

Shailer Park State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report provides a snapshot of the school's annual progress in achieving the goals and priorities identified in the school's 4 year Strategic Plan 2011-2015. The focus of school development over the current Strategic Plan has been to improve school culture for learning as first priority, build community partnerships and relationships, and improve student outcomes and the quality of our school in terms of its learning opportunities for students; a school climate where students are safe, happy and productive. Staff renewal and planned investments in school facility during the period of the current strategic plan were delivered with stalled plans re-introduced and on path to completion in 2015. School performance and community relationships gains had plateaued in 2013 during a hiatus period of school leadership and have been re-invigorated in 2014. In 2014 the Discipline Audit and Junior Secondary Peer Reviews including Learning & Wellbeing priorities confirmed a re-focus and milestones have now been met. The school has a very bright future with a committed and capable leadership team, a rejuvenation of reflective expert teaching and learning framework of practices, proactive and responsive communications and a rising confidence in the community of our school's quality.

School progress towards its goals in 2013

The 2013 Annual Implementation Plan identified the following Improvement Agenda and Priorities with progress as follows

Improvement Agenda	Target	Developing	Achieved	Comment
Literacy & Numeracy Improvement	NAPLAN - 3% increase in Upper 2 bands on 2012 all 5 domains	Writing, Spelling, Grammar & Punctuation, Numeracy	Reading	Trend in 2010/12 Literacy/Numeracy improvement was not sustained. While reading while numeracy declined but remained statistically at nation. Writing, spelling, grammar & punctuation declined
Closing the Gap	Maintain a negative Gap achieved 2011/12	Attendance	Retention	3% gap emerged Negative Gap regained from 2012
OP 1-15 Results	85% OP 1-15	74%	No	Senior outcomes recovered and a trajectory to improvement emerged with decline in 2012 over 2011 arrested and a 20% gain on 2012 was realized. 2 OP 1 students
Priorities	Target	Developing	Achieved	Comment
Quality Learning & Curriculum	C2C Planning for Australian Curriculum completed	Pedagogical framework	Yes	School now adopting Marzano's "Art & Science of Teaching", Direct(Explicit)Teaching Model and Instructional Rounds
Data to inform teaching & learning	Enact School Data Plan		Progressing	Teachers in 2014 formed into Professional Learning teams and feedback cycles. Short term data cycles established and standardized testing introduced in 2014 – PAT-R and PAT-M
School Wide Positive Behavior Support	Achieve Level 2 Accreditation		Yes	Staff led processes informed new routines of practice, common set of school rules adopted by all staff

The 2014 AIP addresses the following systemic contemporary developments and school priorities.

Improvement Agenda	Description & Targets
Literacy & Numeracy Improvement	See the school's "Great Results Guarantee"
Junior Secondary	Achieve readiness of the introduction of Year 7 to high school and confirmed in all 6 principles of junior secondary
QCS, QCE and OP results	85% OP 1 to 15 100% QCE
Closing the Gap	Close the Gap in attendance, retention and achievement
Priorities	
Enact a school culture of aspiration and performance	A "4 Pillars of Learning" and Academy embracing Programs of Excellence set the tone for aspiration and performance Enact a school wide Learning & Wellbeing Plan to nurture a culture for learning and improve student engagement indicators
Quality teaching & learning	Adopt and embed Marzano's "Art & Science of Teaching" as the school's pedagogical framework of practice Refine differentiation strategies based on Theories of Action, explicit teaching and short term data cycles Embed Instructional Rounds and feedback to improve practice in the instructional core of lessons
Establish Professional Learning Circles & Cycles	Authentic use of data to inform strategies to achieve school targets

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	787	367	420	87%
2012	704	341	363	90%
2013	672	332	340	87%

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

Characteristics of the student body:

The ICSEA Index for the school is approximately 970, below national mean though the community is receptive to new measures of aspiration and achievement. The school is not ethnically or culturally diverse and no gender imbalance pervades. Inclusive and socially just practices are evident and a High Standards High Expectations direction has been set for the school. Our students are active and engaged, wear uniform consistently to a high standard and with pride.

Gains made between 2009 and 2011 to establish effective discipline to achieve a 50% reduction per annum in school disciplinary absences year on year were not achieved in 2013. However, a return to a strong discipline agenda, the embedding of School Wide Positive Behaviour and other measures such as redefining and co-ordinating the iCare Team to sharpen and focus on student engagement priorities, proactive communications with parents, introduction of strategies such as "positive postcards", regular and more frequent support and intervention have had significant impact with 2014 January to July giving rise to 29 SDAs anticipating achieving a 50% reduction in suspensions compared to 2013.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	23
Year 11 – Year 12	16	15	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	114	122	139
Long Suspensions - 6 to 20 days	39	30	21
Exclusions	20	14	17

Cancellations of Enrolment	5	7	6
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Social climate

Impetus to school improvement in culture for learning was provided by investments in school learning facility planned and sought in 2010/12 and which were delivered in late 2012 and 2013. This included re-furbishments of classrooms to accommodate year 7 for 2015 intake and significant maintenance investment complementing Flying Start preparations.

An iCare team of Deputy Principals, Guidance Officer, HOSES, Year Co-coordinators, Youth Support Co-ordinator, School Chaplain, Vocational Employment Officer work together to ensure students are nurtured and set on productive pathways.

Next steps in this process of building school climate in 2014 and beyond is to build positives in the school and provide greater leadership and student governance opportunities.

Parent partnerships have markedly improved and the school P&C re-vitalized in 2014.

Curriculum offerings

Our distinctive curriculum offerings

In 2014 we have adopted a "4 Pillars" approach to define our school's identity, pathways and opportunities. The "4 Pillars" and related Programs of Excellence are:

- Academic - Honours (for high achievers in English, Maths & Science or Science, Maths & Technology)
- Arts - Dance, Instrumental Music*, Media
- Sport - Volleyball, Football(Soccer/Futsal)
- Community - Leadership

Extra curricula activities

Leadership and community participation is fostered and future leaders identified and developed. Junior students are recognised by unique junior school uniform identifiers and are taught through our Learning & Wellbeing program to model and exemplify emerging adult behaviours and responsibilities of active citizenship and contributors to society and the economy post-school.

Opportunities are provided in co-curricular program in each of the 4 Pillars, conducted in-school and in partnership with external providers including "High Resolves" to build esteem, encourage individual goal setting and apply skills learned to community based projects.

How Information and Communication Technologies are used to assist learning

The school is emerging from the National Secondary Schools Coomputer Fund arrangement which has significant impact on the use of learning technologies. The emphasis is being shifted from classroom based computers and laptops as the only means of mobile device to be used as an aide in learning. Immediate impacts are the introduction over the remaining life of NSSCF devices, of BYOx,

Our school at a glance

and the shift to on line content and other resources through device resident applications. 'Digital native' realities are used to advantage where Smart phones are used by students by invitation in classrooms.

Connectivity in each classroom is now near complete and supplemented by projection or large screen displays, Gen3 Wireless Access Points and the school increasing its bandwidth to the maximum allowable complement the teaching concept of knowledge creation as the purpose of the use of ICTs as opposed to information retrieval.

Teachers are encouraged to embrace "flipped classroom" pedagogy, explore virtual classroom and blackboard means of providing students with 24/7 access to lesson content, assessment and communicating with teachers and document exchange. The school has embraced social networking in 2014 to great effect to create and forge learning partnerships between parents, students and teachers.

Our school at a glance

Parent, student and staff satisfaction with the school

Caution should be exercised in comparisons during the course of the current strategic plan period 2010-15 due to changes in the manner of collation from 2012 onwards. Improvements to school climate, new directions, staff renewal and the success of SWPBS is however evident in the improvements to items in respect of attitude and perceptions to and of learning

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	82%	96%
this is a good school (S2035)	82%	100%
their child likes being at this school* (S2001)	96%	96%
their child feels safe at this school* (S2002)	93%	91%
their child's learning needs are being met at this school* (S2003)	86%	96%
their child is making good progress at this school* (S2004)	86%	96%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	96%
teachers at this school motivate their child to learn* (S2007)	89%	91%
teachers at this school treat students fairly* (S2008)	75%	96%
they can talk to their child's teachers about their concerns* (S2009)	81%	91%
this school works with them to support their child's learning* (S2010)	81%	95%
this school takes parents' opinions seriously* (S2011)	74%	100%
student behaviour is well managed at this school* (S2012)	68%	91%
this school looks for ways to improve* (S2013)	92%	91%
this school is well maintained* (S2014)	75%	83%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	94%
they like being at their school* (S2036)	86%	95%
they feel safe at their school* (S2037)	86%	94%
their teachers motivate them to learn* (S2038)	84%	90%
their teachers expect them to do their best* (S2039)	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	81%	94%
teachers treat students fairly at their school* (S2041)	74%	77%
they can talk to their teachers about their concerns* (S2042)	72%	84%
their school takes students' opinions seriously* (S2043)	69%	89%

Our school at a glance

student behaviour is well managed at their school* (S2044)	71%	77%
their school looks for ways to improve* (S2045)	91%	96%
their school is well maintained* (S2046)	77%	85%
their school gives them opportunities to do interesting things* (S2047)	85%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	99%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	78%
staff are well supported at their school (S2075)	81%
their school takes staff opinions seriously (S2076)	85%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	75%
their school gives them opportunities to do interesting things (S2079)	91%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent involvement in formalised contacts with the school via Parents & Citizens membership and attendance declined in 2012/13. As a result the business operations of the P&C were subsumed by the school. This has been a priority for 2014 and a membership drive based on proactive communications has resulted in a revival of parent and community interest. The P&C is active, developing a new business plan to determine means of support for the school and being creative in the means of developing community engagement and a sense of community.

School events and milestones of student learning journeys are celebrated. The school engages parents to communicate on a regular basis as student performance monitoring, feedback and inclusion of parents in development, support and intervention strategies follows a 3 tiered approach.

School complaints management is nil.

Our school at a glance

Reducing the school's environmental footprint

The school has a range of strategies to conserve water and energy

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	345,840	1,619
2011-2012	319,233	1,375
2012-2013	293,967	2,558

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

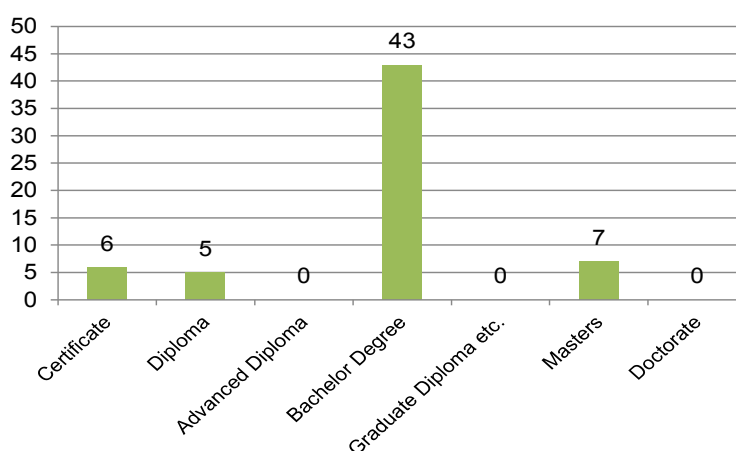
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	61	28	<5
Full-time equivalents	55	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Diploma	5
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	0
Masters	7
Doctorate	0
Total	61



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$.

The major professional development initiatives are as follows:

ACARA/C2C Curriculum writing

QSA compliance

Industry placement

SWPBS

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Our staff profile

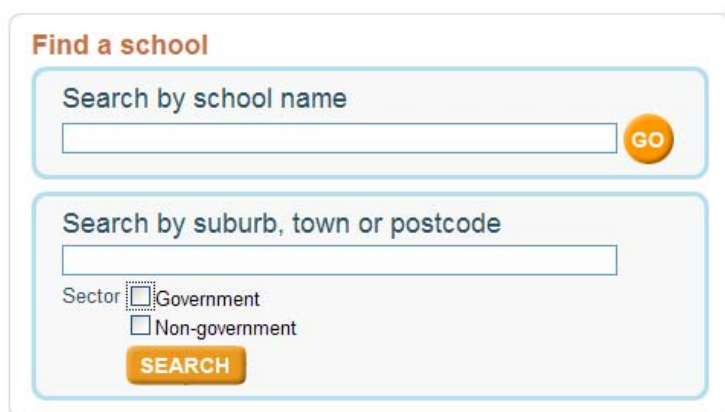
Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and a yellow "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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

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

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

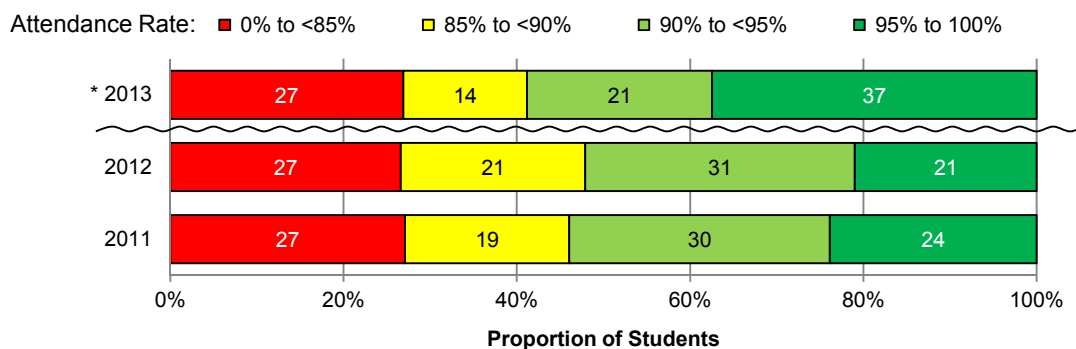
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								92%	89%	87%	87%	88%
2012								91%	86%	87%	89%	85%
2013								93%	89%	86%	86%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The current attendance rate at time of this report is 90.5%. In term 1 2014 attendance exceeded 93% across the school and exceeded 95% for Years 8 and 12.

The school has set individual student targets for attendance and the iCare Team meets regularly to report and devise case management strategies.

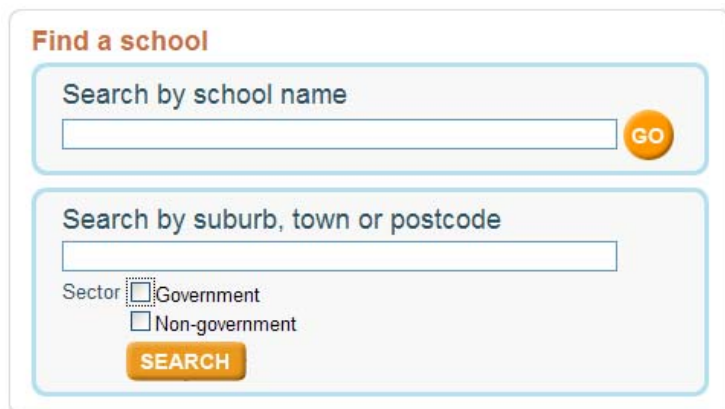
Roll marking is conducted in IDAttend and daily official roll census taken as required. Rolls are also marked each period of the day and rolls reconciled for late attendance and early departure. SMS messaging is used to alert parents to student absence where there is no prior contact initiated from the parent/carer. A range of monitoring processes and contacts occur including automatic follow up of 3 days unexplained absence, requiring each child to have nil unexplained absences and detecting and responding to patterns of non-attendance. Where evident, parents believed not meeting their parental obligation are communicated with in writing, invited to meetings and offered support and intervention and where necessary served notices of warning of breach of obligation. Absences due to social/emotional or chronic medical conditions or issues are dealt with and responded to appropriately with flexible and alternative arrangements.

System target for attendance is set at 92% in 2015 and the school an aspirational target of 95%. The school adopted clearer processes and a target of 90% attendance from 2010 achieving a 7% improvement in attendance from 2010 and plateaued through to 2013. The school has adopted a High Expectations and High Standards agenda in 2014 to develop our culture for learning and to achieve a higher benchmark of student engagement that leads to improved learning outcomes. Tying obligations of attendance, to the school's enrolment agreement and access by invitation to non-curriculum incentives has had positive result in senior school. Closer and targeted monitoring and more rigorous interventions and relationship with parents/carers has occurred. 54% of students exceed 95% attendance. A key to attendance improvement is believed to be in awareness by parents of the impact of student absence.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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.



Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

Performance of our students

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

Achievement – Closing the Gap

Gains made in 2011/12 were not realized in 2013, with a 3% gap in overall attendance between Indigenous and Non-indigenous attendance and an increase in the <85% attendance. Retention however of Indigenous students exceeds non-indigenous students with a negative gap of 27%. Indigenous students continue to have a negative gap in aspects of literacy and numeracy which is a success "story" for the school – reading, writing and numeracy having significant negative gaps in excess of 20%

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	74%	74%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	151	141	102
Number of students awarded a Queensland Certificate Individual Achievement.	8	5	4
Number of students receiving an Overall Position (OP).	53	50	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	16	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	112	130	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	51	86	53
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	129	118	77
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.	62%	54%	74%
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.	95%	99%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	87%	95%

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Overall Position Bands (OP)

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

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	4	8	21	11	9
2012	3	8	16	17	6
2013	5	8	19	10	1

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Post-school destination information

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

	Certificate I	Certificate II	Certificate III or above
2011	82	39	17
2012	120	85	4
2013	72	22	42

As at 5 May 2014. The above values exclude VISA students.

The majority of senior students seek and gain credit for Certificate 1 in ICT

Early leavers information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Performance of our students

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Early leavers are very few each year and are necessarily managed into other compulsory participation phase options including trade apprenticeships, full time employment or other provider such as TAFE