



Stanthorpe State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education



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School Overview

Stanthorpe State High School has a moral purpose to make a positive difference to students' lives. We have a vision for improved student achievement through learning. Excellence is aspired towards in a framework of high expectations of self and others where "your best will always do". Our school provides students with high quality relevant and real life opportunities to engage and excel in academic and vocational pathways to their chosen careers. Stanthorpe State High School's Junior Secondary School provides students with an extensive range of curriculum offerings and experiences through the Australian Curriculum and elective offerings. This provides the foundations for and articulates directly with our Senior Secondary School curriculum. Our Senior Secondary curriculum offers a broad range of Authority subjects, a diverse suite of nationally recognised Vocational Education and Training certificates complemented by our strong School-based Apprenticeship and Traineeship Program and Authority Registered subjects, English Communications and Prevocational Mathematics. Our School-based Apprenticeship and Traineeship Program is supported by a very strong Work Education Program. The percentage of our students achieving an OP 1-5 over an extended time exceeds the state average. Our school has distinctive curriculum offerings including: Our Italian Immersion Program in Years 7-9 where students immerse themselves in the Italian language and culture through their studies of a variety of subjects including Mathematics, Science, Health and Physical Education, and Humanities and includes International Study Tour exchanges to and from Italy. Our Banca Ridge Wine Tourism Industry Links Program works in a co-provider, co-delivery partnership with the Queensland College of Wine Tourism, The University of Southern Queensland, and Industry and includes International Study Tours.

Principal's Foreword

Introduction

Our School Annual Report outlines the achievements, and provides information, in relation to the students and staff of Stanthorpe State High School for the 2017 academic year. Stanthorpe State High School values all people and strives to benefit our students and our community. We have a vision for learning and success and provide a framework for this within a positive, safe, supportive and inclusive environment. This is achieved in an environment of high expectations of self and others where "If it is your best - it will always do". Our school provides students with high quality relevant opportunities to engage and excel in academic and vocational pathways towards their chosen careers. Stanthorpe State High School provides the opportunity for every student to achieve a positive outcome from their education.

School Progress towards its goals in 2017

Stanthorpe State High School maintains a clear and consistent improvement agenda based on a set of agreed key priorities. In 2017 we had four Key Priorities that underpinned our moral purpose to make a positive difference to students' lives.



#1 Key Priority – Improved student achievement through learning.

A number of performance measures are used to measure student learning and improved student achievement:

A-E data – Years 7, 8, 9, 10 students receiving A, B or C in English, Maths and Science – Target ≥85% - Achieved 92.8%.

A-E data – students receiving A or B in subjects across the school – Target ≥60% - Achieved 61.5%.

NAPLAN data

- %≥ National Minimum Standards - Target 100% - Year 7 achieved: in Reading 90.5%, in Numeracy 98.8%. Year 9 achieved: in Reading 89.8%, in Numeracy 98.9%.
- There has been a significant improvement in all areas in the year 7 NAPLAN Data. Of note is the improvement in the upper two bands in the areas of Numeracy (more than 100% improvement from 6.3% in 2016 to 15.1% in 2017) in Spelling and in Grammar and Punctuation (9.6% – 15.9% and 12.8% – 15.9% respectively). Year 7 data also shows that there has been a discernible shift in movement from the lower two bands towards the middle in Reading and Writing (49.5% - 67% in middle bands).
- Similarly, year 9 NAPLAN data demonstrates improvement in all strands. Of note, there was an improvement of 100% or more in the Upper 2 bands in Spelling and in Grammar and Punctuation. The shift from the lower 2 bands into the middle / upper two bands was evident in Reading, Writing and Numeracy.
- Gap between indigenous and non-indigenous achievement in Reading, Writing and Numeracy – Target 0% – across all measures in Year 7 the gap was 27% and in Year 9 the gap was 42%.

Year 12 Outcomes data:

- QCE attainment - Target 100% – Achieved – 100%
- OP 1 – 5 33% of our students achieved an OP in this band – 3 students received and OP of 1
- OP 1-10 – Target >60% - Achieved 63%
- OP 1-15 – Target >80% - Achieved 94.3%
- Complete/Attain a SAT/QCE/Vet Qualification – Target 100% - Achieved 100%

Performance measures are used to measure staff learning and improved pedagogy that assists student learning and achievement. All targets in this area are set at 100% and although not reached yet are trending upwards:

- % of teachers with active Annual Performance Development Plans – 100%
- There is continued improvement in the satisfaction levels of the school workforce and community. 89.5% of our workforce responded positively to items on the School Opinion Survey. In addition, the percentage of parents / carers who indicated high levels of satisfaction through the school opinion survey has increased to 91.5%.
- More than 97% of the parents indicated through the 2017 school opinion survey that
 - their child was getting a good education at this school. (98.6%)
 - this school gives their child opportunities to do interesting things. (98.6%)
 - and that their child likes being at this school. (97.3%)
- Over 97% of staff indicated that they like working at this school and that the school is well maintained

#2 Key Priority – Improved Student Attendance

The strong correlation between attendance and achievement makes improved student attendance an imperative if our #1 Key Priority is to be maximised.

Our community culture and belief around the importance of attendance at school continues to develop. In 2017 there was a 90% attendance rate across the school. Indigenous students had an attendance rate 2% below that of non-indigenous students. Our SMS service provides daily feedback to parents on their students' absence from school. This service continues to be a valuable tool in supporting parents in their endeavours to track their students' attendance.

Apparent retention rates of indigenous students in Years 10 – 12 was 7.4% greater than that of non-indigenous students.

#3 Key Priority – Improved parent engagement and community confidence

Improving parent engagement in their students' education is a key strategy in achieving Key Priorities #1 and #2. Stanthorpe State High School enjoys the confidence of parents in our key performance measures with 92.4% believing this is a good school, 94% believing their child gets a good education at this school and 95.4% of students believing they are getting a good education at Stanthorpe State High School. Over 90% of our parents believe that our school has a strong sense of community and engages in celebration of the school successes. More than 97% of our staff believe that their role has a positive impact on the community. The school's aspirational targets in these areas are all set at 100%.

#4 Key Priority – Implementation of Australian Curriculum and preparation for the introduction of the new QCE system

In 2019 a new QCE System will be introduced in Queensland schools. Stanthorpe State High School commenced preparation for the introduction of the system in 2017 through the provision of information to staff, students and parents in a timely manner. This information will assist our community in moving towards engagement in the new system. Staff continue to access professional learning opportunities, develop work programs and related units of work to ensure that they are prepared for the roll out of the new syllabus associated with the new system as well as maintaining a focus on the further implementation of the Australian Curriculum. These actions are supported by the continued embedding of our schoolwide pedagogical framework (Explicit Instruction) and the Essential Skills for Classroom Management

Future Outlook

Stanthorpe State High school's future focus will incorporate

	Target by end of 2019	Actions
A – C Data	Whole school 90%	Embedded Explicit Instruction
CTG	Reduce Gap - ≤15%	Supporting differentiation and authentic adjustments inter and intra class cohorts
NAPLAN	Continue to reduce tail across all strands ≤ 5% Improve results in U2B across all strands ≥ 20%	Delivery of targeted critical content (as part of the Ac using EI pedagogy) Implementation of Reading plan
New QCE	School community engaged with requirements of new system Students in years 7 – 11 engaged in meaning practice of review, revision and academic resilience	Information and sharing workshops and opportunities Revise SET planning to incorporate myPath All students engaging with and supported in their use of the strategies delivered through ELEVATE program
Reading	Improvement in reading across years 7 – 10 (PROBE / PAT R)	Implement Reading Plan
Inclusivity	Australian curriculum will be implemented and delivered to students all students enrolled at Stanthorpe SHS.	Teachers able to confidently discuss how data is being used for targeted teaching for all students. Teachers can articulate signature pedagogies and associated use and impact for all students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	648	318	330	50	93%
2016	672	312	360	57	92%
2017	653	313	340	54	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student body at Stanthorpe State High School consists of a diverse range of cultural and socio-economic backgrounds. Approximately 60% of students travel by bus to school from surrounding rural villages and family farms. Students travel daily from areas stretching as far away as Texas 100km to the west, Tenterfield (NSW) 57km to the south, Liston and surrounding areas within NSW 40km to the east and 30km north to Dalveen and surrounding areas. Other students reside in the town of Stanthorpe. Indigenous students account for approximately 8% of student enrolments. Family employment includes a mix of those employed in professional service organisations and public sector organisations, self-employed business owners, tradespersons, orchardists, small crops specialists, graziers and wine and tourism ventures.

The school community espouses conservative values and these are reflected in the traditions, values and expectations of the school. The school has a well-developed Responsible Behaviour Plan for Students that supports these values and expectations including a strong emphasis on the wearing of school uniform.

Stanthorpe and the Granite Belt area has a large well-integrated Italian population steeped in the history of the region. Adding to the cultural diversity of the area is a broad range of cultural groups along with a transient backpacker population that provides much needed seasonal workers for the local farmers.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	20
Year 11 – Year 12	16	15	14

Curriculum Delivery

Our Approach to Curriculum Delivery

Stanthorpe State High School is a member of two Gateway School Programs that provide students with unique opportunities and experiences in the industries they represent:

- Gateway School to Food and Wine Tourism.
- Gateway School to Agribusiness.

Our distinctive curriculum offerings include two Showcase Awards for Excellence in Schools award winning programs, a Queensland Training Award winning program and a diverse range of nationally recognised certificates and course offerings including:

- Italian Immersion Program in Years 7, 8 and 9.
- Wine Tourism Industry Links Program.
- A suite of 19 nationally recognised Vocational Education and Training Certificates at Certificate I, II and III levels.
- A Work Education Program incorporating:
 - School-based Traineeships and Apprenticeships.
 - Work Experience.
 - Structured Workplace Learning.
- 22 Senior Authority subjects contributing to students Overall Positions (OPs) for university entrance.
- An extensive Junior Secondary Curriculum that sets the foundations for students' senior studies. These distinctive program offerings are evidence of Stanthorpe State High School's:
 - Capacity to develop, offer and sustain quality programs supporting and meeting individual student needs.
 - Strong support of the importance of academic excellence as preparation for tertiary entrance.
 - Provision of access to a wide range of nationally accredited vocational education and training courses.
 - Strong individually tailored school-based traineeship and apprenticeship program.

This diversity of offerings of quality programs caters for each students' needs, interests and job/career aspirations. Stanthorpe State High School continues to develop closer and stronger links as a major Educational Partner with the Queensland College of Wine Tourism and its other educational partners being the University of Southern Queensland and the Granite Belt and Border College of Trades located on our site.

Co-curricular Activities

Co-curricular activities offered at Stanthorpe State High School consistently engage students in a comprehensive range of academic enrichment, cultural, sporting and community activities. These include:

- International Study Tours and exchanges that hold an important place in our co-curricular and enhancement programs:
 - Italian Immersion International Study Tour to Italy every second year, including two weeks stay with a host family whilst attending an Italian high school and reciprocal visits by students from Italy to Stanthorpe, involving school attendance and host family accommodation.
 - Wine Tourism and Agriculture International Study Tour to California every second year with an itinerary that allows students to experience and investigate related industries from Los Angeles through Bakersfield, Tulare, Fowler, Hilmar, Yosemite National Park, Sonora, Galt, St Helena, Napa Valley and San Francisco.
 - Hosting of Japanese students and staff from our sister city, Shiwa in conjunction with Southern Downs Regional Council as well as from Ueno, from the Mie prefecture in Japan
- Instrumental Music Program – Jazz Ensemble, String Ensemble, Concert Band, School Choir, Eisteddfod and other public performances.
- Young Chefs and Young Hosts courses.
- Junior and Senior Culinary Challenge.
- Year 12 Senior Outdoor Education 7 day Camp incorporating 5 days Snow Riding and life skills.
- Year 7, 8, 9, 11 Personal Development and Leadership camps
- Year 10 Career Development opportunities and workshops
- Youth Leadership courses including Toastmasters
- Year 12 Leadership Conference Day.
- Senior Agriculture Camp
- StanHigh Limousin Stud Show Team and Cattle Club works closely with local industry based people and studs to provide exposure to industry standards and opportunities. The Show Team attends, and is successful at Agricultural Shows participating in Junior Judging, Paraders and Herdsmanship competitions whilst exhibiting Stud Cattle and Led Steers/Heifers.
- Stanthorpe Highlanders school sporting and representative teams – including but not limited to Track & Field, Basketball, Cricket, Cross Country, Football, Futsal, Netball, Orienteering, Rugby League.
- International Competitions and Assessments (ICAS) Competitions.
- Year 11/12 Safe Drive Day
- Road Awareness and Accident Prevention Day.
- Year 7 & 8 Inter-Class sporting competitions.
- Interhouse Readers Cup competition.
- Community volunteer programs including Meals on Wheels and Red Shield Doorknock Appeal.
- First Aid Courses.
- Responsible Service of Alcohol (RSA) and Gambling (RSG) courses.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are embedded in all curriculum areas and used extensively by students and staff. Staff have embraced the integration and use of ICTs in the delivery of all curriculum areas at Stanthorpe State High School to enhance their classroom pedagogy. This assists student learning and enhances opportunities for all students. Students have wireless connectivity with the school network across our entire campus. This connectivity along with a broader shift in the school to mobile devices has provided the capacity for teachers to fully integrate the use of ICTs into their daily classroom pedagogy. All students and teachers enjoy the benefits of the diversity of activities available through the access they have to computer devices including whole-class activities, small group activities and individual access through classrooms, dedicated computer rooms, pods of computers, the Literacy Centre and the Resource Centre. Computer hardware and software is upgraded on an ongoing basis to maintain currency of programs and equipment accessed. Students in our Senior Secondary School (Years 10-12) have the opportunity to access a 'take home' laptop program providing them with greater access to this technology 24 hours per day. Along with this program students have the option of accessing our 'BYO laptop' program that allows students to bring their own laptop to school and access the

Social Climate

Overview

Stanthorpe State High School provides an ordered and disciplined environment with a strong student support program. The welfare and support team includes the Guidance Officer, Youth Support Coordinator, Work Education Officer, School-Based Youth Health Nurse, Chaplain, Year Level Coordinators, Heads of Department and Deputy Principals.

Pastoral Care programs include but are not limited to:

- Student leadership programs including a full range of Year Level Camps
- Anti-bullying workshops and programs
- Cyber-safety programs
- 'Brekky Club'
- 'Homework Club'
- Study Skills programs
- Decision making programs
- Engagement of parents/carers in a variety of evening programs
- Our Indigenous students comprise 8% of our total school population and these students are achieving well with respect to the key criteria of attendance, literacy achievement, retention across key junctures, and completion to Year 12.
- Stanthorpe State High School's close connection with parents/carers and the community continues to be strong.
- The school enjoys a community with a strong sense of pride and ownership of the school seeing it as an integral and valuable asset to the town and its young people.
- Parents/carers, through School Opinion Survey Results, consistently indicate high levels of satisfaction in the areas of:
 - Student outcomes
 - Curriculum offerings
 - The learning environment
 - Resourcing
 - General satisfaction

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	94%	99%
this is a good school (S2035)	90%	91%	95%
their child likes being at this school* (S2001)	99%	92%	97%
their child feels safe at this school* (S2002)	99%	91%	92%
their child's learning needs are being met at this school* (S2003)	93%	91%	97%
their child is making good progress at this school* (S2004)	94%	91%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	88%
teachers at this school motivate their child to learn* (S2007)	82%	91%	94%
teachers at this school treat students fairly* (S2008)	85%	82%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	93%
this school works with them to support their child's learning* (S2010)	90%	88%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	81%	84%	87%
student behaviour is well managed at this school* (S2012)	75%	78%	76%
this school looks for ways to improve* (S2013)	89%	91%	90%
this school is well maintained* (S2014)	92%	96%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	90%
they like being at their school* (S2036)	96%	89%	87%
they feel safe at their school* (S2037)	98%	92%	89%
their teachers motivate them to learn* (S2038)	96%	91%	84%
their teachers expect them to do their best* (S2039)	98%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	88%
teachers treat students fairly at their school* (S2041)	91%	75%	77%
they can talk to their teachers about their concerns* (S2042)	90%	71%	80%
their school takes students' opinions seriously* (S2043)	89%	75%	82%
student behaviour is well managed at their school* (S2044)	84%	73%	78%
their school looks for ways to improve* (S2045)	93%	92%	87%
their school is well maintained* (S2046)	96%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	99%	97%
they feel that their school is a safe place in which to work (S2070)	90%	99%	96%
they receive useful feedback about their work at their school (S2071)	79%	87%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	82%	80%
students are encouraged to do their best at their school (S2072)	98%	100%	94%
students are treated fairly at their school (S2073)	98%	96%	94%
student behaviour is well managed at their school (S2074)	72%	80%	81%
staff are well supported at their school (S2075)	83%	93%	86%
their school takes staff opinions seriously (S2076)	87%	88%	84%
their school looks for ways to improve (S2077)	98%	97%	94%
their school is well maintained (S2078)	94%	96%	97%
their school gives them opportunities to do interesting things (S2079)	85%	91%	88%

* Nationally agreed student and parent/caregiver items

Performance measure	2015	2016	2017
Percentage of school staff who agree# that:			

'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

Strategies to actively involve parents in their children's education during 2017 included:

- Weekly articles in the local media highlighting school activities and student achievements.
- Information and news posted on the 'School Star' App for parents to read.
- P&C meetings held in the Granite Belt Community Learning Centre.
- Information evenings for parents, each with a particular theme and year level catered for.
- Principal and Administration visits to Year 5&6 students in all feeder schools during the year.
- Advertising of activities and events in the local media.
- Interim progress reports completed on students' academic, effort and behaviour progress after Term 1.
- Formal End of Semester Reports completed and distributed to parents at the completion of Semester 1&2.
- Formal parent-teacher interviews twice yearly and the availability of parent-teacher interviews at any time on request.
- Parent representation standing committees such as Buildings and Grounds, Student Resource Scheme, Canteen, Uniform and Fundraising for International Exchange Programs.
- Indigenous Parent/Carer working group supporting programs for students.
- Involvement of parents as host families for student visitors from Cividale del Friuli in Italy and Shiwa and Ueno in Japan.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school has aspects of respectful relationships programs embedded in its school-wide curriculum. Specific aspects of respectful relationships is delivered through the Health and Physical Education curriculum in line with the Australian Curriculum.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	112	120	115
Long Suspensions – 11 to 20 days	5	15	3
Exclusions	2	5	1
Cancellations of Enrolment	0	2	5

Environmental Footprint

Reducing the school's environmental footprint

Electricity usage at Stanthorpe State High School continues to trend upwards. The impact of temperatures during any given winter period in Stanthorpe has a marked impact on electricity usage. The need to ensure our learning environment is conducive to quality teaching and learning is a priority and requires significant electricity usage to maintain appropriate temperature in classrooms during these months. All measures to ensure the energy efficiency, including insulation and installation of energy efficient systems and devices are considered when new facilities or maintenance is undertaken have been considered and is within required standards.

Our school follows Department of Education reprographic guidelines in terms of use of paper, photocopying and colour printing. Water usage decreased in 2017 with Stanthorpe State High School continuing to utilise effluent water in contractual agreement with the Southern Downs Regional Council for allowable usage e.g. pasture production for sheep and cattle projects, stone fruit orchard and vineyard. All new facilities have the required water usage efficiency devices and rainwater tanks installed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	369,511	1,996
2015-2016	427,403	1,281
2016-2017	202,991	1,629

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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	59	44	<5
Full-time Equivalents	54	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	1
Graduate Diploma etc.**	15

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	51
Diploma	1

*Teaching staff includes School Leaders

**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 2017 were \$60 772.

The major professional development initiatives are as follows:

- Bill Rogers – Essential Skills for Classroom Management
- Various – The new QCE System
- Explicit Instruction – Anita Archer presentation, Regional and school provided professional learnings.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 89% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.



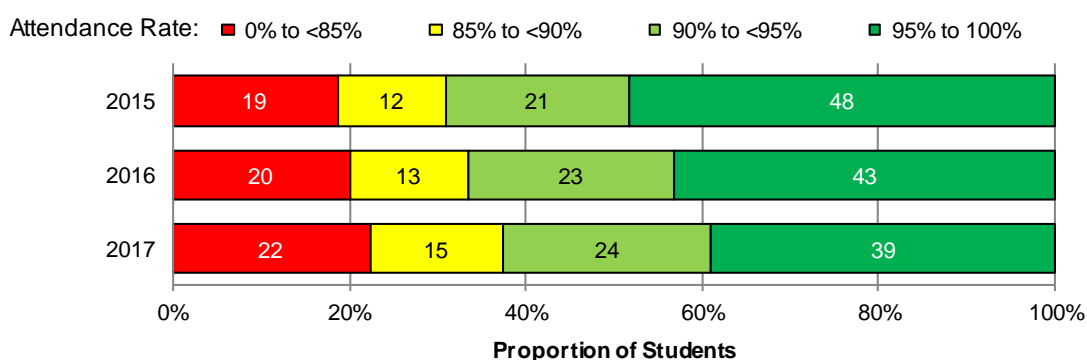
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	93%	91%	88%	89%	90%
2016								94%	91%	90%	90%	88%	91%
2017								93%	91%	89%	89%	90%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 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.

Stanthorpe State High School completes electronic roll markings in each lesson of each day. The first roll marking is conducted prior to the first period of instruction each morning in what is known as "Form Class". This information is recorded and available to all teachers. Parents of students who are absent from this roll marking receive an SMS text informing them of their students' absence and provides the opportunity for parents to respond with the reason for the absence. Parents who believe their student should be at school will contact the school for further investigation. A record of known and authorised absences is kept on leave pass register, sick bay register and excursion register. Any anomalies between these registers and the official roll marking are investigated and where necessary parents/carers are contacted.

Parents/Carers are required to provide an explanation for student absences. If absences remain unexplained parents/carers are contacted by phone, letter or if necessary in person. Where student absences are in excess of a normal range parents/carers and the student are counselled on the clear relationship between achievement at school and attendance at school. Families are offered assistance with resolving any extenuating circumstances that may be related to the absences. Parents/carers and students are also clearly informed of the legislative requirements pertaining to the compulsory schooling phase and the compulsory participation phase and the possible ramifications of failing to meet these requirements. The school's Responsible Behaviour Plan for Students has clear expectations in relation to attendance including a Good Standing Policy specifically relating to students in the compulsory phase of participation.

NAPLAN

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/>.

To access our NAPLAN results, 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.

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Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	97	91	97
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	52	42	35
Percentage of Indigenous students receiving an Overall Position (OP)	17%	14%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	16	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	90	86	74
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	58	57
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96	91	97
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	69%	86%	94%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	97%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	11	15	10	11	5
2016	5	16	15	5	1
2017	11	11	11	2	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	88	44	11
2016	80	58	9
2017	72	56	9

As at 14th February 2018. The above values exclude VISA students.

Certificate I courses completed by students at Stanthorpe State High School include:

- Information Digital media and Technology
- Agrifood Operations
- Engineering
- Construction
- Furnishings
- Business
- Automative

Certificate II courses completed by students at Stanthorpe State High School include:

- Information Digital Media and Technology
- Agriculture
- Horticulture
- Wine Industry Operations
- Business
- Hospitality
- Tourism
- Furniture Making
- Public Safety – Fire Fighting
- Vocational Work Practices

Certificate III courses completed by students at Stanthorpe State High School include:

- Hospitality
- Tourism

In addition to these certificates students complete **Apparent Retention Rate – Year 10 to Year 12**

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	93%	99%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	64%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
<http://www.stanthorshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. The destinations of young people who left the school in Years 10 and 11 and prior to completing Year 12 at Stanthorpe State High School fall broadly into 3 categories:

- Students who depart the Stanthorpe area with their families to take up residence and/or employment in other regions. This trend continues due to the difficult economic times being felt by local small businesses and farming enterprises. Being in such close proximity to the Queensland – NSW border it is not uncommon for families to move interstate.
- Students who transition directly from a school program into full-time employment as a result of successful school-based apprenticeships or traineeships or structured work placement/experience programs in keeping with student Senior Education and Training Plans.
- Students who transition into alternative education/training programs more suited to the individuals' needs and their Senior Education and Training Plan.

Students and their families who decide to leave Stanthorpe State High School to undertake full-time employment or alternative education/training programs are given considerable assistance and counselling in this decision making process. Careful review of Senior Education and Training Plans by the Guidance Officer and Deputy Principal in charge of the senior school is undertaken and discussed in detail with the student and parents/carers. Stanthorpe State High School remains committed to providing any further support these students may need following their departure from school and this is clearly articulated to the student and his/her parents/carers. Support that is on continued offer includes access to:

- Youth Support Coordinator
- Work Education Officer
- Guidance Officer
- Programs at Queensland College of Wine Tourism and
- The University of Southern Queensland Student Centre.

Conclusion

On page 5 of our student handbook, it states that our school has a proud record of providing a quality secondary educational service to the community of the Granite Belt.

We offer a diverse curriculum program which recognises the importance of traditional academic subjects as preparation for tertiary entrance. Our focus on academic achievement has resulted in our year 12 students achieving results that are consistently above state benchmarks.

Along with this academic program, we offer a wide range of nationally accredited vocational courses and a school-based apprenticeship program, thereby catering for the broad scope of students' needs and interests.

The information contained in the 2017 Annual School Report supports that Stanthorpe State High School continues to strive towards achieving stated ideals and goals.