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%	<b>Achieved</b>
	<b>Staff Profiling</b> in ESCMs undertaken twice yearly i.e. terms 1 & 3	Profiling of all staff by ESHS Profiling team  <b>Achieved</b>
	Develop and teach PBL lessons on <b>scheduled PBL teaching days</b> for the Whole school	Teaching PBL lessons throughout Year
<b>At ESHS, we expect all teachers to:</b>  1. Work in teams using <b>HPT model</b> 2. Actively <b>develop positive relationships</b> with each student: build the relationship; know the learner; prioritize positive and proactive interactions; document regular home contact (both positive and negative)	Develop a WHS team to include Health and Wellbeing as part of the Staff EIA teams: i.e.: <b>SOPs, PBL, WHS</b>  Use High Performing Teams meeting model and employ fortnightly <b>Pulse Checks</b> for faculty and staff teams  Operate <b>engagement programs</b> such as AITAP, Year camps, Rock and Water, Hairdressing, HPV, work experience, STYMIE etc.  Develop and implement a school community Communications Plan	<b>Achieved</b>  <i>EIA teams developed across all staff</i>  <b>Achieved</b>  <i>100% of staff participated in the HPT and weekly pulse checks</i>  <b>Achieved</b>  <b>Not achieved</b> instead developed Team action plans (HPT) and data walls
<b>Targets</b>	>85% staff & parents think behaviour is well managed < 10% students with < 85% attendance >85% Graduates Learning or Earning	Average Attendance >90% Indigenous Attendance <5% Gap

Pedagogy (Through 5 SOPs)	How	Progress
<b>At ESHS, we expect all teachers to:</b>  <b>Implement 5 Pedagogical Standards of Practice that underpin Explicit Instruction in every lesson they teach</b> ( <i>Clear Introduction, Literacy, Checking For Understanding, Student Engagement and Review</i> ). Teachers will participate in a cycle of both formal and informal feedback (e.g. in walkthroughs, peer reflection, and observations)	All teachers to participate in a SOPs professional development program including peer observations and walkthroughs ( <b>NB: Refer to Observation and Feedback schedule</b> )  HOD/DP/Principal observation (HODs share teachers evenly) includes pre-and post-conversation coaching model (Based in Standards of Practice)	<b>Achieved</b>  Whole school SOPs Walkthroughs implemented terms 1& 3  <b>Achieved</b>  At least 1 observation per sem was completed successfully for all Teachers
Planning for 2019 SATE subjects	<b>Completion of 2018 SATE Planning Guide</b> (i.e. New QCA Syllabi, New Taxonomy for 21 <sup>st</sup> Century, Yr 11 Assessment & cognitive verbs)	<b>Achieved</b> SATE planning program also implemented
<b>At ESHS, we expect all teachers to:</b>		<b>Achieved</b> Staff meeting and PD sessions



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 revised ESHS SOPs Literacy Element, Vocab, Spelling, TEEL Paragraph, Complex Sentences  All teachers to participate in <b>differentiation training</b> for students. <i>As per ESHS Beginning Teachers Program</i>	<b>Partly Achieved</b> Training in differentiation occurred but not at level of Beginning teacher
<b>At ESHS, we expect all teachers to demonstrate data literacy:</b> by accessing and analysing OneSchool class dashboard, CQ3S, Tracker and Data source materials	<b>Know your students' data set</b> completed ( <b>OneSchool Class Dashboard</b> output) – provide your HOD with academic/non-academic information about the range of students in your class (one page) with a list of appropriate differentiation strategies of the students in the class. <b>Professional Conversation with HOD</b> re class data above	<b>Achieved</b> Classroom Diff dashboards implemented for all classes Semester II.  Professional conversations for 100% teachers
<b>Targets</b>	<p>100% SATE Subjects and assessment ready for 2019</p> <p>100% Students receive QCE</p> <p>&gt;97% Teachers participating in SOPs PD Program:</p> <p>50% Students with QST A or B</p>	<p><b>Upper Two NAPLAN Bands: Literacy Strands &gt;20%, Numeracy &gt;20%</b></p> <p>80% Yr. 12 achieve OP 1-15</p> <p>&gt;98% of Teachers receiving lesson observation, coaching and feedback:</p> <p>&gt;91% of students achieving "C" or above in English, Maths &amp; Science</p>

## Future outlook

These are ESHS's targets and improvement agenda for 2019

### Explicit Improvement Agenda at ESHS 2019 Expectations to Maximise Student Outcomes

Engagement: (Through PBL and HPT)	How	T1	T2	T3	T4
		Wk:	Wk:	Wk:	Wk:
<b>At ESHS, we expect all staff to:</b> <ul style="list-style-type: none"> <li>Work in teams using <b>HPT model</b></li> <li>Participate in Herrmann Brain Dominance Instrument (HBDI) assessment and training.</li> </ul>	<p>Employ external consultant 1 day per term to enhance HPT implementation.</p> <p>Use High Performing Teams meeting models and employ fortnightly <b>Pulse Checks</b> for faculty and staff teams. All teams to use data walls as part of HPT.</p> <p>All staff will have completed the HBDI profile assessment and debriefing sessions and team reflection session.</p> <p>Develop whole school standardised <b>coaching</b> methodology using fierce conversations, neuroscience coaching, peer mentoring and growth coaching.</p>	<i>Throughout 2019</i>			
<b>At ESHS, we expect all staff to:</b> <ol style="list-style-type: none"> <li><b>Consistently Model, teach, and reinforce expected behaviour</b> as outlined in documents such as the</li> </ol>	<p><b>Implement a continuous training and observation program for all staff in :</b> (A) Positive Behaviour Learning (PBL)</p> <p>(B) Essential Skills in Classroom Management (ESCM)</p>		<9	<7	



Behaviour Flow Chart, The RBP and the "The Three Ps". 2. Actively <b>develop positive relationships</b> with each student: build the relationship; know the learner; prioritize positive and proactive interactions; document regular home contact (both positive and negative)	<b>(C) Consistency in application of Behaviour management procedures as outlined in RBP.</b>  At least one observation / walkthrough per semester  Operate <b>engagement programs</b> such as BYOD, AITAP, Year camps, Rock and Water, Hairdressing, HPV, work experience, STYMIE, etc.				
<b>At ESHS, we aim to have all students and their parents to: Understand effective attendance &gt;90% is the key to career success</b>	Case manage students with chronic non-attendance issues i.e. under 85%	<8		<8	
	<b>Staff Profiling</b> in ESCMs undertaken twice yearly i.e. terms 1 & 3	<10		<7	
	<b>Achieve Level 2 PBL ranking</b> by developing and teaching PBL lessons during PC time and meeting all PBL requirements	<i>Throughout 2019</i>			
<b>Targets</b>	< 10% students with < 85% attendance Average Attendance >91% Indigenous Attendance <5% Gap 100% of teams achieve level 3 HPT		>90% staff & parents think behaviour is well managed Overall school satisfaction is equal to like schools (>85% for staff/parent, >80% students SOS) Short term SDA reduced to < 200 p.a		
<b>Quality Teaching (Through 5 SOPs)</b>	<b>How</b>	T1 Wk	T2 Wk	T3 Wk :	T4 Wk:
<b>At ESHS, we expect all teachers to: Implement the 5 Pedagogical Standards of Practice.</b>	All teachers to participate in a SOPs professional development program including peer observations and walkthroughs ( <b>NB: Refer to Observation and Feedback schedule</b> ).  HOD/DP/Principal observation (HODs share teachers evenly) includes pre-and post-conversation coaching model (Based in Standards of Practice).	< 5		< 5	
		<i>Throughout 2019</i>			
Implementation of <b>21<sup>st</sup> Century Learners – SATE/Cognitive Verbs</b>	Cognitive verbs are mapped for every subject 7 to 12.  Cognitive verbs are explicitly taught and highlighted in assessment items.  Training of all staff for Cognitive verbs - using QCAA training modules.	<i>Throughout 2019</i>			
<b>At ESHS, we expect all teachers to: Integrate essential literacy or numeracy teaching strategies.</b>	Implement and review the revised ESHS SOPs Literacy Element, Vocab, Spelling, TEEL Paragraph, and Complex Sentences.	< 6		<7	
		<i>Throughout 2019</i>			
<b>At ESHS, we expect all teachers to demonstrate data literacy:</b> by accessing and analysing OneSchool class dashboard, CQ3S, Tracker and Data source materials	<b>Know your students' data set</b> completed ( <b>OneSchool Class Dashboard</b> output) – years 7 to 10. In 2020 expand to whole school.  <b>Professional Conversation with HOD</b> re class data above.		< 5		< 5



<b>Targets</b>	100% Students receive QCE 80% Yr. 12 achieve OP 1-15 50% Students with QCS A or B >91% of students achieving "C" or above in English, Maths and Science Upper Two NAPLAN Bands: > 20% Literacy & Numeracy strands	100% of Teachers receiving lesson observation, coaching and feedback 100% of subjects taught have cognitive verbs mapped 100% class dashboard reviewed (years 7 – 10) 100% of Assessment items have exemplars
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## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	744	756	746
Girls	366	375	378
Boys	378	381	368
Indigenous	53	56	55
Enrolment continuity (Feb. – Nov.)	88%	90%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

Emerald State High School has a multicultural population of 777s students which includes approximately 60 Indigenous students. 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 has now entered a more stable and sustainable phase of development. This has impacted the school with workers leaving the area, however the school has maintained its enrolments and multicultural characteristic as many new families arrive. In 2020, the school will jump in enrolments to well over 800 and the small cohort of 12s finishes in 2019 and will be replaced by a larger cohort.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	23
Year 11 – Year 12	17	18	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Provide an outline of your school’s approach to curriculum delivery including a dot point list of the main curriculum offered by your school and a description of your pre-Prep programs, if applicable.

- In Junior Secondary students in Years 7-9 students undertake their curriculum in the subjects of English, Mathematics, Science, History and Geography, Health, Technology and The Arts aligned to the National Curriculum.
- The school curriculum is quality assured as it is directly aligned to the QLD Department of Education C2C (Curriculum into the Classroom) Assessments.
- In our Honours program, gifted and talented students work in an environment which challenges and supports their pursuit of excellence. In 2017 our first Honours class graduated in Year 12 and 25% of OP students Achieved OPs 1-5.
- 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 external provider 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 consistent winning success. The ESHS Symphonic Band came first place in its division in the 2015 to 2018 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 in 2017. The Jazz band also performs at the annual Jazz and Shiraz evening hosted by the local community as a fund raising project.

- The high school musical is presented bi-annually and always well supported by the community
- QMEA Hub School – allows teachers and students to link with local mining companies for work experience, engineering camps and experiential learning tours
- ESHS is the hub for 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 Cross-Country and Sports Tour.
- 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, University and Engineering camps
- Homework club runs Mon and Wednesday afternoons
- ESHS is a BMA READ school that promotes training and enhancement of reading skills throughout the school community
- Cultural Showcasing – Shines program, School Musical and One Act Plays, Fanfare,
- Clubs - Science club, Chess Club, Strength Club, Reading Challenge, Cooking club and Interact are a great way for students to be involved in the school community.
- The school competes in state-wide competitions on an annual basis e.g. Human Powered vehicles competition, debating and national Maths, Science and English competitions.

## How information and communication technologies are used to assist learning

Provide a descriptive account of your school's strategies, such as digital pedagogies, used to assist learning.

The school's 5 computer laboratories and two mobile labs 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 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.

All school classrooms are equipped with either roof mounted data projectors or interactive whiteboards 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. Students in most classrooms also have interactive speakers connected to the projectors.

All Secondary students may now use Windows laptops or tablets, 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. In 2018 the school moved to promote its BYOD program along with the creation of mobile computer labs for several buildings. In 2019, the school has planned to make it compulsory BYOD for in Senior OP classes and years 7- 9 Honours classes.

## Social climate

### Overview

Emerald SHS is committed to a Positive Behaviour language (PBL) program, quality teaching, and inclusive programs. Parents at Emerald SHS are 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 as evidenced in our annual school opinion survey

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, and Prepared. In 2015, ESHS identified its school-wide positive behaviour learning program as a key improvement priority for the next 4 years. The school aims to achieve level 2 PBL status by 2019

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 3 days a week, a youth support officer and a Community Education Counsellor weekly. Students also have access to a Workplace Liaison Officer who can 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 do this through:

- educating our students and school community,
- zero tolerance for bullying,
- a proactive approach to building resilience in our young people e.g. regular mental health surveys and resilience programs
- Well-being classes, guest speakers, motivational media, Positive Behaviour Learning Lessons and extra-curricular activities.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	84%	93%
• this is a good school (S2035)	86%	83%	93%
• their child likes being at this school* (S2001)	90%	86%	95%
• their child feels safe at this school* (S2002)	93%	86%	88%
• their child's learning needs are being met at this school* (S2003)	83%	72%	93%
• their child is making good progress at this school* (S2004)	84%	81%	93%
• teachers at this school expect their child to do his or her best* (S2005)	91%	89%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	91%
• teachers at this school motivate their child to learn* (S2007)	79%	78%	86%
• teachers at this school treat students fairly* (S2008)	83%	79%	84%
• they can talk to their child's teachers about their concerns* (S2009)	91%	92%	91%
• this school works with them to support their child's learning* (S2010)	82%	78%	87%
• this school takes parents' opinions seriously* (S2011)	82%	70%	83%
• student behaviour is well managed at this school* (S2012)	67%	61%	71%
• this school looks for ways to improve* (S2013)	87%	87%	86%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	82%	89%	88%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	88%	86%
• they like being at their school* (S2036)	87%	87%	72%
• they feel safe at their school* (S2037)	94%	86%	77%
• their teachers motivate them to learn* (S2038)	91%	87%	77%
• their teachers expect them to do their best* (S2039)	98%	95%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	80%
• teachers treat students fairly at their school* (S2041)	76%	80%	61%
• they can talk to their teachers about their concerns* (S2042)	70%	68%	57%
• their school takes students' opinions seriously* (S2043)	73%	76%	56%
• student behaviour is well managed at their school* (S2044)	69%	64%	52%
• their school looks for ways to improve* (S2045)	87%	88%	75%
• their school is well maintained* (S2046)	74%	75%	66%
• their school gives them opportunities to do interesting things* (S2047)	83%	82%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	85%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	88%	97%	95%
• they receive useful feedback about their work at their school (S2071)	66%	86%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	76%	83%
• students are encouraged to do their best at their school (S2072)	83%	92%	92%
• students are treated fairly at their school (S2073)	78%	94%	92%
• student behaviour is well managed at their school (S2074)	61%	65%	86%
• staff are well supported at their school (S2075)	63%	78%	88%
• their school takes staff opinions seriously (S2076)	68%	84%	90%
• their school looks for ways to improve (S2077)	85%	94%	95%
• their school is well maintained (S2078)	63%	73%	80%
• their school gives them opportunities to do interesting things (S2079)	78%	83%	92%



Percentage of school staff who agree# that:	2016	2017	2018
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\* 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:
  - Meet and Greet Evening 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 and Celebration Parades
  - Parent/Teacher reporting evenings where they are able to discuss their child's education with the teachers.
  - Positive Postcards to identify successes
  - Junior school awards evenings held each semester
  - Specific teacher and school administration communications to parents and their child/children.
  - 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.
  - Extra-curricular – functions e.g. Cultural Connections, parent focus groups, team fundraisers, program celebrations, committee functions etc.
  - 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.
  - Learning support teachers visit local feeder schools to aid in student transitions from year 6 into Year 7

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Programs such as Positive Behaviour Learning, Well-being classes, Rock and Water, RAGE, Work experience, Motivational Media, Year level camps focus on personal safety and awareness. They include:

- identifying and responding to abuse and violence;
- developing students' knowledge and skills to be able to resolve conflict without violence;
- developing capacity to recognize, react and report when they, or others, are unsafe.

The Respectful Relationships program incorporating domestic violence is integrated into the Health curriculum

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	182	174	158
Long suspensions – 11 to 20 days	18	14	5
Exclusions	3	7	5
Cancellations of enrolment	11	12	7

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



## Environmental footprint

### Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	398,159	209,002	409,898
Water (kL)	31,629		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

The school actively shuts down air-conditioning during the winter months to reduce its environmental footprint. The oval and gardens are watered during the summer months to provide an aesthetic environment, however the school monitors its water usage carefully and ensures any leaks in pipes are repaired immediately. The school also has installed recycled containers to reduce its 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	63	34	<5
Full-time equivalents	59	23	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Based on your records:

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	32
Bachelor degree	27
Diploma	
Certificate	

\*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 2018 were \$124,383.00

The major professional development initiatives are as follows:

- Pedagogy – in particular Explicit Instruction
- QCAA SATE workshops, meetings, cluster network meetings
- QCAA Syllabus implementation and panel moderation workshops
- Literacy in particular Spelling and Writing
- Vocational Education and Training Cluster meetings
- Indigenous Education Training workshops
- Positive Behaviour Learning – Workshops and Training
- Essential Skills in Classroom Management – Profiling Training
- High Performing Teams Professional Development program



- CQ3S NAPLAN data analysis
- Beginning Teacher mentoring program
- Teacher Mentoring and peer observations
- Neuro science coaching workshops
- Subject Area Conferences e.g. Home Economics, ICT, Geography, Manual Arts, Special Ed, Beginning teachers
- CQR- Department of Education e.g. Special Education, Beginning teachers, Principals and Cluster Workshops (AIPS, Health, WHS, Date Literacy, SATE, ICT, Child Protection, Webinars, Literacy, Numeracy etc.)
- YUMI Deadly Maths Training
- Leadership conferences and Aspiring leaders programs
- Mental and Physical Health workshop
- Principals and associate administrators meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 92% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.



Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	88%	88%
Attendance rate for Indigenous** students at this school	81%	83%	80%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	N/A	N/A	N/A
Year 1	N/A	N/A	N/A
Year 2	N/A	N/A	N/A
Year 3	N/A	N/A	N/A
Year 4	N/A	N/A	N/A
Year 5	N/A	N/A	N/A
Year 6	N/A	N/A	N/A

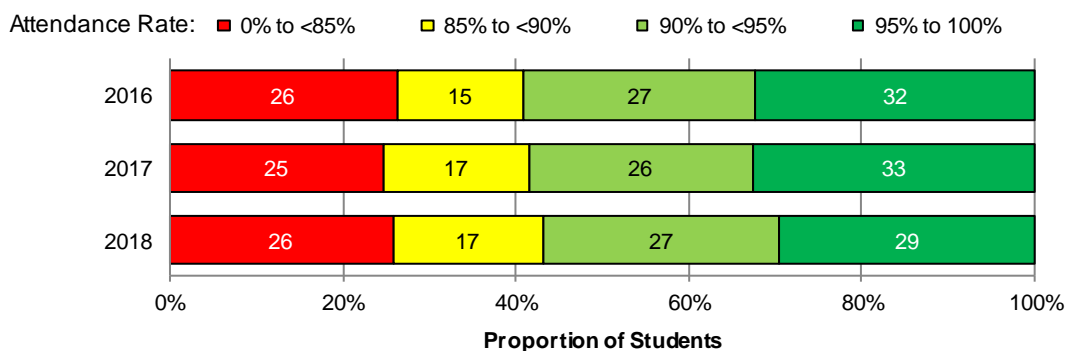
Year level	2016	2017	2018
Year 7	91%	93%	91%
Year 8	88%	89%	91%
Year 9	88%	87%	89%
Year 10	85%	86%	85%
Year 11	88%	86%	85%
Year 12	89%	89%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 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.
- School administration will drive around local school area for reports of students truanting.
- School administration liaises with local businesses to ensure they report students who are out of school
- 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 or movies etc.
- Attendance rates published to staff regularly on school page and on newsletter.
- Welfare teams each week review student attendance for each year level and individual student attendance

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band



- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	99	113	107
Number of students awarded a QCIA	0	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	96	112	105
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	36	35	34
Percentage of Indigenous students who received an OP	25%	29%	17%
Number of students awarded one or more VET qualifications (including SAT)	94	106	101
Number of students awarded a VET Certificate II or above	93	102	100
Number of students who were completing/continuing a SAT	14	19	22
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	58%	89%	88%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	96%	90%	92%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	9	4
6-10	7	5	14
11-15	10	17	12
16-20	13	4	4
21-25	2	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).



Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	55	73	55
Certificate II	92	102	99
Certificate III or above	5	17	25

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate II in AUTOMOTIVE VOCATIONAL PREPARATION AUR20716

Certificate II in Business (BSB20115)

Certificate II in Electrotechnology (Career Start) (UEE22011)

Certificate III in Fitness (VFT)

SIS30315 Certificate III in Fitness Units of Competency

Certificate II IN HEALTH SUPPORT SERVICES HLT23215 **Error! Bookmark not defined.**

Certificate II in Hospitality (SIT20316)

Certificate II in Information, Digital Media and Technology (ICT20115)

Certificate II Rural Operations AHC21216 (VRP - vocational)

Certificate II Salon Assistant (SHB20216)

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	81%	72%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	44%	58%	54%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment such as TAFE, Neighbourhood Centre, Skilling for Work, Ontrack Alternate school, Anglicare (Get Set for Work).

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, or they transition to gainful employment.



## Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.emeraldshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

