



Ingham State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	PO Box 869 Ingham 4850
<b>Phone</b>	(07) 4797 1333
<b>Email</b>	principal@inghamshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Judith Fenoglio, Principal

### 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 21<sup>st</sup> century environment. Ingham State High School has both Junior Secondary and Senior Secondary departments. Our school explicit improvement agenda is based on three main aspects. 1) Improving Writing in Years 7 to 9. Our strategy is to 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) Lifting the top students and raising upper two band (U2B) performance. Our strategy is to adopt a school-wide approach to implementing **Visible Learning** high-yield strategies. 3) Teaching 21<sup>st</sup> century skills, global competencies and citizenship. Our strategies include building teacher capability and confidence to prepare students for a changing world requiring 21<sup>st</sup> century skills; using the Inquiry Cycle, identifying Problems of Practice around developing critical and creative thinking skills; and establishing an innovation space (The Inn). At Ingham State High School our Pedagogical model (how we teach) is based on: effective and aligned curriculum design, effective lesson design, effective instructional strategies and effective management strategies, underpinned by the research of Hattie, Fullan, Mazarno and Sharratt. 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. Underpinning this explicit improvement agenda is our whole-school values program (Habits of Mind) which is explicitly taught and modelled in our Positive Youth Development (PYD) 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's Student Services team includes a Head of Department, Guidance Officer, Chaplain, Community Education Counsellor, Youth Support Coordinator and School-based Youth Health Nurse. The school facilities upgrades continue to enhance learning environments conducive to 21<sup>st</sup> century learning. 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 in a rural community. The breadth and depth of educational programs offered meets a diversity of needs with students aspiring to a range of post-secondary pathways.



*2018 Executive Leadership Team*

## School progress towards its goals in 2018

The Annual Implementation Plan for Ingham State High School for 2018 was based around the following three target areas and actions:

### 1. Writing

- Review and execute the whole school pedagogical framework prioritising writing as a cross curricular focus.
- PLC teams drive whole school pedagogy development using a cycle of practice around curriculum inputs & outputs, and determine impact through collaborative inquiry and co-learning.
- Used instructional coaching methodology and curriculum collaboration to support teacher professional learning focused on quality teaching practices.
- Negotiated 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.
- Formalised high yield writing strategies for whole school for 2019.

### 2. Lifting top students

- School leaders engaged in formal consideration of research and participated in book studies.
- Prioritised 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
- Triangulated 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 researched evidence based teaching strategies to be used.
- 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.

### 3. 21st century skills

- Engaged teachers in positive and growth mindset culture - Habits of Mind
- Engaged teachers in professional learning around Critical Thinking Pedagogies.
- Maintained 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.
- Prepared students for New Senior
- Created and produced the INN... Manifesto.
- Provided opportunities for students to be innovators, entrepreneurs, lifelong learners and responsible global citizen

To prioritise these actions, school funds were allocated to:

- Employ two (2) Pedagogy Coaches (.6FTE/coach) to support building teacher capability specifically related to curriculum alignment and assessment literacy within a Quality Teaching and Learning framework,
- Provide TRS for individual teachers to enable the Leadership Team to utilise an Instructional Coaching Cycle model of co-plan, co-teach, co-assess and co-reflect,
- Employ an additional teacher to facilitate an organisational structure with timetabled allocations to support structured observations, feedback, coaching and collaborative practice within a Professional Learning Community model,

- Employ an AAEP to facilitate the strategic review of QCE attainment data and generate individualised support plans for all students at-risk,
- Engage an additional teacher aide to support the practice of catering for diverse learning needs in classrooms consistent with an Inclusive Learning model.

## Future Outlook



*2019 Executive Leadership Team*

The 2019 Explicit Improvement Agenda for Ingham State High School is based around the following three target areas and actions:

### 1. Writing

- 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.
- Renegotiate 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.

### 2. Lifting top students

- School leaders engage in formal consideration of research and undertake book studies.
- Scale out and scale up professional learning and building capability and confidence of teachers through PLC working groups.
- 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.

### 3. 21<sup>st</sup> century skills

- Engage teachers in positive and growth mindset culture – Habits of Mind.
- Engage teachers in professional learning around Critical Thinking Pedagogies.
- Maintain 2018 21C visible thinking approach to support ongoing professional learning, collegial practice and building expert teacher teams.
- Prepare students for new Senior and implement new QCE.
- Create and produce the INN... Manifesto.
- Provide opportunities for students to be innovators, entrepreneurs, lifelong learners and responsible global citizens.

To prioritise these actions, school funds will be allocated to:

- Employ a Head of Department Teaching and Learning to support building teacher capability specifically related to curriculum alignment and assessment literacy within a Quality Teaching and Learning framework,
- Provide TRS for individual teachers to enable the Leadership Team to utilise an Instructional Coaching Cycle model of co-plan, co-teach, co-assess and co-reflect,
- Employ an additional teacher to facilitate an organisational structure with timetabled allocations to support structured observations, feedback, coaching and collaborative practice within a Professional Learning Community model,
- Employ an AAEP to facilitate the strategic review of QCE attainment data and generate individualised support plans for all students at-risk,
- Engage an additional teacher aide to support the practice of catering for diverse learning needs in classrooms consistent with an Inclusive Learning model.

## 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 2018</b>	Year 7 - Year 12

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	482	475	423
Girls	246	230	204
Boys	236	245	219
Indigenous	58	58	57
Enrolment continuity (Feb. – Nov.)	92%	92%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Our school draws students from 11 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	21	21
Year 11 – Year 12	16	16	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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
- Careers days
- Beacon partnership
- 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 (e.g. 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, empathy, loyalty, integrity and participation permeates all aspects of school life. The school values and implements an inclusive approach to embrace marginal groups and diversity within the student population. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility. A Positive Youth Development (PYD) program engages students in the development of active citizenship and 21<sup>st</sup> century skills. The Habits of Mind school culture and school rules are 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, 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.

At Ingham State High School, students are supported with a range of services including:

- Student Services team
- Year Level Coordinators
- Heads of Department
- Guidance Counsellor
- Deputy Principals
- Principal

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	86%	84%
• this is a good school (S2035)	91%	86%	84%
• their child likes being at this school* (S2001)	84%	76%	81%
• their child feels safe at this school* (S2002)	90%	72%	88%
• their child's learning needs are being met at this school* (S2003)	88%	83%	81%
• their child is making good progress at this school* (S2004)	91%	83%	83%
• teachers at this school expect their child to do his or her best* (S2005)	95%	97%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	90%	86%
• teachers at this school motivate their child to learn* (S2007)	81%	86%	84%
• teachers at this school treat students fairly* (S2008)	77%	79%	73%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	86%
• this school works with them to support their child's learning* (S2010)	82%	85%	86%
• this school takes parents' opinions seriously* (S2011)	80%	90%	82%
• student behaviour is well managed at this school* (S2012)	75%	61%	67%
• this school looks for ways to improve* (S2013)	93%	90%	87%
• this school is well maintained* (S2014)	93%	86%	86%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	85%	86%
• they like being at their school* (S2036)	88%	83%	72%
• they feel safe at their school* (S2037)	92%	85%	86%
• their teachers motivate them to learn* (S2038)	92%	83%	85%
• their teachers expect them to do their best* (S2039)	99%	95%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	89%
• teachers treat students fairly at their school* (S2041)	80%	69%	67%
• they can talk to their teachers about their concerns* (S2042)	87%	66%	74%
• their school takes students' opinions seriously* (S2043)	84%	70%	78%
• student behaviour is well managed at their school* (S2044)	84%	56%	64%
• their school looks for ways to improve* (S2045)	96%	77%	82%
• their school is well maintained* (S2046)	94%	84%	85%
• their school gives them opportunities to do interesting things* (S2047)	87%	84%	79%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	86%	86%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	86%	91%
• they receive useful feedback about their work at their school (S2071)	83%	82%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	62%	77%
• students are encouraged to do their best at their school (S2072)	97%	88%	96%
• students are treated fairly at their school (S2073)	95%	90%	85%
• student behaviour is well managed at their school (S2074)	78%	67%	59%
• staff are well supported at their school (S2075)	75%	69%	71%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	72%	65%	64%
• their school looks for ways to improve (S2077)	98%	86%	81%
• their school is well maintained (S2078)	78%	80%	81%
• their school gives them opportunities to do interesting things (S2079)	84%	73%	74%

\* 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.

Active citizenship is promoted through participation within the community through a range of learning experiences: work experience, school-based apprenticeships and traineeships, voluntary activities (nursing homes, respite centre, primary schools), sporting events, local festivals and celebrations (e.g. Australian Italian Festival, World Day of Prayer, Maraka Festival, NAIDOC, ANZAC Day commemorations).

## Respectful relationships education 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, National Day of Action Against Bullying, Drug Education, Let's Get the Party Started, Cyberbullying, Cybersafety, 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.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	59	68	52
Long suspensions – 11 to 20 days	1	4	5
Exclusions	0	0	1
Cancellations of enrolment	2	3	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

In an effort to reduce the school's environmental footprint, Ingham State High School has the following protocols and practices in place: lights and air conditioning are turned off when exiting a room, the use of air conditioning is reduced in Terms 2 and 3, doors and windows are closed when air conditioners are in use, reticulated water is not used for watering grounds and gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			387,262
Water (kL)			5,235

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our Staff Profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	27	<5
Full-time equivalents	43	20	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	41
Diploma	3
Certificate	0

\*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 2018 were \$117,277.29.

The major professional development initiatives are as follows:

- 21 Century professional collaboration sessions (Corwin, Tierney Kennedy, Peter Ellerton)
- Curriculum Alignment and development
- Habits of Mind
- Visible Learning
- New Senior
- Vocational Education and Training
- Workplace Health and Safety
- ASDAN
- IMPACT Centre – Critical and Creative Thinking Pedagogies
- School-based Professional Learning Community engagement

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	87%
Attendance rate for Indigenous** students at this school	75%	73%	75%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

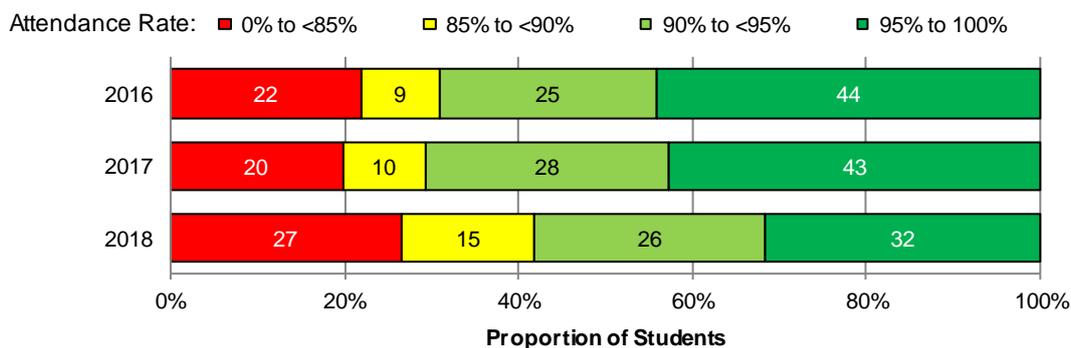
Year level	2016	2017	2018
Year 7	92%	89%	89%
Year 8	90%	90%	84%
Year 9	84%	88%	87%
Year 10	90%	79%	86%
Year 11	91%	92%	84%
Year 12	89%	88%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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. Attendance challenges are conducted and attendance certificates are presented on a termly basis to students whose attendance is 95% or greater.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	63	82	75
Number of students awarded a QCIA	2	0	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	61	82	72
Percentage of Indigenous students awarded a QCE at the end of Year 12	80%	100%	100%
Number of students who received an OP	25	32	31
Percentage of Indigenous students who received an OP	40%	100%	25%
Number of students awarded one or more VET qualifications (including SAT)	60	79	73
Number of students awarded a VET Certificate II or above	60	79	72
Number of students who were completing/continuing a SAT	10	24	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	52%	94%	94%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	100%	97%
Percentage of QTAC applicants who received a tertiary offer.	94%	97%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	3	5
6-10	10	14	15
11-15	2	13	9
16-20	12	2	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	27	1	15
Certificate II	60	77	71
Certificate III or above	22	37	25

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

**Certificate 1**

Building and Construction

**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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%	81%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	20%	63%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

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 for possible referral to various support agencies. The Transition Pathways Officer proactively supports students at risk of disengagement.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at:

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