

Ingham State High School (2027)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Ingham State High School is a co-educational state school offering Year 8-12. The school is big enough to offer a comprehensive range of subjects yet still small enough to provide the personal touch, with students and staff able to develop a very close relationship. Students are a part of a caring close community.

Ingham State High School is an educational community where everyone has the opportunity to achieve to their potential and to acquire the necessary attributes to influence an ever changing and dynamic world. The school continued to expand student access to Information Technology with the provision of laptops to all Year 9, 10 and 11 students and the addition of banks of laptops on trolleys and wireless connectivity throughout the school.

Ingham State High School provides a wide choice of activities for students to participate in ranging from cultural pursuits including dramatic performances and musicals, school dances, community activities such as raising funds for charities, participating in community wide functions and sporting and academic pursuits.

Ingham State High School has an enviable academic record with many students going on to work in the highest levels of the professions and working in careers that have taken them around the world. Ingham High School continues to be acknowledged for the outcomes achieved by our senior students.

Ingham State High School is also a leader in Vocational Education with many students taking up the opportunity to participate in School Based Traineeships and completing Certificate courses in Vocational Education. Ingham State High School is a Platinum Alumni member of the BEACON foundation; this is a significant honour and recognition for our school.

The students of Ingham State High School continue to have excellent sporting success with school teams going on to compete at regional level and individual students achieving State representative level in a range of sports.

The school offers a range of support services including a School Chaplain, Guidance Officer, Community Education Counsellor, Youth Worker and School Nurse. The school continues to be a part of the Learning Communities and Stronger Smarter Community as a Hub School affiliated with local primary schools with the collective goal of improving outcomes for Indigenous students.

The school facilities continue to be upgraded with significant investment going into general learning areas providing a facility that is conducive to learning. The school grounds are continually being improved to provide a pleasant learning environment.

The completion of the new school Sports Auditorium will be a significant asset for the school providing seating for 800, full size netball or basketball court, large conference room and a commercial style kitchen.

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School progress towards its goals in 2012

Ingham State High School conducted the Quadrennial School Review leading to the production of the School Strategic Plan 2012-2015 in 2011. This process enabled the school community to reflect on the school achievements over the life of the outgoing Strategic Plan and to dream about how they want to see the school in 2015. A number of committees were set up as part of the Appreciative Enquiry Model adopted to conduct the Quadrennial School Review. This reflection process enabled us to tick off the vast majority of our Initiatives and Performance Indicators established in the outgoing Strategic Plan and ensured we addressed any weaknesses in our new Strategic Plan. Key priorities for 2012 included Reading Writing, including spelling, grammar and punctuation and Numeracy. The priorities also included Retention, attainment and transition of students at key junctures of schooling and Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students. The school is continuing to work on improving our performance in these areas and they will continue to be focus areas for us in 2013.

Future outlook

Even though Ingham State High School continues to have some enviable data we continued to strive for ongoing improvement during 2012. Our objective is to provide the best, most appropriate outcomes for our students, allowing them to pursue their pathway of choice into the future.

Key priorities for improvement for 2013 will include

- ✓ Reading
- ✓ Writing, including spelling, grammar and punctuation
- ✓ Attendance and Retention of students
- ✓ Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students
- ✓ Numeracy
- ✓ Senior Outcomes

We will continue to build on our award winning Beacon program into the future. The "Futures" program will continue to evolve and grow. Ingham High School was made an Alumni Platinum member of Beacon in 2011, and sustained this status in 2012 and we intend to maintain that status in 2013.

We will work hard on improving the attendance rate for Indigenous students during 2013 and continue the implementation of our Ambassador program and Hub School status as part of the Stronger Smarter Organisation.

We will work hard to further improve the satisfaction survey results for students, parents and staff. The NAPLAN test provided us with some pleasing results; however we still continue to review our priorities to continue on a path of improvement for our students. We will have a particular focus around spelling and reading as well as numeracy.

We will continue to strive for the best for our students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Year 8 - Year 12
Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	511	252	259	92%
2011	493	254	239	93%
2012	467	234	233	94%

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

Characteristics of the student body:

The students of Ingham State High School come from a mix of rural and urban settings. The major industry for the area is sugarcane. The population of Ingham is multicultural with people originating from Italy, Finland, England, Sicily, Ireland, Indigenous, and many more. The student population is mostly stable however enrolment continuity is affected by seasonal work and major construction projects such as roads.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	21	23	23
Year 11 – Year 12	15	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	97	64	77
Long Suspensions - 6 to 20 days	4	13	28
Exclusions	0	0	1
Cancellations of Enrolment	3	5	2

Curriculum offerings

Our distinctive curriculum offerings

- The school continued to review and adjust a NAPLAN preparation program in 2012 to better prepare our students for the NAPLAN test. A Literacy program was continued to be delivered for all Year 8 and 9 students in 2012.
- 2012 has seen Ingham State High School further develop our three year Senior Phase of Learning. The school also continued to implement changes in the Junior School Curriculum ensuring we are able to deliver the Australian Curriculum and QCAR initiatives.
- The school had a strong focus on Vocational Education through a range of unique school based initiatives such as the Futures program and our involvement with Beacon. We continued to develop close links with businesses and other organizations to widen the range of pathways for our students.
- Students also have successfully enrolled in university subjects while at school. This has provided them with access to a range of university 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, musicals and drama productions.
- Students also have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- The school runs a number of camps for students in Year 8, 10 and 12 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 to the Snowies.
- Students also participate in a range of activities which promote academic excellence. They can enter competitions such as maths and science competitions, public speaking quests and foreign language competitions to name a few.
- Student participation in leadership activities and community involvement is strongly supported

How Information and Communication Technologies are used to assist

Ingham State High School has made significant investments into computers and with additional computers provided through the National Secondary School Computer fund, we can ensure our students have easy access to up to date computer equipment. In 2012 all Year 9 and 10 students were issued with laptops with many students electing to take them home. Computers are used in many ways to support the learning of our students. All teaching staff have been issued with computers through the Laptops 4 Teachers program. The school has wireless access throughout all learning areas with every classroom having an interactive smart board or projector and screen.

The expansion in the use of computers and interactive smart boards has seen a change in pedagogies as teachers adopt digital pedagogies in their classrooms.

Computers are used to assist learning through:

- Research
- Manipulation of commercial products including:
 - Microsoft Office, Geographic Information Systems (GIS), Computer Aided Drafting (CAD), Movie Maker/Photo Story, Accounting Packages and Graphmatica
- Word Processing
- Analysis and manipulation of data
- Presentation of a final product
- Adaptive technologies to enhance learning for Special Needs
- Flexible curriculum delivery, The Learning Place/Blackboard, Toolboxes
- Interactive software for LOTE and Contemporary Art
- E-Business
- Careers Development
- Financial Literacies eg Share Market game, online tutorials
- GPS Navigation
- Digital Scrapbooking

Parent Survey results continue to show that parents are happy with the school's development of their child's computer technology skills and in instilling confidence in students using computer technology at school. The school will continue to focus on these areas during 2013.

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 Values program is designed to develop these values and promote 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.

Parent survey data shows parents feel that their child is treated fairly at the school and that their child is safe at the school. Parents also believe the school has good discipline and the students are very well behaved.

Students' survey data shows they are happy to come to this school and with the behaviour of the students at the school. The students feel safe at the school and believe they are treated fairly at this school.

Our school at a glance

Parent, student and staff satisfaction with the school

Parent, staff and student satisfaction with the school has continued to grow.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	94.7%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	94.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.2%
they like being at their school*	90.0%
they feel safe at their school*	91.8%
their teachers motivate them to learn*	95.5%
their teachers expect them to do their best*	98.2%
their teachers provide them with useful feedback about their school work*	96.3%

Our school at a glance

teachers treat students fairly at their school*	81.8%
they can talk to their teachers about their concerns*	79.1%
their school takes students' opinions seriously*	81.8%
student behaviour is well managed at their school*	82.7%
their school looks for ways to improve*	95.5%
their school is well maintained*	90.0%
their school gives them opportunities to do interesting things*	94.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.0%
with the individual staff morale items	95.6%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

The school opinion data shows that parents feel they have the opportunity to participate in school decisions and that the school makes them feel welcome.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Reducing the school's environmental footprint was part of the brief of the Facilities, Resources and Technology committee. A very significant water leak could not be located for a number of months resulting in significant water loss and will require further maintenance. This significantly added to our water use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	301,607	2,222
2010-2011	270,647	3,757
2011-2012	332,841	6,636

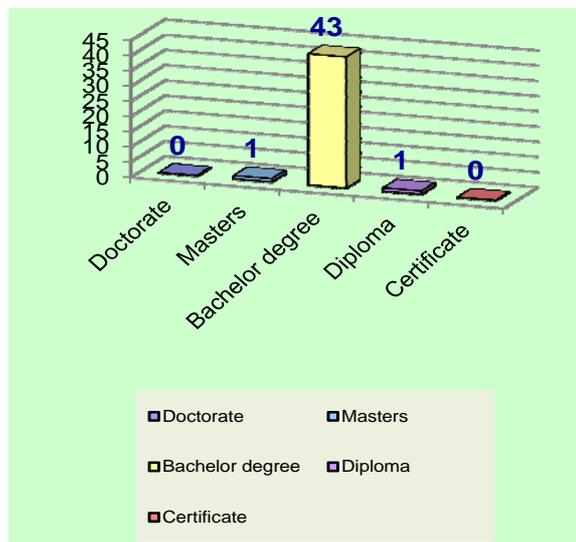
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	26	<5
Full-time equivalents	40.8	21.1	<5

Qualifications of all teachers

Doctorate	0
Masters	1
Bachelor degree	43
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$43,898.81.

The major professional development initiatives are as follows:

- Literacy
- Australian Curriculum
- Mighty Minds
- QSA training, CCEs focus
- Digital Pedagogy
- QCS in-service
- Beacon foundation
- Coaching and Mentoring

Our staff profile

Professional development is seen as a priority area in supporting the school's goal to continue to provide quality learning experiences for our students. The school expends greater funds on professional development than the minimum required by Education Queensland.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.8%	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.5% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	90%
The overall attendance rate in 2012 for all Queensland State Secondary Schools was 88%.			

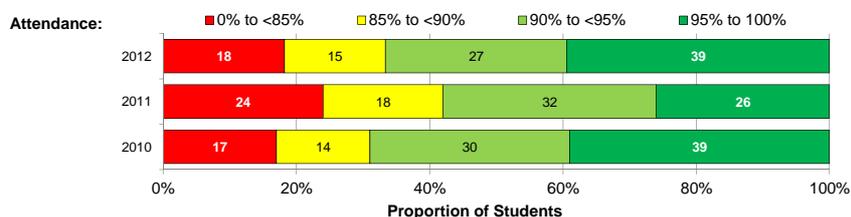
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								92%	91%	90%	91%	90%
2011								92%	88%	88%	90%	89%
2012								91%	90%	89%	90%	91%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

We have a process in place where every day a designated office staff member will phone a random selection of absent students' parents to confirm their absence. All students who are absent for three or more days or have a regular pattern of absences will have a letter sent home asking about the absences. Phone calls are regularly made to parents to resolve any unexplained absences. If the absences continue the school will follow Education Queensland processes for absent students. The school staff mark the rolls each morning on assembly and then again in the last period of the day where any absent students not identified in the morning as being absent are listed for follow up.

Students who are away for a half day, without signing in or out are referred to the Administration for follow up.

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/>.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Ingham High School has made Closing the Gap a priority for the school. Ingham State High School is a Hub school as part of the Stronger Smarter program. In 2012 the apparent retention rate had a significant reduction in the gap between Indigenous and Non-Indigenous students. There was a slight drop in Indigenous student attendance in 2012 and the gap in attainment in NAPLAN was greater than 2011 though less than 2010.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	82%	85%

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	83	89	88
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP).	40	40	42
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	33	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	89	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	47	65	46
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	65	76	64
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.	80%	73%	83%
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.	99%	100%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	94%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	4	11	17	6	2
2011	5	12	12	10	1
2012	5	8	22	7	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2010	79	46	3
2011	89	64	6
2012	83	41	11

As at 2 May 2013. The above values exclude VISA students.

Ingham High School offers a wide range of Certificate 1 and 2 courses including, Automotive; Business; Engineering; Information Technology; Retail; Sport and Recreation; Visual Art and Contemporary Craft; Aged Care; Children's Services and Hair and Beauty.

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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 RTO's. Some students continue to work with the school Guidance Officer who puts them in contact with various support agencies and continues to provide career counselling for them.