



Ingham State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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## School Overview

At Ingham State High School our motto is "Quality Educational Outcomes for All". Ingham SHS strives for excellence, inclusiveness, empathy, integrity, loyalty and participation in order to achieve clear accountable outcomes within a safe and supportive environment. Ingham State High School has both Junior Secondary and Senior Secondary departments. Our school explicit improvement agenda is based on four main aspects. 1) Literacy and Numeracy (with a particular focus on reading). Our aim is to ensure that all students are able to have an appropriate level of literacy and numeracy that not only allows them to access the curriculum at the school but also to be able to participate in either further training or the work force upon successful completion of secondary studies. 2) Student Outcomes. Our goal like yours is to ensure that all students are challenged to achieve outcomes that not only match their ability but push these students to strive for further success. 3) Quality Teaching. At Ingham State High School our Pedagogical model (how we teach) is based on the "Dimensions of Teaching and Learning". This model ensures that our classes have consistent practice across the school and that the elements of "good teaching" are clearly visible in all classes. 4) Indigenous Education. At Ingham State High School we aim to improve all student outcomes. Indigenous education is about ensuring that cultural perspectives of the indigenous culture are embedded across the school. The indigenous education aspect of our Explicit Improvement Agenda further reinforces our aim to ensure students from all backgrounds and situations are included as part of our inclusive approach to education. Underpinning this explicit improvement agenda is our whole school values and rules program which is explicitly taught and modelled in our POSITIVE YOUTH DEVELOPMENT program and throughout all curriculum areas. The school is big enough to offer a comprehensive range of subjects yet still small enough to provide the personal touch. ISHS provides a wide choice of activities for students to participate in including cultural pursuits, community activities and sporting and academic pursuits. ISHS has an enviable academic record. Our PILOT centre allows our senior secondary students to study certificate qualifications, associate diploma, diploma and university courses as part of each student's tailored education program. The students of ISHS continue to have excellent sporting success with school teams going on to compete at regional level and individual students achieving both State and National representation in a range of sports. The school support team includes a Chaplain, Guidance Officer, Community Education Counsellor, Youth Support Coordinator and School-based Youth Health Nurse. The school facilities upgrade is ongoing with significant investment going into classroom and building refurbishments. Ingham State High School is an industry leader in the areas of Automotive and Engineering. Ingham State High School is the largest secondary facility in the Hinchinbrook Shire and has a long and proud tradition of offering top class secondary education to our students.

## Principal's Foreword

### Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as Year 12 Outcomes, NAPLAN results, our attendance percentages and enrolment numbers to give the reader a snapshot of our school. It also provides information on our staffing, our curriculum and our finances. Hard copies of the report are available, by request, through the school office.

## School Progress towards its goals in 2017

The Annual Implementation Plan for Ingham High School for 2017 was based around the following three target areas and actions:

- Quality Teaching
  - Embedded Professional Learning Communities (PLCs) based on cross curricular teams focusing on quality teaching practices
  - Used the PLCs to support and embed consistent pedagogical practice in every classroom
  - Embedded classroom observation process with a focus on feedback and evidence of learning to improve student outcomes and build the capability of teaching staff to deliver evidences based pedagogical practices
  - Assigned two pedagogical coaches to support quality teaching and evidence of learning
- Literacy (Reading and Writing) and Numeracy
  - Developed 21 Century Maths – Visible Thinking team and engaged support from the Regional Office CAPS team
    - Completed instructional coaching cycles for all team members
    - Collaboratively adopted quality teaching and learning in the context of Year 9 Mathematics students
    - Established processes of curriculum alignment
  - PLC teams were upskilled in evidence based research to support Reading in the classroom
    - All teachers incorporated pre-reading, during reading and post-reading high yield strategies into every lesson and gathered evidence of student learning
  - Aspire to Read program for students in Years' 7 and 8 was introduced for students in the decoding arena of reading
  - Trialled Mighty Minds literacy and numeracy building skills program in Year 8
- Indigenous Education
  - Indigenous program 'Empower' established
  - Student attendance and achievement processes were embedded
  - CEC was employed an extra day each week (with Regional Office support) to provide access to academic, social and emotional support for indigenous students
  - Re-established partnerships with local Indigenous leaders and mentors to support student learning and engagement

## Future Outlook

### 1. Improve Writing in Year 7 to 9

**Strategy:** Embed quality teaching and learning through a targeted and intensive approach focused on assessment literate learning which represents a clear alignment of achievement standards, learning intentions, success criteria, marking guides and assessment tasks to improve the quality of student demonstrations of learning.

### 2. Lift the top students and raise upper two band (U2B) performance

**Strategy:** School wide approach to implementing *Visible Learning* high yield strategies.

### 3. Teach 21<sup>st</sup> century skills, global competencies and citizenship

**Strategy:** Build teacher capability and confidence to prepare students for a changing world requiring 21<sup>st</sup> century skills

**Strategy:** Using the Inquiry Cycle, within the Maths department identify a Problem of Practice around developing critical and creative thinking skills.

**Strategy:** Establish the IN ..... (Maker Space).

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

- Review and execute the whole school pedagogical framework prioritising writing as a cross curricular focus.
- PLC teams will drive whole school pedagogy development using a cycle of practice around curriculum inputs & outputs, and determine impact through collaborative inquiry and co-learning.

- Use instructional coaching methodology and curriculum collaboration to support teacher professional learning focused on quality teaching practices.
- Negotiate primary/secondary interchange visits to establish pedagogical frame of reference and identify problem of practice in writing improvement as part of the systemic delivery of the Australian Curriculum across the 6 to 7 transition juncture.
- Formalise high yield writing strategies in a whole school Teaching and Learning Handbook in preparation for 2019.
- Prioritise professional learning and building capability and confidence of English and Maths teachers in Year 7 and 8 through PLC working groups:
  - Tierney Kennedy Visible Thinking for Mathematics
  - Corwin team 21C English: Visible Learning for Literacy
- Triangulate Year 9 student data (LOA English and NAPLAN Year 7 Reading and Writing) and the NAPLAN marking guide to identify areas of support needed and research evidence based teaching strategies to use.
- Build an expert teaching team based on consistent pedagogical practices, with a clear alignment from achievement standard to assessment, to position learners to be assessment literate.
- Engage teachers in positive and growth mindset culture - Habits of Mind.
- Engage teachers in professional learning around Critical Thinking Pedagogies.
- Maintain the 2017 21C Maths Visible Thinking team as the 2018 Year 10 Maths teaching team to support ongoing professional learning, collegial practice and building expert teacher team.
- Prepare students for New Senior.
- Create and produce the IN... Manifesto.
- Provide opportunities for students to be innovators, entrepreneurs, lifelong learners and responsible global citizens.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	530	287	243	59	92%
<b>2016</b>	482	246	236	58	92%
<b>2017</b>	475	230	245	58	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our school draws students from 10 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 and the economic status of the Hinchinbrook area which is in decline.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	21
Year 11 – Year 12	16	16	16

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Ingham State High School is innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that students have access to a full range of curriculum opportunities and that our students are challenged to not only reach, but exceed their potential. The curriculum allows for student progression based on student's career objectives. The senior secondary curriculum provides an outstanding and comprehensive range of choices. Our students have access to study University subjects (SUN programs), Certificate II to IV and Diploma level courses.



## Co-curricular Activities

- Instrumental music program
- 'Stars' event
- Homework club – juniors; Tutoring - Seniors
- Year 11 Leadership camp
- Year 7 Fun and Friendship day
- Extensive sporting activities including team sports and individual competitions
- NAIDOC celebrations
- Student Council
- School leadership and committee structure
- Transition programs Year 5 and 6 with primary partner schools
- Ski Trip (every second year)
- National academic competitions eg ICAS
- Public Speaking competitions
- Curriculum-based excursions and camps
- JCU experience days – Year 8 – 12
- ATSIMS
- Inter-house sporting competitions Year 7 – 12 during lunchtimes
- Breakfast club

## 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, combined with Year 10 – 12 laptop program and banks of laptops for junior students enables Ingham High to provide a greater than 1:1 ratio.

All computers utilise up-to-date operating systems and software to integrate new and exciting approaches to learning and teaching across the curriculum.

## Social Climate

### Overview

Ingham State High School is a safe, friendly and caring community where striving for excellence, inclusiveness, empathy, loyalty, integrity and participation permeates all aspects of school life. The rights of each individual form the basis of our behavior built on respect and the acknowledgement of responsibility. Our rules are designed to promote and develop positive relationships between all members of our school community. Ingham 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, and a house structure with House Leaders. A Junior Secondary leadership model expands the student leadership structure to include the Junior Secondary Captains, Junior Secondary House Captains and Student Council.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	88%	93%	86%
this is a good school (S2035)	96%	91%	86%
their child likes being at this school* (S2001)	96%	84%	76%
their child feels safe at this school* (S2002)	96%	90%	72%
their child's learning needs are being met at this school* (S2003)	87%	88%	83%
their child is making good progress at this school* (S2004)	81%	91%	83%
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	84%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	88%	81%	86%
teachers at this school treat students fairly* (S2008)	73%	77%	79%
they can talk to their child's teachers about their concerns* (S2009)	86%	93%	96%
this school works with them to support their child's learning* (S2010)	86%	82%	85%
this school takes parents' opinions seriously* (S2011)	84%	80%	90%
student behaviour is well managed at this school* (S2012)	82%	75%	61%
this school looks for ways to improve* (S2013)	88%	93%	90%
this school is well maintained* (S2014)	96%	93%	86%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	96%	85%
they like being at their school* (S2036)	81%	88%	83%
they feel safe at their school* (S2037)	84%	92%	85%
their teachers motivate them to learn* (S2038)	79%	92%	83%
their teachers expect them to do their best* (S2039)	89%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	82%	90%	93%
teachers treat students fairly at their school* (S2041)	74%	80%	69%
they can talk to their teachers about their concerns* (S2042)	66%	87%	66%
their school takes students' opinions seriously* (S2043)	68%	84%	70%
student behaviour is well managed at their school* (S2044)	68%	84%	56%
their school looks for ways to improve* (S2045)	81%	96%	77%
their school is well maintained* (S2046)	87%	94%	84%
their school gives them opportunities to do interesting things* (S2047)	83%	87%	84%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	86%	86%
they feel that their school is a safe place in which to work (S2070)	90%	97%	86%
they receive useful feedback about their work at their school (S2071)	69%	83%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	77%	62%
students are encouraged to do their best at their school (S2072)	94%	97%	88%
students are treated fairly at their school (S2073)	96%	95%	90%
student behaviour is well managed at their school (S2074)	56%	78%	67%
staff are well supported at their school (S2075)	52%	75%	69%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	53%	72%	65%
their school looks for ways to improve (S2077)	83%	98%	86%
their school is well maintained (S2078)	87%	78%	80%
their school gives them opportunities to do interesting things (S2079)	73%	84%	73%

\* Nationally agreed student and parent/caregiver items

# '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 and carers 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 morning teas, parent teacher interviews and information sessions to encourage parents into the school to foster a strong relationship between parents and staff.

## Respectful relationships programs

Ingham State High School delivers a respectful and healthy relationships curriculum through an established Positive Youth Development (PYD) program that is delivered to all students - years 7 to 12 - in a weekly 70-minute lesson. These sessions are augmented by participation in a range of workshops, seminars and community events that cover a broad spectrum of topics including Love Bites, Sexual Health, Mental Health, Leadership, Career Development, Goal Setting, Positive Relationships, Drug Education, Let's Get the Party Started, Cyberbullying and RUOK Day. This PYD program is delivered by school staff including Teachers, Guidance Officer, Chaplain, Youth Support Coordinator, with involvement from external providers who host activities associated with particular Government and community awareness raising initiatives. Students are given the opportunity for social and emotional learning regarding self-awareness, self-management, social awareness and social management. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine the nature of their relationships and reflect on the personal and social skills needed to maintain a positive lifestyle and community outlook.

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	151	59	68
Long Suspensions – 11 to 20 days	7	1	4
Exclusions	1	0	0
Cancellations of Enrolment	1	2	3

## Environmental Footprint

### Reducing the school's environmental footprint

The school aims to reduce the school environmental footprint wherever possible. PaperCut was introduced to assist with management and tracking of reprographics.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	420,307	865
2015-2016		
2016-2017		



## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

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Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	28	<5
Full-time Equivalents	46	21	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	43
Diploma	5
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$28 657.88.

The major professional development initiatives are as follows:

- 21 Century Maths
- Curriculum Alignment and development
- Habits of Mind
- Visible Learning
- New Senior
- Vocational Education and Training
- Workplace Health and Safety
- ASDAN

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2017

Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	75%	73%

\*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

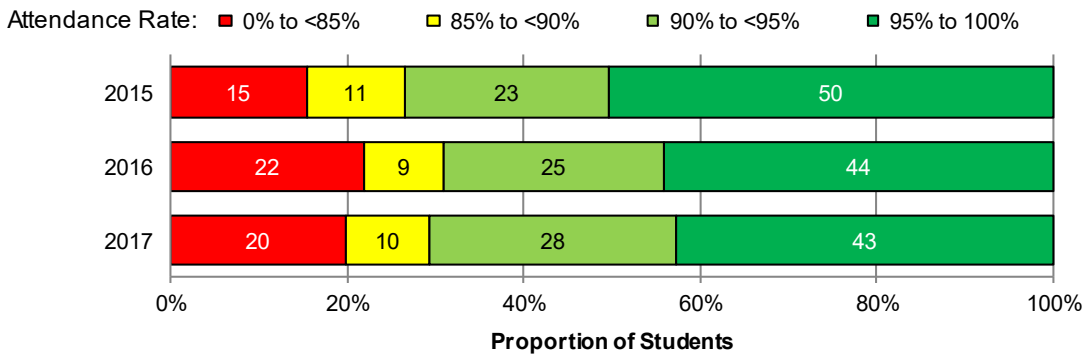
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	90%	92%	87%	89%	90%
2016								92%	90%	84%	90%	91%	89%
2017								89%	90%	88%	79%	92%	88%

\*Attendance rates effectively count 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 Department of Education 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.

Student attendance is recorded for every lesson, every day through the software program IDAttend and when necessary paper rolls that are entered by the Attendance Officer. Parents and care givers are informed of student unexplained absences via SMS services daily. Year Level Coordinators also contact after three days absence when no explanation has been provided. Students in Out of Home Care are monitored for attendance and processes put into place if they are not in attendance in each lesson.

The Student Services team conduct home visits and case manage individual students where school engagement needs to be improved.

## NAPLAN

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	92	63	82
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	35	25	32
Percentage of Indigenous students receiving an Overall Position (OP)	0%	40%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	10	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	60	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	60	79
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88	61	82
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71%	80%	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.	69%	52%	94%
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%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	94%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	6	11	7	10	1
2016	1	10	2	12	0
2017	3	14	13	2	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	69	59	47
2016	27	60	22
2017	1	77	37

As at 14th February 2018. The above values exclude VISA students.

Certificate II  
Engineering Pathways  
Automotive  
Rural Operations  
Hospitality  
Skills for Work and Vocational Pathways

Certificate III  
Business  
Information, Digital Media & Technology  
Agriculture  
Visual Art

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	97%	77%	81%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	133%	40%	20%	

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.inghamshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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

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 and Youth Support Coordinator who puts them in contact with various support agencies and continues to provide career counselling for them.

## Summary of findings

In 2017, 52.5% of young people who completed Year 12 at Ingham State High School in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (20.3%). The combined VET study destinations accounted for 32.2% of respondents, including 6.8% in campus-based VET programs, with 1.7% of Year 12 completers entering programs at Certificate IV level or higher.

25.4% commenced employment-based training, either as an apprentice (16.9%) or trainee (8.5%).

In addition to the above study destinations, a further 6.8% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

47.5% did not enter post-school education or training, and were either employed (32.2%) or seeking work (15.3%).

**Figure 1: Main destination of Year 12 completers, Ingham State High School 2017**

