

Ingham State High School

Queensland State School Reporting

2014 School Annual Report



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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.

The achievement and overall success of the class of 2014 is highlighted by - 88% Queensland Certificate of Education (QCE) completion by exiting Year 12 students and further to that 96% 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 18 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 high quality and continually being upgraded to ensure that students receive the most up-to-date education with industry standard facilities. Our recently (2013) built Auditorium, future Trade Training Centre (planned completion November 2015) as well as the continued use of our Junior Secondary precinct, complement the general learning areas to provide the range of facilities required for a quality education. When completed, the 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.

School progress towards its goals in 2014

The strategic direction in 2014 saw a continued focus on key areas identified in the 2012 – 2015 school strategic plan:

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

The 2014 Annual Implementation Plan (AIP) targeted the key priorities of:

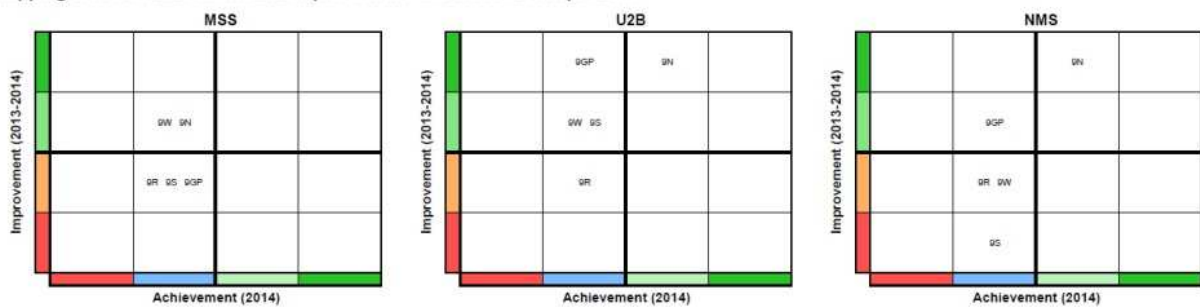
- Improved Student Outcomes
- Reading (through Explicit Instruction)
- Writing (including spelling, grammar and punctuation)
- Indigenous Education
- Putting Faces on the Data (purposeful use of data)
- Explicit Instruction and Quality Teaching
- Attendance and Retention of Students

For 2014, Ingham SHS set a range of ambitious goals to achieve for the school community. Some of the outcomes include:

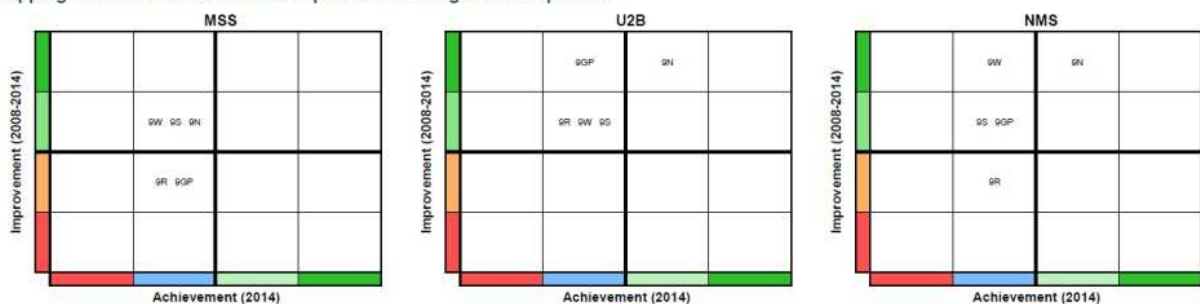
- 5% increase in the number of Year 12 students achieving an OP ranking of 1 – 10.
- 100% of students who applied for university through QTAC receiving an offer.
- 88% of Year 12 students obtained a Queensland Certificate of Education (QCE).
- 97.9% of students exited Year 12 with a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification
- The completion of the Flying Start Initiative, which finalised preparations for Year 7 to join the high school context.
- Implementation of a comprehensive reading program utilising the 'CARS and STARS' program.
- Introduction of a revised Coaching and Mentoring Model (Camm) to support quality teacher practice.
- Increased focus to support Indigenous students' attendance, engagement and general success in schooling.
- Continued implementation of our PILOT partnerships program for students within the Senior Secondary department.

Recent (2013-2014) and long term (2008 – 2014) Ingham SHS NAPLAN achievement and improvement comparisons (to Nation) are outlined below.

Mapping School Achievement and Improvement - most recent comparison



Mapping School Achievement and Improvement - long term comparison



Future outlook

In 2015 the school will continue the ongoing implementation of our 2012 – 2015 School Strategic Plan. This strategic plan guides our pursuit of excellence and influences the more detailed 2015 Annual Implementation Plan (AIP).

The 2015 AIP outlines 5 key priorities:

- Consolidate whole of school processes to support student well-being.
- Increase attendance and engagement.
- Improve the quality of teaching utilising Explicit Instruction.
- Embed the explicit focus on reading, writing, spelling and grammar & punctuation.
- Support all students to achieve their highest personal outcomes.

Specifically, the school will implement the following actions (organised within focus areas) to achieve the key priorities.

SUCCESSFUL LEARNERS

- Creation of a Year 8 to 12 student case management program for:
 - students achieving significantly above or below their cohort year level.
 - Indigenous students.
 - Year 12 students at risk of not attaining a QCE.
- Practice the principles of Explicit Instruction through structured learning.
- Implement formalised support processes to ensure the development of high quality curriculum.
- Create focus groups to provide feedback in relation to full implementation of Flying Start initiative.
- Introduce processes for early response for non-attendance.

GREAT PEOPLE: 'Teaching Quality' and 'Principal Leadership and Performance'

- Enact evidence-based improvement strategies.
- Participate in learning to increase knowledge and implementation.
- Clarify roles and responsibilities in all school based positions.
- Introduce a structured induction program for new staff.
- Consolidate line management and communication procedures.
- Enact increased processes and structures to promote and support staff well-being.
- Transition from current Developing Performance Framework process to the Teacher Performance Review.
- Embed the engagement in school CAMM process.

HIGH STANDARDS: 'School Performance'

- Increase transparency, knowledge of, and application of school wide practices.
- Routinise the use of class data sets to inform unit planning and class groupings.
- Creation of a year level based support team inclusive of teachers and leadership members.
- Consolidate refinements to school improvements processes.
- Exposure and engagement with financial documentation and reports.
- Increased sharing of physical and intellectual resources.
- Review and modification to whole school ASPIRE program to align with 2015 key priorities.

ENGAGED PARTNERS: 'Regional Support' and 'Local Decision Making'

- Formalise student council practices and operating processes.
- Development of regular consultation opportunities for parents.
- Introduction of parent open mornings.
- Align Quadrennial School Review (QSR) process with agreed best practices.
- Introduction of a business/community open morning.
- Initiate regular communication processes with wider community.
- Implement the Gateways to Schools: Agribusiness Program.
- Establish a support network for all members of leadership.
- Increase links with external providers to support indigenous students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	467	234	233	94%
2013	479	252	227	93%
2014	474	251	223	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, along with several Indigenous groups. The student population is mostly stable, however enrolment continuity is affected by seasonal work.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 8 Secondary – Year 10	23	23	23
Year 11 – Year 12	18	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	77	96	78
Long Suspensions - 6 to 20 days	28	32	5
Exclusions [#]	1	0	3
Cancellations of Enrolment	2	10	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

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 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 / Science and English 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 10 – 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 exist across the school to assist the teaching and learning process.

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). In 2014 a Junior Secondary leadership model was initiated 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 and beyond.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	96%	97%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	92%	95%
their child is making good progress at this school* (S2004)	100%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	97%
teachers at this school motivate their child to learn* (S2007)	100%	96%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	87%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	95%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	95%
student behaviour is well managed at this school* (S2012)	94%	92%	89%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	95%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	96%	97%
they like being at their school* (S2036)	90%	98%	87%
they feel safe at their school* (S2037)	92%	95%	94%
their teachers motivate them to learn* (S2038)	95%	95%	90%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	92%
teachers treat students fairly at their school* (S2041)	82%	84%	73%
they can talk to their teachers about their concerns* (S2042)	79%	94%	78%
their school takes students' opinions seriously* (S2043)	82%	89%	75%
student behaviour is well managed at their school* (S2044)	83%	87%	74%
their school looks for ways to improve* (S2045)	95%	97%	91%
their school is well maintained* (S2046)	90%	99%	81%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	91%
they feel that their school is a safe place in which to work (S2070)		95%	97%
they receive useful feedback about their work at their school (S2071)		85%	83%
students are encouraged to do their best at their school (S2072)		93%	98%
students are treated fairly at their school (S2073)		97%	96%
student behaviour is well managed at their school (S2074)		92%	86%
staff are well supported at their school (S2075)		85%	68%
their school takes staff opinions seriously (S2076)		82%	70%
their school looks for ways to improve (S2077)		89%	90%
their school is well maintained (S2078)		90%	95%
their school gives them opportunities to do interesting things (S2079)		93%	89%

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

'Agree' represents the 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

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 to foster a strong relationship between parents and staff.

Reducing the school's environmental footprint

The school aims to reduce our school environmental footprint wherever possible. The school is currently investigating the potential to significantly reduce its energy consumption by installing a modern solar power system. This will be a long range project that may extend into 2016 before a final decision or implementation can be made.

Years	Environmental footprint indicators	
	Electricity kWh	Water KI
2011-2012	332,841	6,636
2012-2013	370,432	11,430
2013-2014	322,224	0

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.

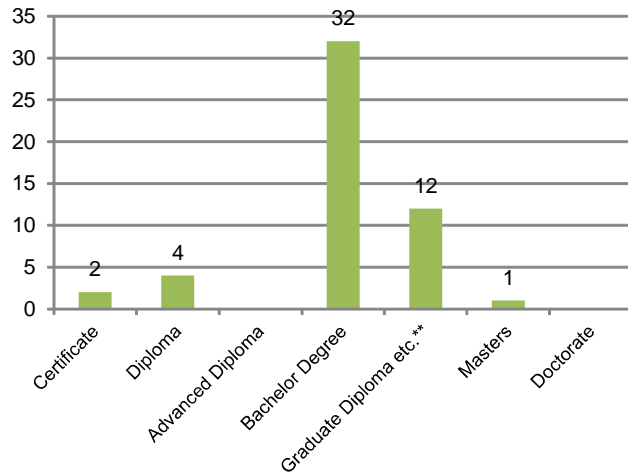
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	31	<5
Full-time equivalents	40	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	4
Advanced Diploma	
Bachelor Degree	32
Graduate Diploma etc.**	12
Masters	1
Doctorate	
Total	51



*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 2014 were \$47 900.

The major professional development initiatives are as follows:

- Curriculum Planning and Development
- Leadership development
- Explicit Instruction
- Student management strategies
- Vocational education

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%

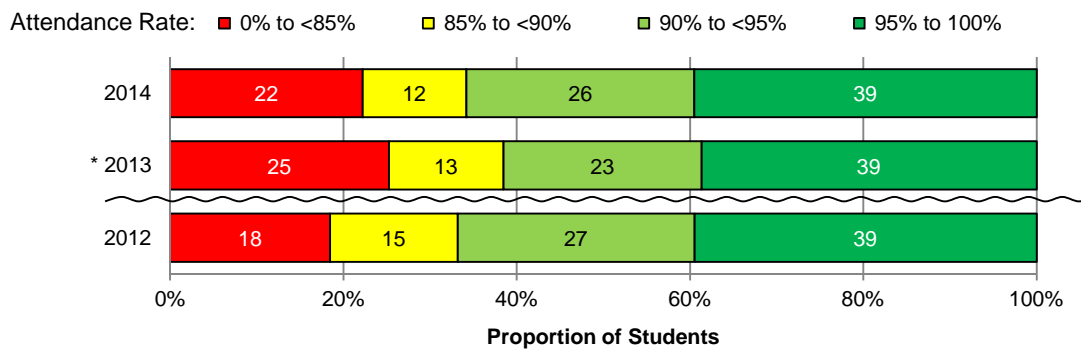
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								91%	90%	89%	90%	91%
2013								90%	88%	90%	89%	88%
2014								93%	88%	86%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 formally 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.

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 Non-government

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.

Achievement – Closing the Gap

In 2014, the Apparent Retention Rate (18.8%) Year 10 to year 12 for indigenous students was below the NQ region (23.1%), however, slightly higher than the QLD State Schools (17.9%) rate.

The gap between Indigenous (74.8%) and non-Indigenous (90.4%) students' attendance at Ingham State High School was larger than previous years.

2014 NAPLAN data indicates a greater gap between Indigenous and non-Indigenous students in all areas of NAPLAN compared to 2013 data.

60% of Year 12 Indigenous students achieved a QCE in 2014.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	82%	92%
Outcomes for our Year 12 cohorts	2012	2013	2014

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	88	96	81
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	3
Number of students receiving an Overall Position (OP)	42	57	35
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	13	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	91	77
Number of students awarded an Australian Qualification Framework Certificate II or above.	46	68	53
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64	85	71
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.	83%	74%	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%	98%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	100%	100%

As at 19 February 2015. 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
2012	5	8	22	7	0
2013	8	12	22	13	2
2014	1	13	12	9	0

As at 19 February 2015. 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
2012	83	41	11
2013	87	63	18
2014	73	48	9

As at 19 February 2015. The above values exclude VISA students.

2014 Ingham offered a range of VET qualifications both internally and utilising outside providers. Students studied their courses through a variety of modes (face to face class, external, online) and included areas such as: agriculture, business, arts, hospitality, industrial fields, workplace practices, childcare, information technology and 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 school 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.