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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 wireless technology 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 was selected as one of two schools in the region who had achieved outstanding outcomes for senior students in 2010.

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.

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 became a part of the Stronger Smarter Community as a Hub School affiliated with three 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. By mid-2010 every learning area in the school had been refurbished, wirelessly connected with projectors and screens or smart boards.

### School progress towards its goals in 2010

#### Curriculum Development

During 2010 we continued to develop a clear focus on Literacy and Numeracy and meeting the requirements of QCAR and national reforms. The Literacy program was reviewed for students in the Middle Phase of Learning. As of the beginning of 2008 we introduced a three year senior program with Year 10 offering foundation subjects for senior and during 2010 we continued to review and refine this structure. A priority has also been around the expansion of digital technology and the development of OneSchool units of work.

#### Staff Professional Development

During 2010 we continued to strive to provide staff with access to quality professional development opportunities. The school recognises the importance of providing all staff with regular and ongoing professional development to ensure the staff of the school are well placed to provide the best learning opportunities for their students. During 2010 we placed an emphasis on Literacy professional development for teaching and non-teaching staff providing 5 days of literacy training. We also emphasised digital pedagogy and staff participation in QSA activities.

#### School Strategic Plan

2010 saw the school continue to deliver on the goals and initiatives set out in the School Strategic Plan 2009-2011. The areas of focus included Curriculum and Learning, School Learning Environment, School Workforce and Facilities, Resources and Technology.

### Future outlook

Even though Ingham State High School continues to have some enviable data we strove for ongoing improvement during 2010. Our objective is to provide the best, most appropriate outcomes for our students, allowing them to pursue their pathway of choice into the future.

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 again awarded Platinum status as a Beacon member for 2010 and we intend to maintain that status in 2011.

We will work hard on improving the attendance rate for Indigenous students during 2011 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.

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: 8-12**

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
511	252	259	88%

**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, Indigenous, Irish and many more. The student population is mostly stable however enrolment continuity is affected by seasonal work and major construction projects such as roads.

**Class sizes – Proportion of school classes achieving class size targets in 2010:**

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	21	100%	96%	4%	0%
Year 11 – Year 12	15	96%	93%	3%	4%
All Classes	19	98%	95%	3%	2%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	97
Long Suspensions - 6 to 20 days	4
Exclusions	0
Cancellations of Enrolment	3

### Curriculum offerings

#### Our distinctive curriculum offerings

The school continued to implement a NAPLAN preparation program in 2010 to better prepare our students for the NAPLAN test.

A Literacy program was delivered for all Year 8 and 9 students in 2010.

2010 has seen Ingham State High School further develop our three year Senior Phase of Learning. This resulted in continued change for the Year 10 curriculum. The school also continued to implement changes in the Middle Phase of Learning ensuring we are able to deliver the QCAR initiatives.

The school had a strong focus on Vocational Education through a range of unique school based initiatives such as the Futures program. We continued to develop close links with businesses and other organizations to widen the range of pathways for our students.

#### 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 a wide 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 learning

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. 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.

The expansion in the use of computers and interactive white 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

## Our school at a glance

- 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 2011.

### Social climate

Ingham State High School is a safe, friendly 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.

The Skilling for Winning 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.

The school will continue to work on improving these results. A review of the school's behaviour management processes was undertaken as part of the school's TSR in 2009. This new Behaviour Management Plan was implemented in 2010.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

The school results are similar or above the state result for all student and parent results. The whole staff results are similar to the state result in 6 of the 8 areas. In 2 areas they are below.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	70%

### 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 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. An area we targeted for improvement is school communications with parents. This figure in 2010 was higher than state or like schools data. Parents also indicated that school staff are approachable when they want to talk about their child.

## Our school at a glance

### Reducing the school's environmental footprint

Reducing the school's environmental footprint was part of the brief of the Facilities, Resources and Technology committee. The committee made recommendations which led to a reduction of electricity use and water use if not cost.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$72,361	\$57,597	\$7,409	\$4,744	\$1,311	\$0	\$1,300	301,607	2,222	0
2009	\$64,174	\$52,091	\$0	\$0	\$1,703	\$0	\$10,380	313,598	3,151	0
% change 2009 - 2010	13%	11%	N/A	N/A	-23%	N/A	-87%	-4%	-29%	N/A

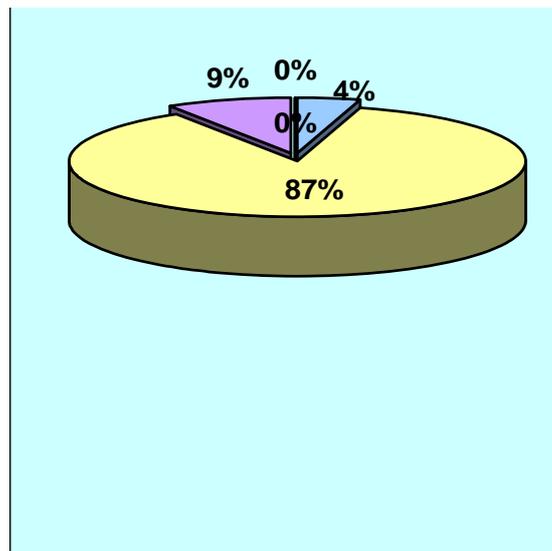
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	26	<5
Full-time equivalents	43	20	<5

### Qualifications of all teachers

Doctorate	0
Masters	2
Bachelor degree	39
Diploma	4
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was \$43153.

The major professional development initiatives are as follows:

- Literacy
- Mighty Minds
- QSA training
- Digital Pedagogy, Master eLearning classes for HODs and Teachers
- QCS in-service
- Beacon foundation
- BEAQ conference

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 involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

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

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

##### Student attendance for each year level

							Year 8	Year 9	Year 10	Year11	Year 12
							92%	91%	90%	91%	90%

##### 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.

The school has a very high attendance rate of around 91%. 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.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 & 9.**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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.

## Performance of our students

### Achievement – Closing the Gap

Ingham State High School's apparent retention rate is above the Qld State School result and the NQ Region result for both Indigenous and Non-Indigenous students. However while the gap between Indigenous and Non-Indigenous students at Ingham High School is better than that of NQ Region it is the same as the State gap.

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	83
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	40
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	81
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	45
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	65
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	80%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

## Performance of our 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
4	11	17	6	2

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
79	45	2

Certificate I in Visual Arts and Contemporary Craft

Certificate I in Business

Certificate I in Engineering

Certificate I in Sport and Recreation

Certificate I in Furnishing

Certificate I in Work Education

Certificate I in Hospitality

Certificate I in Information Technology

Certificate I in Retail Services

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 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

As a result of Ingham High School's extensive Vocational Education program some students leave prior to the completion of Year 12 to take up apprenticeships, traineeships or employment. Some students who are at risk of not completing Year 12 may be placed in a "Get Set for Work" program designed specifically to assist students' transition from school to the workplace. The school has an extensive support program in place for students providing support and guidance when they are making decisions about their future. The school has a Guidance Officer, Community Education Counsellor, Youth Support Worker, School Health Nurse and a Chaplain available to assist students. Some students due to the transient nature of some areas of employment in the region move to other parts of the state or interstate.