



Stanthorpe State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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|-----------------------|--|
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From the Principal

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. 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 curriculum provides students with an extensive range of curriculum offerings and experiences through the Australian Curriculum. This provides the foundations for and articulates directly with our senior secondary curriculum. Our senior secondary curriculum offers a broad range of authority and authority registered subjects, a diverse suite of nationally recognised Vocational Education and Training (VET) certificates complemented by our strong school-based apprenticeship and traineeship program.

Our school has a range of distinctive additional offerings including: an 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. The 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.

School progress towards its goals in 2018

Stanthorpe State High School maintains a clear and consistent improvement agenda based on a set of key priorities. In 2018 some of the key outcome targets that underpinned our moral purpose included:

- improve student attendance to greater than 90% across all year levels
 - Whole school 2018 attendance result - 87.3%
- work towards 100% of Year 7 and Year 9 students attaining greater than or equal to National Minimum Standards in NAPLAN Reading (R) and Numeracy (N)
 - Year 7 Numeracy – 96.1% Reading – 95.1%. Year 9 Numeracy – 92.9% Reading – 86.2%
- increase the percentage of Year 7 and Year 9 students achieving in the Upper Two Bands (U2B) of NAPLAN Reading (R) and Numeracy (N) to levels similar to or greater than the national average
 - U2B gap SSSH – Nation. Yr 7 N: +0.3% Yr 7 R: -5.3%. Yr 9 N: -4.2% Yr 9 R: -3.7%
- Maintain 100% QCE attainment and greater than, or equal to 85% OPs in the 1-15 range
 - QCE attainment – 100%, OP 1-15 – 70.5%.

Future outlook

In 2019 Stanthorpe SHS will implement the following improvement agenda, key priorities and aim to achieve the outlined outcomes.

Improvement Agenda

Refine, articulate and consistently enact quality assured practices across the school.

Key Priorities

1. Improved student achievement through evidence proven pedagogical practices.
2. Development and Implementation of new senior syllabus requirements.
3. Improved communication and consistency of opinion across the school community.

Outcome Targets

- 93% whole of school attendance
- Similar results to highest achieving comparable group for all NAPLAN strands and measures
- 20% 'A' and 85% 'A-C' level of achievement grades awarded for Years 7 – 10 in all learning areas
- 85% or greater OPs in the 1-15 range. 100% Queensland Certificate of Education (QCE) attainment
- 100% Queensland Certificate of Education (QCE) attainment
- 90% overall rating agreement for all survey groups in the School Opinion Survey (SOS).



Our school at a glance

School profile

| | |
|------------------------------------|------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Year 7 - Year 12 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 672 | 653 | 694 |
| Girls | 312 | 313 | 322 |
| Boys | 360 | 340 | 372 |
| Indigenous | 57 | 54 | 57 |
| Enrolment continuity (Feb. – Nov.) | 92% | 94% | 92% |

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

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

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 | 20 | 20 | 21 |
| Year 11 – Year 12 | 15 | 14 | 16 |

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

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 cater for the needs of all students in all year levels and of all abilities. The diverse range of nationally recognised certificates and course offerings include:

- 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 (Italian Immersion Italy Tour & Wine Tourism and Agriculture International Study Tour to New Zealand. Both held bi-annually)
- hosting of various international study tours
- Instrumental Music Program – Jazz Ensemble, String Ensemble, Concert Band, School Choir
- Young Chefs and Young Hosts courses.
- Junior and Senior Culinary Challenge
- Year 12 Senior Outdoor Education 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
- Stanthorpe Highlanders school sporting and representative teams
- International Competitions and Assessments (ICAS) Competitions
- Year 11 and 12 Life Skills Program
- 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 ICT services.

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

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) | 94% | 99% | 96% |
| • this is a good school (S2035) | 91% | 95% | 93% |
| • their child likes being at this school* (S2001) | 92% | 97% | 93% |
| • their child feels safe at this school* (S2002) | 91% | 92% | 88% |
| • their child's learning needs are being met at this school* (S2003) | 91% | 97% | 91% |
| • their child is making good progress at this school* (S2004) | 91% | 96% | 91% |
| • teachers at this school expect their child to do his or her best* (S2005) | 96% | 95% | 98% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 88% | 93% |
| • teachers at this school motivate their child to learn* (S2007) | 91% | 94% | 89% |
| • teachers at this school treat students fairly* (S2008) | 82% | 89% | 81% |
| • they can talk to their child's teachers about their concerns* (S2009) | 95% | 93% | 96% |
| • this school works with them to support their child's learning* (S2010) | 88% | 92% | 94% |
| • this school takes parents' opinions seriously* (S2011) | 84% | 87% | 87% |
| • student behaviour is well managed at this school* (S2012) | 78% | 76% | 67% |
| • this school looks for ways to improve* (S2013) | 91% | 90% | 83% |
| • this school is well maintained* (S2014) | 96% | 93% | 92% |

* 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) | 95% | 90% | 91% |
| • they like being at their school* (S2036) | 89% | 87% | 84% |
| • they feel safe at their school* (S2037) | 92% | 89% | 85% |
| • their teachers motivate them to learn* (S2038) | 91% | 84% | 85% |
| • their teachers expect them to do their best* (S2039) | 95% | 95% | 93% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 91% | 88% | 86% |
| • teachers treat students fairly at their school* (S2041) | 75% | 77% | 69% |
| • they can talk to their teachers about their concerns* (S2042) | 71% | 80% | 75% |
| • their school takes students' opinions seriously* (S2043) | 75% | 82% | 78% |
| • student behaviour is well managed at their school* (S2044) | 73% | 78% | 58% |
| • their school looks for ways to improve* (S2045) | 92% | 87% | 91% |
| • their school is well maintained* (S2046) | 90% | 92% | 77% |
| • their school gives them opportunities to do interesting things* (S2047) | 85% | 88% | 88% |



| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* 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) | 99% | 97% | 93% |
| • they feel that their school is a safe place in which to work (S2070) | 99% | 96% | 88% |
| • they receive useful feedback about their work at their school (S2071) | 87% | 88% | 81% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 82% | 80% | 90% |
| • students are encouraged to do their best at their school (S2072) | 100% | 94% | 96% |
| • students are treated fairly at their school (S2073) | 96% | 94% | 88% |
| • student behaviour is well managed at their school (S2074) | 80% | 81% | 63% |
| • staff are well supported at their school (S2075) | 93% | 86% | 67% |
| • their school takes staff opinions seriously (S2076) | 88% | 84% | 66% |
| • their school looks for ways to improve (S2077) | 97% | 94% | 86% |
| • their school is well maintained (S2078) | 96% | 97% | 96% |
| • their school gives them opportunities to do interesting things (S2079) | 91% | 88% | 83% |

* 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

Strategies to actively involve parents in their children's education during 2018 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
- 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 Program
- 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 education programs

The school has developed and implemented 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

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 | 120 | 115 | 126 |
| Long suspensions – 11 to 20 days | 15 | 3 | 4 |
| Exclusions | 5 | 1 | 2 |
| Cancellations of enrolment | 2 | 5 | 2 |

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

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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 427,403 | 202,991 | 313,926 |
| Water (kL) | 1,281 | 1,629 | 2,748 |

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.



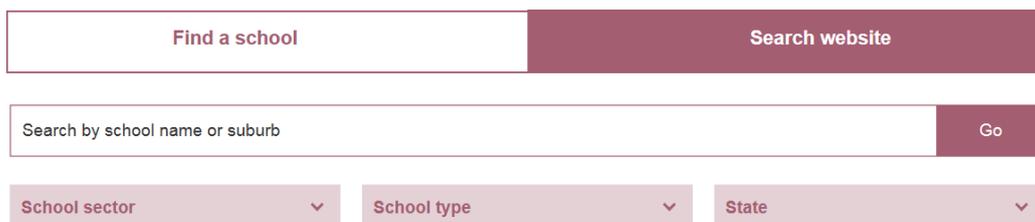
School funding

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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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



A rectangular button with the text "View School Profile" centered inside.

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



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

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 | 60 | 42 | 5 |
| Full-time equivalents | 56 | 30 | <5 |

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | 0 |
| Masters | 3 |
| Graduate Diploma etc.* | 7 |
| Bachelor degree | 50 |
| Diploma | 0 |
| Certificate | 0 |

*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 \$74 875.

The major professional development initiatives are as follows:

- various activities relating to the QCE / SATE systems
- Classroom Profiling (CP) and the Essential Skills for Classroom Management (ESCM)
- Explicit Instruction.

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, 93% 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 | 91% | 90% | 89% |
| Attendance rate for Indigenous** students at this school | 87% | 88% | 82% |

* 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 | | | |
| Year 1 | | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |
| Year 6 | | | |

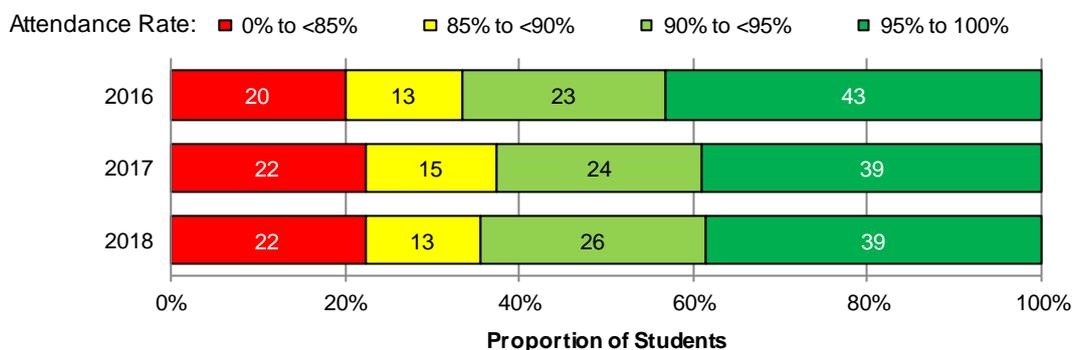
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | 94% | 93% | 92% |
| Year 8 | 91% | 91% | 91% |
| Year 9 | 90% | 89% | 88% |
| Year 10 | 90% | 89% | 87% |
| Year 11 | 88% | 90% | 89% |
| Year 12 | 91% | 88% | 88% |

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.

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 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.

| | | |
|---------------------------------|----------------|-------|
| Find a school | Search website | |
| Search by school name or suburb | | |
| Go | | |
| School sector | School type | State |

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

| |
|---------------------|
| View School Profile |
|---------------------|

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

| | | | | | | |
|----------------|--------|------------|----------|----------------|------------------|-------------|
| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|----------------|--------|------------|----------|----------------|------------------|-------------|

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement | 91 | 97 | 86 |
| Number of students awarded a QCIA | 0 | 0 | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 91 | 97 | 86 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 100% | 100% |
| Number of students who received an OP | 42 | 35 | 44 |
| Percentage of Indigenous students who received an OP | 14% | 0% | 50% |
| Number of students awarded one or more VET qualifications (including SAT) | 86 | 74 | 46 |
| Number of students awarded a VET Certificate II or above | 58 | 57 | 43 |
| Number of students who were completing/continuing a SAT | 16 | 22 | 17 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 86% | 94% | 70% |
| 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% | 100% | 100% |
| Percentage of QTAC applicants who received a tertiary offer. | 97% | 100% | 100% |

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 | 5 | 11 | 5 |
| 6-10 | 16 | 11 | 12 |
| 11-15 | 15 | 11 | 14 |
| 16-20 | 5 | 2 | 13 |
| 21-25 | 1 | 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 | 80 | 72 | 42 |
| Certificate II | 58 | 56 | 43 |
| Certificate III or above | 9 | 9 | 4 |

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

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

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



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 | 93% | 99% | 88% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 100% | 64% | 91% |

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.

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:

1. 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.
2. 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.
3. 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.

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.stanthorpeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>



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