

Shailer Park State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 3277 Logan Hyperdome Loganholme 4129
Phone	(07) 3451 2777
Fax	(07) 3451 2700
Email	principal@shaiparkshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Troy Ascott (Principal)

Principal's foreword

Introduction

This report provides a snapshot of the school's annual progress in achieving its goals and priorities. It chronicles a year of unparalleled growth and improvement in Shailer Park State High School. It details the school's outstanding improvement in its NAPLAN results, the strong progress in senior school outcomes that have been noted as statistically commendable by Education Queensland and improvements in students' Levels of Achievement. On almost all measures of school achievement, Shailer Park High has made significant improvement. This report chronicles this achievement and outlines plans for the future.

School progress towards its goals in 2015

Shailer Park State High School set out to improve outcomes in 2015, with a sharp and narrow focus on outcomes relating to:

- Reading
- Writing
- Attendance
- Senior School Outcomes

The following table shows Shailer Park State High School's achievement relative to its stated goals for 2015:

Goal	2015 Outcome	Comment
Reading		
Year 9		
Increase Yr 9 NAPLAN school mean to 560	School Mean 562`	Target met. Outstanding result for Shailer Park High!

Increase Upper 2 Bands from 9.1% to 15% (18% by 2017)	U2B 13.3%	Heading towards target. Strong progress.
Increase number of students at/above NMS from 83.5% to 92% (95% by 2017)	At or above NMS 90.3%	Strong growth. Heading towards target.
Year 7		
Establish Yr 7 NAPLAN school mean above like schools	SPSHS – 519 Similar Schools – 533	Work more closely with Yr 7 cohort on reading 2016.
Establish Upper 2 Bands at or above 15%	U2B – 8.2%	Focus on this area with Yr 7 2016.
Establish number of students at/above NMS above 92%	At or above NMS – 94%	Target exceeded. A good result.
Writing		
Yr 9		
Increase Yr 9 NAPLAN school mean to 560	School mean 533.	Writing is out of scale with other measures nationally. This is a good result.
Increase Upper 2 Bands from 3.3% to 12% (18% by 2017)	U2B 10.5%	Strong growth. On track for further improvement.
Increase number of students at/above NMS from 54.2% to 80% (87% by 2017)	At/above NMS 80%	Target met. On track for further improvement.
Yr 7		
Establish Yr 7 NAPLAN school mean at like schools	SPSHS – 507 Similar Schools - 498	Target exceeded. A good result.
Establish Upper 2 Bands at or above 12%	U2B – 13.4%	Target exceeded.

Establish number of students at/above NMS above 85%	At/above NMS – 94%.	Target exceeded. An outstanding result.
Attendance		
Increase attendance from 89% to 92%	88.4% (Semester 1)	Needs further work in 2016. Trend analysis and actioning required.
Senior School Outcomes		
Increase % OP 1-15 to 80%	87% OP 1-15 100% OP 1-17	Target exceeded.
Increase to 100% QCE + QCIA attainment	100% QCE/QCIA	Target met.

Future outlook

In 2016, we will maintain our focus on our sharp and narrow achievement agenda in:

- Reading
- Writing
- Attendance
- Senior School Outcomes

We will enhance teaching and learning through a laser-like focus on the RED-P agenda:

- **R**eading to Learn
- **E**xplicit Direct Instruction
- **D**ata Informed Practice
- **P**ositive Behaviour for Learning

Our 2016 data targets are:

Attendance

All Year Levels	92%
-----------------	-----

Level of Achievement

All Year Levels	A-B 40% A-C 100%
-----------------	---------------------

NAPLAN – SPSHS Mean Score (Yr 9)

Reading	580
Writing	550
Spelling	580
Grammar and Punctuation	580
Numeracy	590

Upper Two Bands (U2B) % (Yr 9)

Reading	16%
Writing	16%
Spelling	17%
Grammar and Punctuation	16%
Numeracy	23%

SENIOR SCHOOL OUTCOMES

QCE/QCIA	100%
QCS Mean	175
OP 1-15	85+%

Our school at a glance**School Profile****Coeducational or single sex: Coeducational****Independent Public School: No****Year levels offered in 2015: Year 7 - Year 12****Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	672	332	340	33	87%
2014	648	334	314	35	89%
2015	696	347	349	32	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).**Characteristics of the student body:**

Shailer Park State High School has an ICSEA value of 982 which is lower than the Australian average of 1000. The student body are a wonderful and vibrant mix of young Australians. The school is not ethnically or culturally diverse and no gender imbalance pervades. Inclusive and socially just practices are evident throughout the school and promoted through Positive Behaviour for Learning (PBL). High standards have been established for uniforms and student behaviour and the school performs statistically well on measures of behaviour. A high standard of respect is evident between teachers and students.

Shailer Park High is a school of strong discipline and standards, with a focus on learning. Student results are on a steep trajectory of improvement and the student body reflect the aspirational and focused standards of the school.

Shailer Park High operates an outstanding Special Education Program for approximately 60 of its students which complements the school's function as a high performing school. Disability is well catered for at Shailer Park High and the school's culture is united and inclusive. The school has approximately 60 Indigenous students who, as a cohort, perform highly and well. 100% of the school's graduating Indigenous students achieved a QCE.

Only a small number of students come from a background where English is not the major language spoken at home.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	17	17	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	139	73	203
Long Suspensions - 6 to 20 days	21	3	20
Exclusions	17	5	10
Cancellations of Enrolment	6	6	4

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our approach to curriculum delivery is explicit and direct, and is outlined in our RED-P agenda:

- Reading to Learn
- Explicit Direct Instruction
- Data Informed Practice
- Positive Behaviour for Learning

We believe all students can learn. All of our teaching platforms are deeply researched, proven and are underpinning strong growth in the school. Teaching staff are actively in-serviced and trained in our teaching methods, including the use of three specialist teaching coaches:

- Reading and Writing Coach
- Explicit Direct Instruction Coach
- Success Coach

We work closely with our cluster primary colleagues to develop a seamless transition of curriculum, teaching and learning.

A great deal of time and expertise has gone into establishing a world-class teaching and learning environment for our students.

Extra curricula activities

A wide range of extra-curricula activities are available for Shailer Park High students, including extremely successful programs in Instrumental Music, Dance Academy and Volleyball Academy.

The following extra-curricula activities are available for students:

- Instrumental Music
- Science Ambassadors Program
- Volleyball Academy
- Football/Futsal Academy
- Dance Academy
- Chess Club
- Champions Cup Intra-School Competition
- Debating
- Vocal group
- Piano lessons
- Touch football

How Information and Communication Technologies are used to improve learning

ICT is used to empower teachers and learners. We use technology in the classroom as central to teaching and learning. We actively use projectors and laptops as teaching tools to supplement our pedagogy (EDl) model. Technology increases engagement for students, and thus affects learning positively, creating opportunities for learners to develop their creativity, problem-solving abilities and communication skills.

Shailer Park High does not use ICT as a stand-alone solution to teaching and learning. We use a number of tools at our disposal to maximise impact on teaching and learning. ICT is integrated into the classroom to ensure teachers have a range of tools at their disposal. We engage a range of technology within classrooms, using Adobe Suite and the Microsoft Office programs extensively throughout subjects within the school. For instance, we use ICT for simulations and modelling in Science/Maths and use word processing to develop student language and communication skills in English and Humanities subjects as well as Computer Aided Design programs in our Technology and Design faculty. We introduce coding to students in our junior school, and develop these skills throughout their time at Shailer Park High, which develops analytical skill and critical thinking. Using a variety of software packages ensures that our learners are given tasks that match their individual needs in a range of subject areas. This builds confidence and success across subjects and creates opportunities for deep learning within subjects.

Having computers within our school, and allowing students to bring their own devices ensures that students are using technology in a meaningful manner, and are equipped with skills that will be able to use technology implicitly and with purpose in the workplace or for further study. We also use technology to monitor, record, track and analyse student performance, communicate with families and research best practice.

Social Climate

Shailer Park State High School has a very positive school climate, with students overwhelmingly cohesive and united in their outlook, building strong relationships with teachers and each other. The students of Shailer Park High are highly relational and resilient, adapting quickly to set-backs and understanding that responsibility for their future lies with themselves. Teachers and students at Shailer Park High form particularly strong relationships. The social climate at Shailer Park High is underpinned at all times by our values:

- We are safe

- We are respectful
- We are responsible

In order to support students, a highly active Care Team monitors the social environment and makes action plans for continual improvement. The Care Team consists of:

- Deputy Principal
- Guidance Officer
- Success Coach
- Youth Support Worker
- Head of Special Education Services
- School Chaplain
- School Nurse

To ensure a positive and disciplined climate is maintained, the school operates the Positive Behaviour for Learning (PBL) program. Through PBL, the school explicitly teaches positive behaviour to students. Positive behaviour is rewarded, with students who behave in keeping with our values, and who have strong attendance, attending rewards days at the end of each term. Staff are explicitly up-skilled in the teaching of positive behaviour to create a high-functioning, cooperative and disciplined environment.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	91%	81%
this is a good school (S2035)	100%	89%	69%
their child likes being at this school (S2001)	96%	90%	81%
their child feels safe at this school (S2002)	91%	97%	73%
their child's learning needs are being met at this school (S2003)	96%	86%	65%
their child is making good progress at this school (S2004)	96%	88%	78%
teachers at this school expect their child to do his or her best (S2005)	96%	95%	81%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	87%	67%
teachers at this school motivate their child to learn (S2007)	91%	79%	68%
teachers at this school treat students fairly (S2008)	96%	80%	58%
they can talk to their child's teachers about their concerns (S2009)	91%	94%	73%
this school works with them to support their child's learning (S2010)	95%	87%	65%
this school takes parents' opinions seriously (S2011)	100%	90%	58%
student behaviour is well managed at this school (S2012)	91%	77%	61%
this school looks for ways to improve (S2013)	91%	94%	61%
this school is well maintained (S2014)	83%	77%	75%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	88%
they like being at their school (S2036)	95%	88%	79%
they feel safe at their school (S2037)	94%	88%	84%
their teachers motivate them to learn (S2038)	90%	86%	81%
their teachers expect them to do their best (S2039)	99%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	94%	86%	82%
teachers treat students fairly at their school (S2041)	77%	69%	72%
they can talk to their teachers about their concerns (S2042)	84%	75%	59%
their school takes students' opinions seriously (S2043)	89%	71%	69%
student behaviour is well managed at their school (S2044)	77%	62%	55%
their school looks for ways to improve (S2045)	96%	87%	86%
their school is well maintained (S2046)	85%	82%	72%
their school gives them opportunities to do interesting things (S2047)	93%	84%	75%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	97%
they feel that their school is a safe place in which to work (S2070)	99%	98%	97%
they receive useful feedback about their work at their school (S2071)	84%	76%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	89%	77%
students are encouraged to do their best at their school (S2072)	97%	93%	100%
students are treated fairly at their school (S2073)	99%	91%	97%
student behaviour is well managed at their school (S2074)	78%	80%	84%
staff are well supported at their school (S2075)	81%	61%	86%
their school takes staff opinions seriously (S2076)	85%	47%	86%
their school looks for ways to improve (S2077)	99%	91%	97%
their school is well maintained (S2078)	75%	59%	86%
their school gives them opportunities to do interesting things (S2079)	91%	70%	89%

[#] '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

Parent engagement has always been a prized asset at Shailer Park State High School. In 2015 the school's Parents and Citizens organisation was active in engaging in building a highly responsive parent support group to lend assistance to the growth of the school.

In 2015, a program of Principal's Tours proved very popular with the community, allowing parents and community members to observe the school in action. Feedback from parents was that they valued the opportunity to engage with their students' school and to ask questions related to students and learning.

In 2015, the school hosted a number of information evenings to ensure parents were well-informed about their child's education. In particular, information evenings focused on students' subject selections and explaining the importance and relevance of these to parents.

The school hosted two formal Parent-Teacher evenings to allow parents and teachers to discuss students' progress in their studies and to plan for their future success.

Year 10 parents also engaged in the important Senior Education and Training (SET) Plan process, through which students plan for the Senior Secondary studies.

All parents receive an electronic newsletter which is published every three weeks.

The school also utilises a range of digital media to provide the clearest and best information possible, including Facebook and text messaging. Increasingly, the school is responsive to the power of social media to connect with families and our community and is becoming increasingly adept at using this communication tool.

Reducing the school's environmental footprint

The school continues to encourage efforts to reduce its environmental footprint, with all staff encouraged to minimise energy use wherever possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	293,967	2,558
2013-2014	296,283	368
2014-2015	313,691	901

*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.

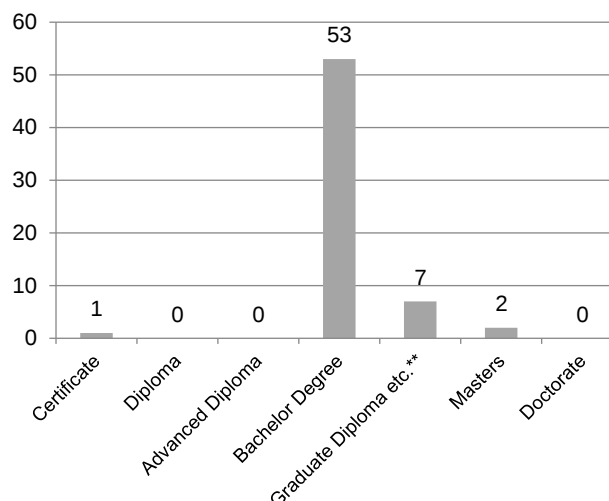
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	33	<5
Full-time equivalents	57	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
Total	63



*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 2015 were \$35 867.

The major professional development initiatives are as follows:

Reading to Learn program

Explicit Direct Instruction

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at

<http://www.myschool.edu.au/>.

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

Find a school

Sector:

☒ Government

☒ Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	91%	85%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

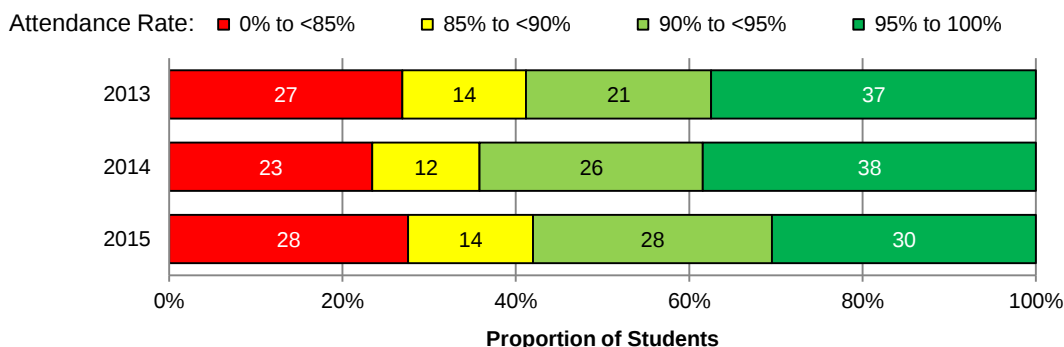
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									93%	89%	86%	86%	87%
2014									91%	88%	88%	88%	92%
2015								90%	90%	88%	86%	89%	87%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Full school attendance is something taken very seriously at Shailer Park State High School. The school responds to global research that shows an unmistakable link between school attendance and student learning outcomes. As such, a range of measures are used to track attendance and encourage students and parents to give full school attendance their highest priority. Measures adopted by the school to monitor and improve attendance included:

- Weekly monitoring of attendance statistics, with reports provided to Year Level Coordinators who then contact parents and apply consequences
- Marking of rolls lesson-by-lesson and constant monitoring of discrepancies
- Attendance expectations clearly outlined through assemblies, newsletters, letters to parents and conversations with students
- Letter to senior students outlining expectations and their role in setting standards
- Attendance letters issued to students with less than 80% attendance
- Interviews with parents who consistently fail to meet attendance benchmarks
- Managed Attendance Plans for students whose attendance consistently fails to meet set targets
- Cancellation of enrolment processes for senior secondary students
- A Community Liaison Officer to assist with the tracking and promotion of full attendance was employed in 2015

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

Sector:

☒ Government

☒ Non-government

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort	74%	75%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	89%	89%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	102	127	92
Number of students awarded a Queensland Certificate of Individual Achievement	4	0	2
Number of students receiving an Overall Position (OP)	43	55	31
Percentage of Indigenous students receiving an Overall Position (OP)	0%	50%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT)	9	20	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	90	84	54
Number of students awarded an Australian Qualification Framework Certificate II or above	53	58	49
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	77	122	90
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	25%	83%	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	74%	65%	87%

Outcomes for our Year 12 cohorts

	2013	2014	2015
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	96%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	95%	93%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	8	19	10	1
2014	6	14	16	16	3
2015	4	6	17	4	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	72	22	42
2014	34	22	42
2015	9	10	42

As at 16 February 2016. The above values exclude VISA students.

Shailer Park State High School is committed to Vocational Education and Training (VET). The school offers a range of Certificate courses to provide students with the best possible pathway for their careers. Certificate courses offered at Shailer Park High include:

Certificate III in Engineering – Technical

Certificate II in Kitchen Operations

Certificate II in Front of House

Certificate III in Fitness

Certificate III in Aged Care

Certificate III in Children's Services

Certificate I in Furnishings

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

Early school leavers

Shailer Park State High School has relatively few students who exit prior to completing Year 12. This is due to the broad range of curriculum offerings and the support provided to students. Throughout their senior secondary studies, students are supported by a Guidance Officer, a dedicated team of Heads of Department, a Youth Support Coordinator and an Industry Placement Officer. Opportunities are provided for students to obtain industry experience through work placement. The school also offers school-based apprenticeships and traineeships and maintains a network of relationships with providers such as TAFE to give students every opportunity to achieve.

Shailer Park High involves parents where issues arise with a student's progress towards completion of their senior studies, developing plans for each student on an individual basis. In particular, the involvement of the Guidance Officer allows the school to identify underlying issues and provide appropriate support. Records show that students who do leave before the end of their senior school studies go to other schools, are home-schooled or transition directly to the workplace.