

Ingham State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 869 Ingham 4850
Phone	(07) 4797 1333
Fax	(07) 4776 1182
Email	the.principal@inghamshs.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	The Principal

Principal's foreword

Introduction

Ingham State High School delivers a quality secondary education for students in years 8 -12 and is located in the town of Ingham. It is the only state high school within the Hinchinbrook Shire. Ingham State High School strives to create opportunities for our students so that each one is able to discover and develop their academic and extracurricular strengths.

At the heart of Ingham State High School is our motto, "Quality Educational Outcomes for All". This motto helps us shape our school environment where we believe that success and excellence should be sought after and practised. Our school has a proud tradition of academic and vocational excellence and innovative learning practices. Our staff are second to none and take great pride in ensuring that the curricular and extracurricular aspects that are delivered are truly of a very high standard. Our staff at Ingham State High School are not only dynamic, but also leaders in their educational field and very innovative in their approach to teaching and learning.

The excellent achievement and overall success of the class of 2013 is highlighted by - 91% Queensland Certificate of Education (QCE) completion by exiting year 12 students and further to that 98% of students departing year 12 with either a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification. 74% of OP eligible students attained OP 1-15 with 100% of OP eligible applicants receiving an offer of entrance to tertiary education. We wish all the graduating class of 2013 every success in their future.

Ingham State High School's pedagogical model is based on the "Dimensions of Teaching and Learning" model. This pedagogical model is explicitly taught in every class to ensure consistency of practice in both the Junior and Senior Secondary departments within our school. Ingham State High School continually strives to improve and offers the best learning environment for our students. Our culture of the school is positively shaped by our ASPIRE program in years 8 – 12. Our PILOT (Partnerships, Innovation, Learning and other Training) program achieves exceptional academic and vocational outcomes for our students. Ingham State High School is a Registered Training Organisation and we currently offer 22 vocational qualifications at our school. The PILOT program also enables students to study any subject or qualification offered in Australia that we may not offer in traditional delivery format. Whilst studying Year 11 or 12 at Ingham State High School, the PILOT program also allows students to complete University subjects. There are a number of subjects offered to our students through many different universities.

Facilities at Ingham State High School are second to none and continually being upgraded to ensure that students receive the most up to date education with industry standard facilities. In addition to our new Auditorium which opened last year (2013), we will also welcome the construction of our new Trade Training Centre as well as the continued use of our Junior Secondary precinct. This Trade Training Centre will allow students to study Agricultural and Science Laboratory qualifications that have previously not been available for students within the Hinchinbrook Shire.

Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

The school's strategic direction in 2013 saw a continued strong focus on the five key areas as identified in the 2012 – 2015 school strategic plan:

- Curriculum and Learning
- Data Analysis and School Improvement
- Digital Pedagogy
- School Learning Environment
- School Workforce.

Throughout 2013 there was a continued focus on improvement of student literacy and numeracy standards, enhancement of eLearning and the use of ICTs, implementation of whole school rules and values program (the 4 Be's and 5 V's) further development of student wellbeing programs and improved outcomes for all students.

In 2013 our Year 9 students were introduced to the 1:1 digital platform with the arrival of the student tablets. This further enhanced our digital platform to ensure that all students in Year 9, 10 and 11 had access to a 1: 1 device.

In 2013 the school continued the implementation of our distinct Junior Secondary education model based on Education Queensland's six principles of Junior Secondary. As part of the Junior Secondary agenda we introduced a Junior Secondary Precinct which is centred in the G block courtyard. 2013 also saw the school officially open the cyclone shelter and this facility has proved to be a very useful addition to our school.

Positive outcomes for 2013 include:

Outstanding student achievement as indicated by the data contained in this report and including:

- 88.5% Queensland Certificate of Education (QCE) completion by exiting year 12 students
- 97.9% of students departing year 12 with a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification
- 100% of students received an offer from QTAC.

Achievements in literacy and numeracy as indicated by the NAPLAN results detailed below.

Queensland State School Reporting

2013 School Annual Report



Future outlook

In 2014 the school will continue the ongoing implementation of our 2011 – 2015 School Strategic Plan. This strategic plan guides our pursuit of excellence by ensuring our Explicit Improvement Agenda continues to be met. Our Explicit Improvement Agenda dictates everyday practice. The Explicit Improvement Agenda is based on four key areas:

- Literacy and Numeracy
- Student Outcomes
- Quality Teaching
- Indigenous and inclusive education

Key strategies to ensure the achievement of our Explicit Improvement Agenda include:

- 1) Refinement of our whole school pedagogical plan. The addition of the gradual release model ensures explicit instruction occurs within classes. This model sits underneath the Dimensions of Teaching and Learning and ensures consistent expectations of pedagogy across our Junior and Senior Secondary departments. Data analysis of student data sets inform pedagogy to ensure improved student outcomes.
- 2) Continued implementation and movement towards embedding our Reading and Writing action plan for improvement. In 2014 we have introduced both an Instructional Reading Coach and Instructional Reading Assistant to ensure student outcomes are improved in both reading and writing. 2014 will also see the full implementation of the CARS and STARS whole school reading program. This reading and writing strategy is research based and based on work by Lyn Sharratt and Michael Fullan.
- 3) Further embedding of a Coaching and Mentoring model aimed at improving the quality of instruction within classrooms to ensure improved student outcomes.
- 4) Development of whole school approach towards differentiation. Whole school professional development facilitated by Dr Loretta Giorcelli on student differentiation.
- 5) Further embed the “Developing Performance Framework” to ensure improved instruction occurs in classrooms. Developing Performance Framework reflective of Australian Professional Standards for Teachers.
- 6) Continue building the leadership capacity within the school and ensure Instructional Leadership is embedded and enacted throughout the leadership team.
- 7) Further embedding of six guiding principles of the Junior Secondary Flying Start initiative. The school will continue to plan and implement Junior Secondary reform to ensure that Ingham State High School is well and truly embedding the six guiding principles. This will ensure a successful transition for both Year 7 and 8 students to Ingham State High School in 2015. This action plan is documented in the Junior Secondary Vision for Success.
- 8) Continued implementation of our PILOT partnerships program for students within the Senior Secondary department.
- 9) Improved outcomes for all students. Focus on indigenous student outcomes to ensure improvement in both attendance, academic and vocational outcomes.

We will continue to ensure “Quality Educational Outcomes for All”.

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	493	254	239	93%
2012	467	234	233	94%
2013	479	252	227	93%

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

Characteristics of the student body:

Our school draws students from 12 primary partner schools located within the Hinchinbrook Shire. The students of Ingham State High School come from a mix of rural and urban backgrounds. Most families are involved with employment relating to the major primary industry of sugar production. The population of Ingham is multicultural with people originating from Italy, Finland, England, Sicily, Ireland, Indigenous, and many more. The student population is mostly stable however enrolment continuity is affected by seasonal work.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	17	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	64	77	96
Long Suspensions - 6 to 20 days	13	28	32
Exclusions	0	1	0
Cancellations of Enrolment	5	2	10

Curriculum offerings

Our distinctive curriculum offerings

Ingham State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that our students have access to a curriculum that other students are able to access in the larger metropolitan areas. The curriculum allows for student progression based on students career objectives. The senior secondary curriculum provides an outstanding and comprehensive range of choices. Through the PILOT centre, our students have access to study University subjects, Certificate IV and Diploma level courses.

A Special Education Unit operates on site, and provides appropriate differentiated support for students identified as requiring support due to a learning disability.

Extra curricula activities

Students of Ingham State High School are able to participate in a wide range of extra-curricular activities.

- These include an instrumental music program, choir, signing choir, musicals and drama productions.
- Students also have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- The school runs a number of camps for students in Years 9 and 11 as well as numerous excursions, either subject based or for enrichment.
- Every second year students have the opportunity to participate in a school ski trip.
- Students also participate in a range of activities which promote academic excellence. They can enter competitions such as maths and science competitions, public speaking quests and foreign language competitions.
- Student participation in leadership activities and community involvement is strongly supported.

How Information and Communication Technologies are used to assist learning

The school's technology facilities have developed to an outstanding level with wireless networks operating across all buildings. A range of fully equipped computer laboratories, together with the provision of 3G-enabled laptop devices to students in Years 9, 10 & 11, has enabled the school to achieve a 1:1 student : computer ratio in Years 9 – 12.

All desktop and laptop/notebook computers have Internet access and utilize up- to- date software to integrate new and exciting approaches to learning and teaching across the curriculum. Interactive data projectors and whiteboards have also been added to assist both the learning and teaching possibilities.

Social climate

Ingham State High School is a safe, friendly and caring community where striving for excellence, inclusiveness, empathy, loyalty, integrity and participation permeate all aspects of school life. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility. Our rules (4 Be's) and values (5 V's) program is designed to promote and develop positive relationships between all members of our school community. Ingham State High School is a uniform school espousing the belief that the correct wearing of the uniform assists students to identify with the school and to feel positive about their learning environment.

Student leadership is fostered through a very active Student Executive, School Captains, a House structure with house leaders and the inter-year program (TIP) (where Year 11 students mentor Year 8 students during terms 1 & 2). In 2014 a Junior Secondary leadership model will be developed to expand the student leadership structure to include Junior Secondary Captains, Junior Secondary House Captains and Student Council. This leadership model will continue to be expanded further in 2015 to include the year 7's.

Our school at a glance

Parent, student and staff satisfaction with the school

The data below shows overall very high levels of satisfaction from parents, students and staff. Many of the parent responses show satisfaction above 95%. The school will continue to use this data to inform future improvement strategies.

Our school at a glance

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)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%
their child is making good progress at this school* (S2004)	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	95%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	94%	92%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	96%
they like being at their school* (S2036)	90%	98%
they feel safe at their school* (S2037)	92%	95%
their teachers motivate them to learn* (S2038)	95%	95%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%
teachers treat students fairly at their school* (S2041)	82%	84%
they can talk to their teachers about their concerns* (S2042)	79%	94%
their school takes students' opinions seriously* (S2043)	82%	89%
student behaviour is well managed at their school* (S2044)	83%	87%
their school looks for ways to improve* (S2045)	95%	97%
their school is well maintained* (S2046)	90%	99%
their school gives them opportunities to do interesting things* (S2047)	95%	95%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	93%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	85%
their school takes staff opinions seriously (S2076)	82%
their school looks for ways to improve (S2077)	89%
their school is well maintained (S2078)	90%
their school gives them opportunities to do interesting things (S2079)	93%

* 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.

Our school at a glance

Involving parents in their child's education

Ingham State High School greatly values the input and contribution made by the parents of our students. Parents are encouraged to participate in the school through membership of the P & C, and other committees. The school recognises the importance of parent involvement and holds a range of activities including breakfasts, morning teas, lunches and information sessions to encourage parents into the school and break down barriers between parents and teachers.

Reducing the school's environmental footprint

The school aims to reduce our school environmental footprint wherever possible. A very significant water leak could not be located for a number of months resulting in significant water loss contributed to the increase in water use in 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	270,647	3,757
2011-2012	332,841	6,636
2012-2013	370,432	11,430

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.

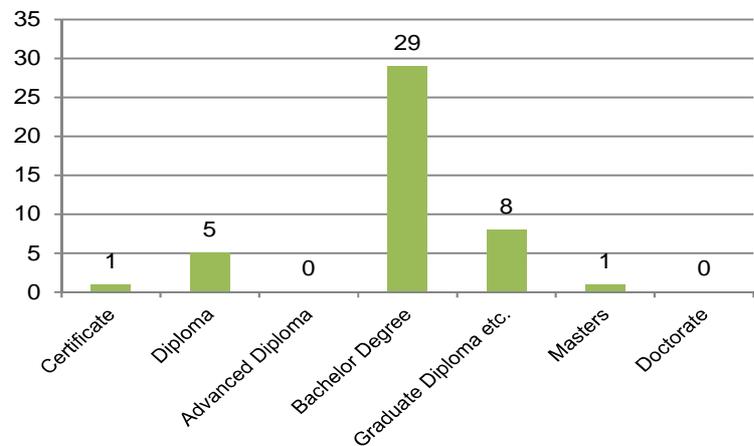
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	28	<5
Full-time equivalents	40	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	5
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	8
Masters	1
Doctorate	0
Total	44



* 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 \$28 884.

The major professional development initiatives are as follows:

- You can do it
- Inclusion
- QSA
- Vocational education
- Industry currency
- Indigenous education (Stronger, smarter learning communities)
- Behaviour Management corrective strategies (Peter Miles)

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

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

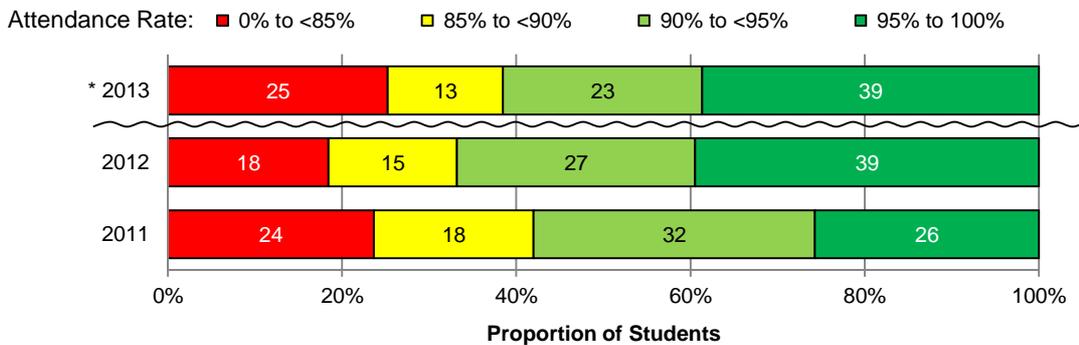
Student attendance rate for each year level (shown as a percentage)

	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%	88%	88%	90%	89%
2012								91%	90%	89%	90%	91%
2013								90%	88%	90%	89%	88%

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.

Roll marking occurs at the start of each day during form or assembly. Attendance at classes through the day is confirmed by teachers electronically marking rolls every lesson. An accurate determination of student attendance lesson by lesson is readily available. There is a rigorous and documented daily follow up for students found to have been not attending either whole or part days.

Parents are contacted in cases of an absence of 3 consecutive days without explanation.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a rectangular "SEARCH" button.

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.

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

Performance of our students

Achievement – Closing the Gap

In 2013, the Apparent Retention Rate Year 10 to year 12 for indigenous students was below both the NQ region and Queensland State Schools Indigenous Apparent Retention rate. The gap between Indigenous and non-Indigenous students at Ingham State High School was also larger than previous years.

The Indigenous attendance rate dropped a little in 2013 to 77% compared with 2012. This figure is concerning with 67.3% of Indigenous students attending school less than 85% of the time.

2013 NAPLAN data suggests that the school narrowed the gap between Indigenous and non-Indigenous students in Reading and the gap remained similar in Numeracy. The gap between Indigenous and non-Indigenous achievement in writing widened in 2013.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	85%	82%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	89	88	96
Number of students awarded a Queensland Certificate Individual Achievement.	0	3	1
Number of students receiving an Overall Position (OP).	40	42	57
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	19	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	89	83	91
Number of students awarded an Australian Qualification Framework Certificate II or above.	65	46	68
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	76	64	85
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.	73%	83%	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.	100%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	94%	100%

As at 5 May 2014. The above values exclude VISA 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	5	12	12	10	1
2012	5	8	22	7	0
2013	8	12	22	13	2

Performance of our students

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

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	89	64	6
2012	83	41	11
2013	87	63	18

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

Certificate I @ ISHS

- Certificate I in Visual Arts
- Certificate I in Automotive
- Certificate I in Automotive Vocational
- Certificate I in Business
- Certificate I in Work Preparation (Community Services)
- Certificate I in Engineering
- Certificate I in Furnishing
- Certificate I in Hospitality
- Certificate I in Information, Digital Media and Technology
- Certificate I in Retail Services

Post-school destination 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.

Early leavers information

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

Early leavers from Ingham State High School move to a variety of activities including, full time employment, apprenticeships and traineeships. Some students engage with job service agencies while others complete certificate courses with TAFE or other RTO's. Some students continue to work with the school Guidance Officer who puts them in contact with various support agencies and continues to provide career counselling for them.