

Ingham State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Ingham State High School delivers a quality secondary education for students in Years 7 -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 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 the motto, "Quality Educational Outcomes for All". This motto helps shape the school environment where the belief is that success and excellence should be sought after and practised. The school has a proud tradition of academic and vocational excellence and innovative learning practices.

The achievement and overall success of the class of 2015 is highlighted by - 95% Queensland Certificate of Education (QCE) completion by exiting Year 12 students and further to that 100% of students departing Year 12 with either a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification. 69% 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 2015 every success in their future.

Ingham State High School's pedagogical model is based on the "Dimensions of Teaching and Learning". This pedagogical model is explicitly taught in every class to ensure consistency of practice in both the Junior and Senior Secondary departments within the school. Ingham State High School continually strives to improve through the review of learning environment options for students.

The culture of the school is positively shaped by the ASPIRE program in Year 7 – 12. The PILOT (Partnerships, Innovation, Learning and other Training) program achieves exceptional academic and vocational outcomes for students. Ingham State High School is a Registered Training Organisation offering 18 vocational qualifications in 2015. 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 students through many different universities.

Facilities at Ingham State High School are high quality and are continually being upgraded to ensure that students receive the most up-to-date education with industry standard facilities. The recently built Auditorium, and future Trade Training Centre (to be completed February 2016) as well as the continued use of the redeveloped Junior Secondary precinct, complement the general learning areas to provide the range of facilities required for a quality education. The Trade Training Centre facility 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 2015

The strategic direction in 2015 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 2015 Annual Implementation Plan (AIP) targeted the key priorities of:

- 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 in reading, writing, spelling and grammar & punctuation
- Support all students to achieve their highest personal outcomes.

In August 2015, the School Improvement Unit (SIU) reviewed school practices against the 9 domains identified in the National School Improvement Tool (NSIT). The School Improvement Unit Report was published in October 2015.

In accordance with planning cycles, a Quadrennial School Review process was required in 2015. At the commencement of Term 4 2015, the Principal, newly appointed to the permanent position, led the review. In a collaborative and consultative process, progress towards achievement of 2015 Annual Implementation Plan targets was determined, and the findings and key improvement strategies reported by the School Improvement Unit were considered. A School Strategic Plan for 2016 – 2019 was developed and ratified on 26 November 2015. This 4 year plan outlines future priority areas, strategies and performance measures.

Future outlook

In 2016 the school will commence the implementation of the 2016 - 2019 School Strategic Plan. This strategic plan guides our pursuit of *Every student succeeding*, State Schools Strategy 2016 - 2020 and influences the more detailed 2016 Annual Implementation Plan (AIP).

The 2016 AIP outlines 4 key priorities:

- Quality Teaching
- Literacy (Reading and Writing) and Numeracy
- Indigenous Education
- Inclusive Practices

Specifically, the school will implement the following actions organised within focus areas of Successful Learners, Teaching Quality, Principal Leadership and Performance, School Performance, Regional Support and Local Decision Making to achieve the key priorities.

1. Interrogate the school Pedagogical Framework to explicitly identify school curriculum and lesson design, and instructional and management expectations and strategies.
2. Implement a school plan for the collection and use of data to support teachers to adjust pedagogy.
3. Develop and implement Professional Learning Communities (PLCs) to build teacher capability through collaborative practice, including observation, coaching and mentoring.
4. Build data and learning walls to promote clarity and accountability around the learning journey of staff and students.
5. Embed the reviewed Responsible Behaviour Plan for Students.
6. Implement a school wide wellbeing framework.
7. Embed Inclusive schooling practices.
8. Implement an Indigenous Education plan.
9. Form a Strategic Attendance Action Group to implement a process for monitoring and meeting targets.
10. Employ a pedagogical coach to focus on school wide practices to implement effective strategies and address learning requirements to meet student literacy and numeracy needs.
11. Consolidate and extend the breadth and depth of school community partnerships and involvement in the teaching and learning process.

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	479	252	227	40	93%
2014	474	251	223	39	93%
2015	530	287	243	59	92%

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.

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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	17	18	16

*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	96	78	151
Long Suspensions - 6 to 20 days	32	5	7
Exclusions	0	3	1
Cancellations of Enrolment	10	0	1

* 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

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 student's 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 improve 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 senior school students.

All computers 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) Leaders. A Junior Secondary leadership model expands the student leadership structure to include Junior Secondary Captains, Junior Secondary House Captains and Student Council.

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)	100%	100%	88%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school (S2001)	96%	97%	96%
their child feels safe at this school (S2002)	100%	95%	96%
their child's learning needs are being met at this school (S2003)	92%	95%	87%
their child is making good progress at this school (S2004)	92%	95%	81%
teachers at this school expect their child to do his or her best (S2005)	92%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	97%	88%
teachers at this school motivate their child to learn (S2007)	96%	95%	88%
teachers at this school treat students fairly (S2008)	100%	87%	73%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	86%
this school works with them to support their child's learning (S2010)	100%	92%	86%
this school takes parents' opinions seriously (S2011)	100%	95%	84%
student behaviour is well managed at this school (S2012)	92%	89%	82%
this school looks for ways to improve (S2013)	100%	97%	88%
this school is well maintained (S2014)	100%	95%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	97%	90%
they like being at their school (S2036)	98%	87%	81%
they feel safe at their school (S2037)	95%	94%	84%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers motivate them to learn (S2038)	95%	90%	79%
their teachers expect them to do their best (S2039)	100%	97%	89%
their teachers provide them with useful feedback about their school work (S2040)	93%	92%	82%
teachers treat students fairly at their school (S2041)	84%	73%	74%
they can talk to their teachers about their concerns (S2042)	94%	78%	66%
their school takes students' opinions seriously (S2043)	89%	75%	68%
student behaviour is well managed at their school (S2044)	87%	74%	68%
their school looks for ways to improve (S2045)	97%	91%	81%
their school is well maintained (S2046)	99%	81%	87%
their school gives them opportunities to do interesting things (S2047)	95%	88%	83%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	91%	90%
they feel that their school is a safe place in which to work (S2070)	95%	97%	90%
they receive useful feedback about their work at their school (S2071)	85%	83%	69%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	72%	77%	73%
students are encouraged to do their best at their school (S2072)	93%	98%	94%
students are treated fairly at their school (S2073)	97%	96%	96%
student behaviour is well managed at their school (S2074)	92%	86%	56%
staff are well supported at their school (S2075)	85%	68%	52%
their school takes staff opinions seriously (S2076)	82%	70%	53%
their school looks for ways to improve (S2077)	89%	90%	83%
their school is well maintained (S2078)	90%	95%	87%
their school gives them opportunities to do interesting things (S2079)	93%	89%	73%

'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

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 the school environmental footprint wherever possible. Opportunities to employ more efficient processes will be further pursued in 2016.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	370,432	11,430
2013-2014	322,224	0
2014-2015	420,307	865

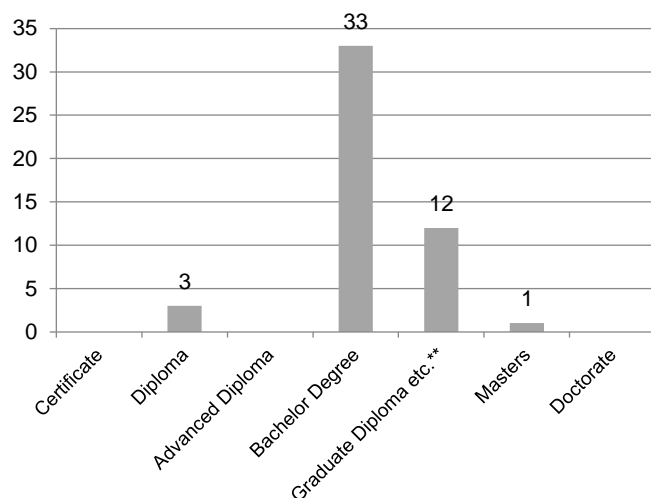
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	28	<5
Full-time equivalents	45	21	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	3
Advanced Diploma	
Bachelor Degree	33
Graduate Diploma etc.**	12
Masters	1
Doctorate	
Total	49



*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 \$56,062.66.

The major professional development initiatives were 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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

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).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	75%	78%

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)

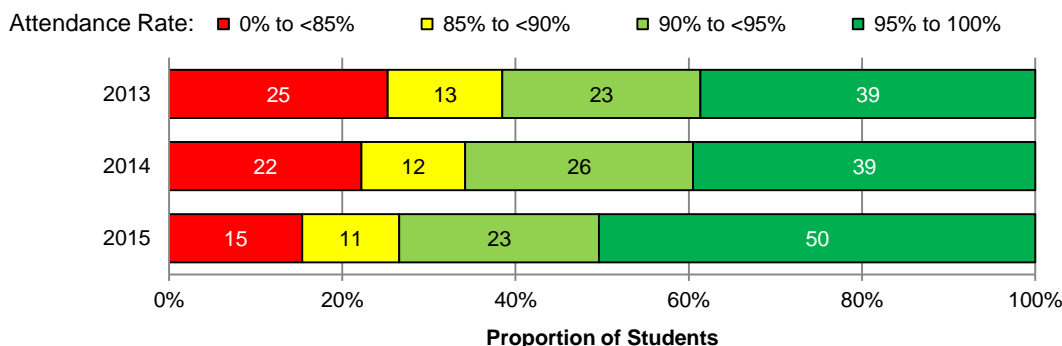
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	88%	90%	89%	88%
2014									93%	88%	86%	89%	88%
2015							92%	90%	92%	87%	89%	90%	

*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.

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.

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.	82%	92%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	54%	75%	133%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	96	81	92
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	0
Number of students receiving an Overall Position (OP)	57	35	35
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	18	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	77	91
Number of students awarded an Australian Qualification Framework Certificate II or above.	68	53	79
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	85	71	88
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	60%	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.	74%	74%	69%

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.	98%	96%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	94%

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	8	12	22	13	2
2014	1	13	12	9	0
2015	6	11	7	10	1

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	87	63	18
2014	73	48	9
2015	69	58	46

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

In 2015 Ingham High 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 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 information

The destinations of young people who left the school in Year 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 RTOs. 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.