


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Stanthorpe State High School (2064)

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### Principal's foreword

#### Introduction

This School Annual Report outlines the achievements of the school's students and staff of Stanthorpe State High School for the 2010 academic year.

Stanthorpe State High School exists to benefit our students and our community. The school articulates a vision for learning and success, achieved within a safe, supportive and positive environment in which excellence is aspired towards, valued and practised.

Our school engages our students in lifelong learning through education and training, with a focus on providing a significant range of opportunities for students to excel in all fields – academic, sporting, the arts and cultural.

#### School progress towards its goals in 2010

Improved student achievement was a key driver behind all goals for 2010 with a strong focus on the alignment of English, Mathematics and Science curriculum with the systemic QCARF requirements. Whilst the key focus was on English, Mathematics and Science alignment of the curriculum was achieved across all areas. This then completed the core of our whole School Curriculum Plan.

The school's NAPLAN Action Plan was implemented and the Year 9 2010 NAPLAN results showed significant improvement in students achieving National Minimum Standards in Reading, Spelling and Grammar and Punctuation while maintain excellent achievement against these standards in Writing. Numbers of students achieving in the Upper 2 Bands was very good and showed very good improvement in Grammar and Punctuation.

Continued development of strategies to improve communication with parents and the broader community was achieved through gaining access to a weekly half page High School Highlights section in the local newspaper, more regular issues of the school newsletter known as the 'Grapevine' along with Heads of Department reports incorporated into information provided at P&C meetings.

Professional Development of teaching and support staff has had a strong focus on improving Literacy and Numeracy and the systemic alignment of curriculum.

School data in relation to the Closing the Gap Education Strategy indicates that attendance and retention rates of Indigenous students is at or above those of non-Indigenous students. There is no statistically significant difference between Indigenous and non-Indigenous student achievement across the school.

The Granite Belt and Border College of Trades moved into the construction phase on-site and is due for completion in semester 2, 2011.

### Future outlook

Stanthorpe State High School continues to strive to ensure every student has the opportunity to reach her/his potential. The continued development of an excellent reputation for academic success, vocational pathway programs, diversity of curriculum, extra-curricular sporting, cultural and community based opportunities, and the level of student support, will ensure current and future students have this opportunity at Stanthorpe State High School.

Stanthorpe State High School has 4 Key Priorities for 2011:

- 1 School and student performance with a focus on Improved Student Achievement
- 2 Improved student attendance
- 3 Provision of quality Targeted Professional Development for Staff with a focus on Development of Classroom Pedagogy & Performance.
- 4 Readiness for National Curriculum.

Stanthorpe State High School will also continue to espouse quality teaching and learning to ensure the high levels of community expectations and confidence in its ability to provide excellent student outcomes are met.

In 2011 Stanthorpe State High School will celebrate its 50<sup>th</sup> Anniversary of the provision of excellence in education. In this year of celebration two new facilities will be completed on-site to provide further opportunities and improved facilities for the delivery of programs to meet student needs:

The Language Centre will provide for the teaching and learning of languages and performing arts and a diverse and flexible range of pedagogical techniques that will improve learning opportunities for students.

The Granite and Border College of Trades has exciting ramifications for the provision of courses of studies tailor made to the individual needs and aspirations of students wishing to receive Vocational Education and Training certificates in their senior years of schooling and to further these as they continue in their chosen industries post-Year 12.

## 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)
586	307	279	87%

### Characteristics of the student body:

The student body at Stanthorpe State High School consists of a diverse range of cultural and socio-economic backgrounds. Some 60% of students travel by bus to school from surrounding small rural villages or family farms. This catchment area begins some 30kms to our north reaching 100km west to the town of Texas and crosses the border into NSW stretching 40km to the north-east and south to Tenterfield. Other students reside in the township of Stanthorpe. Family employment includes many self-employed business owners, tradespersons, orchardists, small crops farmers, graziers and wine and tourism ventures as well as rural farm workers, retail workers and others involved in professional services and employment.

The school community espouses conservative values, and these are reflected in the traditions, values and rules of the school. The school has a well-developed Responsible Behaviour Plan for Students The plan includes a strong emphasis on the wearing of school uniform.

Stanthorpe and the Granit Belt has a large, well-integrated Italian population which has been added to, particularly in the last decade, with increasing numbers of families and individuals from a broad range of cultural groups. Indigenous students account for approximately 7% of student enrolments.

### 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	20	95%	95%	0%	5%
Year 11 – Year 12	16	100%	100%	0%	0%
All Classes	18	97%	97%	0%	3%

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	74
Long Suspensions - 6 to 20 days	18
Exclusions	3
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive curriculum offerings

Our distinctive curriculum offerings include three Showcase Awards for Excellence in Schools award winning programs being our:

- Italian Immersion Program in Years 8, 9 and 10
- Wine Tourism Industry Links Program based on the Banca Ridge Project.
- Virtual Schooling Service for delivery of Information Processing and Technology

Stanthorpe State High School also offers access to an award winning Work Education Program incorporating:

- School Based Traineeships and Apprenticeships.
- Work Experience.
- Structured Workplace Learning.

This program won the Queensland Training Award for Vocational Education and Training in Schools in 2006 and went on to be runner-up at the Australian Training Awards in that year.

These award winning programs are evidence of Stanthorpe State High School's:

- Capacity to develop, offer and sustain quality programs supporting and meeting individual student needs.
- Strong support of the importance of academic excellence as preparation for tertiary entrance.
- Provision of access to a wide range of nationally accredited vocational education and training courses.
- Strong individually tailored school-based traineeship and apprenticeship program.

This diversity of offerings of quality programs caters for each student's needs, interests and job/career aspirations.

Our school offers:

- 23 Authority subjects in Years 11 & 12, that is 23 subjects which contribute towards a student's Overall Position, or OP.
- 10 Authority-registered subjects in Years 11 & 12.
- The Year 12 subject of English Extension.
- 5 core subjects across our Yr 9 & 10 program.
- The opportunity to specialise in 3 specific electives in Years 9 & 10.
- Senior Foundation Studies in Year 10.
- The experience of 13 subjects across the Year 8 curriculum.

Stanthorpe State High School continues to develop closer and stronger links as a major Educational Partner with the Queensland College of Wine Tourism and its other educational partners being the University of Southern Queensland and the Southern Institute of TAFE.

### Extra curricula activities

Extra Curricula activities offered at Stanthorpe State High School consistently engage students in a comprehensive range of academic enrichment, cultural, sporting and community activities. These include:

- International Study Tours and exchanges hold an important place in our extra curricula and enhancement programs:
  - Italian Immersion Study Tour to Italy every second year, including two weeks stay with a host family whilst attending an Italian high school, and reciprocal visits by students from Italy to Stanthorpe, involving school attendance and host family accommodation.
  - Wine Tourism and Agricultural Study Tour to California every second year with an itinerary that allows students to experience and investigate related industries from Los Angeles through Bakersfield, Tulare, Fowler, Hilmar, Yosemite National Park, Sonoma, Galt, St Helena, Napa Valley and San Francisco. A reciprocal arrangement is being developed where students from St Helena High School, California will visit our school on alternate years.
  - Hosting of Japanese students and staff from our sister city, Shiwa in conjunction with our regional council.
- Instrumental Music Program – Jazz Ensemble, String Ensemble, Concert Band, School Choir, Eisteddfod and Brisbane Exhibition performances.
- Young Chefs and Young Hosts courses.
- Year 12 Senior Outdoor Education 7 day Camp incorporating 5 days Snow Riding and life skills.
- Year 8 Camp
- Youth Leadership Courses including strong links with Stanthorpe Toastmasters.
- Year 12 Leadership Conference Day.
- Senior Agriculture Camp
- StanHigh Limousin Stud Show Team and Cattle Club works closely with local industry based people and Studs to provide exposure to industry standards and opportunities. The Show Team attends, and has great success at, Agricultural Shows participating in Junior Judging, Paraders and Herdsmanship competitions whilst exhibiting Stud Cattle and Led Steers/Heifers.
- School sporting and representative teams – including but not limited to Athletics, Basketball, Cricket, Cross Country, Football, Futsal, Netball, Orienteering, Rugby League, Rugby Union.
- International Competitions and Assessments (ICAS) Competitions.
- Year 12 Safe Drive Day
- Road Awareness and Accident Prevention Day.
- Year 8 Inter-Class sporting competitions
- Interhouse Readers Cup competition
- Community volunteer programs including Meals on Wheels and Red Shield Doorknock Appeal.
- First Aid Courses.
- Responsible Service of Alcohol (RSA) Courses.

## Our school at a glance

### How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used extensively across all curriculum areas at Stanthorpe State High School to assist student learning and enhance opportunities for all students.

In 2010 our school maintained a computer/student ratio of 1:2 based on Years 9 – 12 enrolments and will meet a 1:1 ratio during 2011.

Technology facilities are well developed, with a fibre optic local area network which encompasses the entire campus. Infrastructure programs are underway that will provide for uninterrupted wireless connectivity across all areas of our main campus.

Computers, in laptop and desk top configurations, are located throughout the school and are used for whole-of-class activities, small group activities and individual access through classrooms, dedicated computer rooms, pods of computers, the Literacy Centre and the Resource Centre. Computer hardware and software is upgraded on an ongoing basis to maintain currency of programs and equipment accessed.

Staff professional development opportunities are increasingly offered to develop the pedagogical skills required to embrace the ever changing technologies available in the classroom.

All teachers at Stanthorpe State High School utilise their own laptop for the purposes of further developing their own skills and preparing and delivering enhanced teaching and learning in their classrooms. Significant portions of the school and faculty budgets have been allocated to providing facilities, equipment and the human resources required to maintain quality access to Information and Communication Technologies in the classrooms.

Students enjoy a technological environment designed to assist them in improving their individual achievements and the attainment of their personal educational aspirations.

### Social climate

Stanthorpe State High School provides an ordered and disciplined environment with a strong support program. The welfare and support team includes the Guidance Officer, Behaviour Management - Youth Worker, School-Based Youth Health Nurse, Chaplain, Year Level Coordinators, Heads of Department and Deputy Principals.

The student population is drawn from a wide variety of socio-economic and ability backgrounds. This area encompasses a rural community based on the fruit industry, grapes, wine, small crops, cattle, sheep, and tourism. Enrolled students reside in the township of Stanthorpe as well as travelling in from many villages and locations as far away as the towns of Texas, 100 kilometres to the west, Dalveen, 22 kilometres north, and from the New South Wales town of Tenterfield and its surrounding areas as well as other New South Wales areas to the east of Stanthorpe. Our Year 7 into Year 8 feeder schools include one large state primary school and eleven smaller state primary schools spread throughout the Granite Belt area as well as New South Wales Schools in the towns of Jennings and Tenterfield. Students also feed into our senior school from Texas State School.

Our Indigenous students comprise 6 % of our total school population and these students are achieving well with respect to the key criteria of attendance, literacy achievement, retention across key junctures, and completion to Year 12.

Stanthorpe State High School's close connection with parents/carers and the community continues to be strong. The school enjoys a community with a strong sense of pride and ownership of the school seeing it as an integral and valuable asset to the town and its young people. Parents/carers, through School Opinion Survey Results, consistently indicate high levels of satisfaction in the areas of:

## Our school at a glance

- Student outcomes
- Curriculum offerings
- The learning climate
- Resourcing, and
- Overall general satisfaction

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

Stanthorpe State High School enjoys a very supportive parent and community body who continue to have high expectations of the level and quality of teaching, learning and subsequent student outcomes. Students at Stanthorpe State High School also expect that their learning environment is of a very high standard.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	52%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	70%

### Involving parents in their child's education.

Strategies to actively involve parents in their children's education during 2010 included:

- Weekly articles in the local media highlighting school activities and student achievements.
- Monthly newsletters focussing on celebrating our students' successes and clear communication regarding coming events.
- Monthly P&C meetings held on the 2<sup>nd</sup> Wednesday of the month at 7.00pm in the Granite Belt Community Learning Centre.
- Information evenings for parents, each with a particular theme and year level catered for.
- Principal and Administration visits to Year 7 students in all feeder schools during June.
- Advertising of activities and events in the local media.
- Interim progress reports completed for parents on their students' academic, effort and behaviour progress after Term 1.
- Formal End of Semester Reports completed and distributed to parents at the completion of Semester 1 & 2.

## Our school at a glance

- Formal parent-teacher interviews twice yearly and the availability of parent-teacher interviews at any time on request.
- Buildings and Grounds Committee with parent membership.
- Involvement of parents as host families for student visitors from Cividale del Friuli in Italy and Shiwa in Japan

### Reducing the school's environmental footprint

The following table indicates changes in usage in water, waste and sewerage over the 2009-2010 period however it needs some clarification. Sewerage, water and waste dollars indicated in 2010 are for the 3 year period 2008-2010 due to local council billing practices.

Stanthorpe SHS continues to increase where possible the use of effluent waste water from the local council for use in its production of pastures for its sheep and cattle projects, stone fruit orchard and vineyard. Electricity usage has been reduced by the use and installation of energy efficient lighting throughout learning areas and the awareness of energy usage of computers even when in 'sleep' mode.

All new facilities have rainwater tanks installed during the construction phase for use in toilets and outside watering points for gardens and landscaping.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	GasMJ
2010	\$70,378	\$56,181	\$9,198	\$3,369	\$1,630	\$0	\$0	263,761	0	0
2009	\$74,233	\$60,822	\$0	\$0	\$0	\$404	\$13,007	374,973	0	0
% change 2009 - 2010	-5%	-8%	N/A	N/A	N/A	-100%	-100%	-30%	N/A	N/A

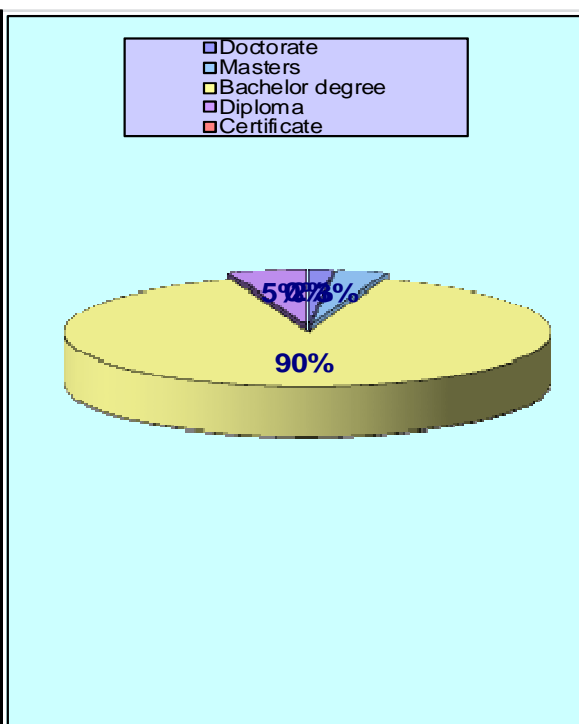
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	31	<5
Full-time equivalents	54	24	<5

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	53
Diploma	3
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$46 896.18

The major professional development initiatives are as follows:

Curriculum development

Queensland Studies Authority Panel Training and Verification

Literacy

Numeracy

Senior Schooling

Managing Student Behaviour

Vocational Education and Training qualifications

Australian Quality Training Framework Compliance

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 96% in 2010.

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

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 85%.

##### Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
89%	86%	84%	82%	84%

##### 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.

Stanthorpe State High School completes two formal roll markings each day. The first roll marking is conducted prior to the first period of instruction each morning in what is known as "Form Class". This information is recorded and collated and a daily absentee list is produced and available to all teachers. Teachers complete their own roll marking in each of their classes throughout the day and investigate/report any discrepancies in relation to the absentee list. A second formal roll marking is undertaken during the first period of instruction in the afternoon following our second lunch break. Any discrepancies in comparison to the morning roll marking, leave pass register, sick bay register, excursion register or other known departures are investigated and parents/carers contacted if necessary. Students are required to bring a written letter of explanation from their parent/carer for any absences that have not been previously communicated to the school by a parent/carer. Absences left unexplained are followed up with a parent/carer by phone, letter or in person.

Where student absences are in excess of a normal range parents/carers and the student are counselled on the clear relationship between achievement at school and attendance at school. Families are offered assistance with resolving any extenuating circumstances that may be related to the absences. Parents/carers and students are also clearly informed of the legislative requirements pertaining to the compulsory schooling phase and the compulsory participation phase and the possible ramifications of failing to meet these requirements. The school's Responsible Behaviour Plan for Students has clear expectations in relation to attendance including a Good Standing Policy specifically relating to students in the compulsory phase of participation.

## 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 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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.

#### 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

Stanthorpe State High School has made significant progress in relation to closing the gap between the performance of indigenous and non-indigenous students in the period 2006 to 2010. Indigenous students in 2010 made up 7.3% of our student population.

Apparent retention rates of indigenous students from Yr 10 to-12 have been significantly above state and regional rates since 2007. With the exception of 2009, where there was a 7% gap, apparent retention rates of our indigenous students have been better than our non-indigenous students with the gap in 2010 continuing to improve reaching -56%. Our non-indigenous retention rates are also above state and regional rates.

Whilst we continue to target improved attendance of all students the gap between indigenous and non-indigenous student attendance is very marginal with a 0.6% better attendance rate of indigenous students compared to non-indigenous students.

Indigenous students performed better in achieving 'Cs' or better across the 3 subjects of Maths, Science and English in Years 8-10 in 2010. Yr 9 QCAT achievements for indigenous students at Stanthorpe State High School was in the upper quartile in comparison to their counterparts across the state and was only marginally lower than our non-indigenous student achievement with a gap of 0.5%.

Indigenous students at Stanthorpe State High School performed better in the Year 9 NAPLAN tests compared to the State in Reading, Writing, Grammar and Punctuation and Numeracy. Performance in Spelling was similar to the State performance.

### 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.	87%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	98
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	1
Number of students receiving an Overall Position (OP).	49
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	62
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71

## Performance of our students

Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	63%
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.	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%

### 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
7	13	11	15	3

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
43	49	5
Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.		

### 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

Stanthorpe State High School actively encourages early leavers to continue to utilize our school as a resource for improving employment opportunities and continuing pathways into further education or training. Recent trends have seen a significant number of our early leavers return to areas interstate. Those who remain in our local area leave as a result of being offered full-time employment with their part-time casual employers. A number of students in our school-based apprenticeship and traineeship program roll their apprenticeship/traineeship into a full-time position. Students who have left early in recent times for employment in the local horticultural industry have found it difficult to maintain full-time employment as difficult economic and weather conditions have hit the local industry hard. This is now also impacting on the retail and tourism industry employers.