



PROSERPINE
STATE HIGH SCHOOL

Proserpine State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Our school offers excellent holistic educational opportunities for students of the Whitsunday Region of Queensland. Our students come from the tourist destinations around Airlie Beach, and from the cane farming communities around Proserpine. This cultural backdrop enriches the learning environment, and underpins the wide range of curriculum offerings available. As the only State high school in our area we provide a wide variety of pathways to further learning and future employment. Established in 1963, we enjoy a proud academic reputation, with a large proportion of our students progressing to University and extraordinary careers. Our vocational focus is also enviable, with many school based apprenticeships and traineeships arranged every year, thanks to a highly supportive business community. We deliberately encourage student leadership as a whole school focus, nurturing individual growth. A vibrant instrumental music program, annual cultural tours, musicals and sporting opportunities are just some of the other enrichment opportunities our enthusiastic staff offers our students. Check our website for a full appreciation of the richness of our school.

Principal's Foreword

Introduction

Our school purpose is to maximise learning opportunities and outcomes for every student in our care – this purpose is articulated through our position statement.

A community of achievers:

For those who want to feel they belong yet be inspired to stand out, we will embrace you and your dreams, by providing a nurturing environment which encourages academic, technical, cultural and sporting success.

Our Values and Beliefs are:

1. The school provides a supportive, caring and positive environment
2. The school provides access to, and equal opportunities for every student – Inclusive Education
3. The school community should work together to equip our students with the appropriate knowledge and skills to meet the needs of a changing society
4. High personal standards are expected by all shareholders
5. The school encourages the intellectual, social, emotional, cultural and physical development of all students in order to produce responsible and active citizens

Within this report on the 2017 school year you will read the highlights of our year, along with the statistics and data that illustrate the level of success and progress we continue to make at this dedicated high school within the Proserpine and Whitsunday Region.

School Progress towards its goals in 2017

The school identified the following improvement areas for close attention and priority in 2017:

- Continued high focus on Literacy and Numeracy across all curriculum areas
- Commenced implementation of consistent Writing warmups across the junior school
- Embedding the whole school reading approach across all faculty areas utilising “Direct Reading Thinking Activities”
- Engagement of “Investing for Success” funding to target students at risk of meeting NMS for reading and LOA data for English C-A standard
- Continuing to embed a whole school approach to differentiated learning for every student, in every class, every day
- Renewed focus on data to assist teachers in delivering teaching and learning activities that are challenging for students yet allowing success to be achieved by all students
- Continue to review effective classroom teaching practices at Proserpine SHS aligned to the Australian Professional Standards for Teachers
- Further implementation of a whole school pedagogical framework through Dimensions of Teaching and Learning
- Refining professional knowledge amongst staff of Explicit Teaching utilising pedagogy coach John Fleming
- Commencement of collaborative planning sessions unpacking curriculum units delivering greater curriculum clarity through the “Think Big. Start Small” program
- Continuing to embed a whole school approach to planning and assessing (Assessment Literate Learners)
- Renewed focus on the integration of Higher Order Thinking Skills (Blooms) in junior and Common Core Elements (CCE's) in senior through assessment and planning
- Implementation of senior school curriculum framework and alternative pathways to achieve greater success in Year 12 student outcomes
- Development of local cluster and school leadership groups to assist in the strategic direction of junior secondary at Proserpine SHS
- Continue to explore opportunities to build on stronger partnerships within our community to strengthen student outcomes and achievement
- Electronic communication opportunities have continued to grow, and this communication method is now used frequently and is becoming an effective means to build positive communication lines between school and home. ID Attend continues to be a key tool to help provide timely and accurate attendance data to parents. Communication is seen as key to building community relationship
- Closing the Gap between indigenous student learning outcomes and whole school achievement levels – introduction of student “PACTS” to case manage individual students and monitor achievement levels
- Embedding the 1:1 eLearning program across all year levels, and enhanced technology delivery to students
- Further implementation of ICT in teaching and learning continues, with a strong focus upon professional development for staff – the Smart Classrooms team have accessed Microsoft conferences and virtual universities, and shared their learning and networking with school staff. The school applied for, and was subsequently chosen as a “Pathfinder School” in the ‘Innovative Schools Partners in Learning’ initiative with Microsoft in 2012. The school was chosen in recognition of our strong commitment to the integration of learning technology into our teaching programs and the innovative work that has been completed in advancing a new model of “anytime, anywhere” learning
- Further strengthen the school Language (Japanese) Program, as part of our role as an Asian Language Centre
- Extension of the Trade Training Centre partnership with TAFE to broaden opportunities for student engagement
- Teaching staff and leaders utilise individualised Performance Development Plan to inform the school planning for expenditure on professional development and developing the whole school professional learning plan for 2018
- Continuation of a standalone Quality Teaching and Learning HOD within the leadership framework to support staff in delivering high impact lessons through the capacity building of quality pedagogy amongst teachers
- Raise attendance targets to 95% for all students embedding the culture of “Every Day Counts”

- Focus on building a positive school culture amongst staff, students and parents

Future Outlook

The following snapshot of future strategies has been derived from the 2018 Annual Implementation Plan (complete version on school website).

Successful Learners		
School Strategies	Actions	Performance Measures
Continue to review, refine and embed a whole school approach to the teaching of Literacy and Numeracy	Embed literacy and numeracy plans that enable explicit skills to be taught across all faculties Apply data from diagnostic / systemic testing to engage students in targeted fundamental skill (L&N) programs	NAPLAN Reading / Writing NMS NAPLAN Reading / Writing U2B
Increase frequency of writing in Junior School	Develop independent writing strategies across all faculties	NAPLAN Writing NMS NAPLAN Writing U2B
Creating assessment literate learners	Develop whole school practices that provide clarity between curriculum, units, assessment and modelled responses through the collaborative alignment process	Students achieve a "C" or better in English, Mathematics and Science (Years 7 -10)

Teaching Quality and Principal Leadership and Performance		
School Strategies	Actions	Performance Measures
Implement the Australian Curriculum with precision	Continue to align Whole School Curriculum, Assessment and Reporting within QCAA, P-12 Curriculum Framework and Australian Curriculum	Teachers feel confident in my knowledge of the Australian and Queensland curriculums (School Opinion Survey)
Embed the whole school pedagogical framework Dimensions of Teaching and Learning	Implement high impact pedagogical strategies using Gradual Release of Responsibility that deliver student centered learning, active participation and student accountability for their learning	Students satisfied that "My teachers help me with my school work when I need it" (School Opinion Survey) students satisfied that "My teachers clearly explain what is required in my school work" (School Opinion Survey)
Collaborative Empowerment	Create collaborative processes allowing teachers to engage in professional dialogue, collaborative meetings, differentiated peer observation and coaching to improve teaching quality and communication	Percentage of school staff who agree that they have good access to quality professional development (School Opinion Survey)

School Performance		
School Strategies	Actions	Performance Measures
Promote high expectations within the school community in terms of each and every student's capacity to improve and achieve success	<p>Focus on student goal setting activities to promote student improvement and collaboration with teachers</p> <p>Develop and implement differentiated teaching strategies and learning experiences with a focus on extending student learning</p>	<p>Students feel that their teachers provide them with useful feedback about their school work. (School Opinion Survey)</p> <p>Students achieving "A" standard in faculty specific areas</p>
Streamline school attendance strategy	Refine school attendance policy, developing proactive strategies to address unexplained and explained absences	Average attendance rate for students
Enhancing positive school culture	Greater focus on establishing positive learning environments with clear expectations to increase learning opportunities for all students	Student satisfaction on School Opinion Survey
Closing the Gap	Implement strategies to track, mentor and support the attendance, achievement and retention gap between Indigenous and non-Indigenous students	Indigenous outcomes C-A achievement in English, Mathematics and Science

Regional Support and Local Decision Making		
School Strategies	Actions	Performance Measures
Further enhance the transition of Year 7 students to High School	Implement cluster school plan with local State Schools to strengthen transitioning programs and explore further opportunities	Retention of state school students through the implementation of Year 6 transition programs
Maintain a flexible Senior Schooling program with current pathways to success and rigorous tracking of student outcomes	Delivery of senior curriculum with various pathway options reflecting both academic and vocational	Percentage of students awarded a QCE at the end of Year 12
Implement strong, innovative and sustainable partnerships that support student learning	<p>Explore new systems to communicate effectively between students, parents and staff</p> <p>Identify current curricular initiatives and create external pathways / partnerships for engagement of students within STEM</p> <p>Formalise, recognise and celebrate community partnerships to recognise the investment of resources and create sustainability of programs</p>	Parent satisfaction and confidence

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	959	485	474	76	92%
2016	989	494	495	81	91%
2017	1033	513	520	87	90%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student population numbers shows 50% are female and 50% male – this is similar to 2015. Students come from a variety of socioeconomic backgrounds, with parents working in our main industries such as cane farming, tourism, hospitality and mining, as well as professional careers, builders, retail workers and so on. Similarly, there are a variety of religious backgrounds represented, although the majority would be Christian. The student population is comprised of approximately 8% Indigenous and 6% students with disability. A proportion of the student body do not live with both their biological parents and as a result students are moving and residing from one biological parent to the other, together with the new partners and families.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	24	24
Year 11 – Year 12	17	18	18

Curriculum Delivery

Our Approach to Curriculum Delivery

SENIOR SCHOOL

- A range of opportunities are offered for students whether they wish to undertake a curriculum program to be university bound, vocationally bound or transition directly into the workforce
- Academic subjects are offered through 23 Queensland Studies Authority subjects – see website for more detail.
- As an Asian Language school, Japanese is offered through to Year 12

- Most recently added subjects include Marine Studies, Film, Television and New Media, Health Education, Certificate II Rural Operations
- Vocational pathways can be accessed through:
 - a large range and variety of School Based Apprenticeships and Traineeships
 - Students can access TAFE delivered courses onsite through the Trade Training Centre
- Other Vocational Education subjects included a Certificate II in Engineering Pathways delivered by TAFE using our Trade Training Centre, Certificate 1 in Agrifoods, Early Childhood Studies, Recreational Studies and Visual Art Studies. Certificate I in Transport & Distribution (Maritime Operations) is offered in Year 10, with an opportunity for students to undertake Certificate II in Year 11/12. Certificate III in Childcare Services is offered in collaboration with an external provider "My Other Mum" (Extensive on-the-job training is incorporated into this program). Certificate II and III in Hospitality is offered in collaboration with TAFE at Cannonvale. A Certificate II in Rural Operations was delivered by Rural Training Queensland. Certificate I in Information Digital Media & Technology is offered to Year 10s with students also given the opportunity to complete Certificate II IDMT in Year 11/12
- Year 10 students are able to specialise in two additional subjects for the first semester before moving into a Senior School program offering extension of subjects and sample senior subjects

JUNIOR SCHOOL

- All students in Year 7 to Year 9 study core subjects of Mathematics, Science, English, Study of Society and Environment, and Health and Physical Education.
- All Year 7 and Year 8 students are required to undertake Japanese as our school's Language other than English (LOTE) program
- Year 7 students engage in 21st Century Learning Projects which incorporate essential elements of 21st century learners
- Year 8 students are able to choose from a range of subjects from The Arts (visual art, music and drama subjects), Technology (Business, ICTs, Manual Arts and Home Economics subjects) and extension HPE
- Year 9 students are able to choose four additional subjects that run for one semester each
- Year 7 and year 8 students engage in the structured wellbeing program - "Success Together"
- All Junior students undertake a structured fundamental skills program promoting a personalise approach to literacy and numeracy improvement

Co-curricular Activities

- Leadership and team building events – including Year 7, Year 9 and Year 11 Leadership camps, School Leadership program, Girls day out/Boys day in, Care Carnival, sporting teams and carnivals
- Junior and Senior Student Council – representation allows students to further develop leadership skills and contribute to the school community
- Career pathway events and excursions operate to support students. These include an annual visit to James Cook University or Brisbane for Year 12 students and Biannual Careers market
- Students are able to enjoy sport at their level. Opportunities exist within inter-house competitions and inter-school competitions. Students may also trial for selection in district, regional and state teams across all sports endorsed by Queensland Secondary School Sport. Events include Fun Run (Cross Country), Swimming Carnival, School Triathlon, Athletics Carnival, Rugby League and Union League matches, AFL and most other sports for North Queensland trials
- Each year students are able to participate in a number of "Arts" based activities. These include musical and theatre stage performances and Art shows. These opportunities allow us to showcase the considerable talents of our creative students
- Other opportunities include an extensive list of other school activities including: Biennial Senior Ski Trip to Japan, Year 12 Graduation ceremony, Year 12 Formal, Road Accident Awareness Program and Annual Year 10 Mathematics Camp on Magnetic Island to name a few

How Information and Communication Technologies are used to Assist Learning

In 2017, Proserpine State High School continues to embed the 1:1 eLearning take home laptop program from year 7 to year 12. Approximately 94% of students were part of this initiative transforming the way in which students learn. An engaging, digitally rich learning environment was provided extending students' learning beyond the school classroom. Quality professional development has been provided to assist staff in the transition from traditional classrooms to incorporating digital tools and online environments. Wireless access was installed throughout the school expanding the options of where and how students learn. The utilisation of digital devices, infrastructure and quality teaching practices has endeavored to maximise the learning potential of all students.

Social Climate

Overview

Proserpine State High School fosters a supportive environment that is based on a close working relationship between students, parents and teachers.

Our Care Group program (incorporating a vertical group from Year 7 to Year 12) forms the core structure of our pastoral care for students. Each Care Group is made up of two teachers and a group of students. This group are together for activities such as daily care groups to share student information and swimming and care carnivals incorporating varied activities which students of all years and physical abilities are able to participate. Students stay with their Care Group throughout their time at the school. Year level coordinators for each year level oversee other pastoral care for anything pertaining specifically to that year level and weekly year level parades are held to specifically address items of interest and importance.

The development of responsible student behaviour in the school is based on the explicit teaching of appropriate social behaviours and developing positive relationships within the school. The teaching of these social skills is also subsumed throughout the curriculum program and is modelled in every classroom. There are a number of programs in place to acknowledge and reward students that demonstrate these social skills in the classroom.

Proserpine State High School strives to create a positive, supportive environment for all students at all times of the school day. Bullying is seen as a very serious issue and is dealt with as such by our Behaviour Support teachers who lead the education and management of bullying and support/intervene with those involved. The "Stand Up" program continues to be delivered in 2017 and incorporates content derived from the government sanctioned "Mind Matters" program.

Students are strongly encouraged to report if they are being bullied or if they see another student being bullied. Parents are asked to watch for signs that their child may be being bullied and to report this to the school if they suspect that this happening. Teachers are to deal with all reported and observed incidences of bullying as set out in the school's Responsible behaviour Plan. Our school has a comprehensive student support services including the Guidance Officer to counsel students on personal and career issues, behaviour support teachers, Indigenous CEC and Youth Support Officers. The School Based Youth Health Nurse also forms part of our valuable support team, providing curriculum support and personal advice to individual students. Students are actively encouraged to participate in the school leadership program which was extended to the junior school in 2015 with the election of Year 9 student leaders. Students actively promote the core value of "Respect" amongst the student population with the intent of making a difference to others within our school and local community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	83%	93%
this is a good school (S2035)	94%	90%	95%
their child likes being at this school* (S2001)	92%	85%	93%
their child feels safe at this school* (S2002)	92%	92%	93%
their child's learning needs are being met at this school* (S2003)	92%	77%	86%
their child is making good progress at this school* (S2004)	91%	85%	88%
teachers at this school expect their child to do his or her best* (S2005)	92%	96%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	85%	86%
teachers at this school motivate their child to learn* (S2007)	85%	85%	83%
teachers at this school treat students fairly* (S2008)	90%	83%	82%
they can talk to their child's teachers about their concerns* (S2009)	99%	91%	93%
this school works with them to support their child's learning* (S2010)	91%	85%	88%
this school takes parents' opinions seriously* (S2011)	89%	80%	92%
student behaviour is well managed at this school* (S2012)	86%	87%	80%
this school looks for ways to improve* (S2013)	93%	91%	93%
this school is well maintained* (S2014)	96%	96%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	90%	84%
they like being at their school* (S2036)	89%	92%	83%
they feel safe at their school* (S2037)	91%	90%	89%
their teachers motivate them to learn* (S2038)	83%	84%	85%
their teachers expect them to do their best* (S2039)	93%	99%	94%
their teachers provide them with useful feedback about their school work* (S2040)	87%	82%	84%
teachers treat students fairly at their school* (S2041)	73%	70%	75%
they can talk to their teachers about their concerns* (S2042)	71%	77%	70%
their school takes students' opinions seriously* (S2043)	81%	81%	73%
student behaviour is well managed at their school* (S2044)	78%	68%	68%
their school looks for ways to improve* (S2045)	95%	94%	90%
their school is well maintained* (S2046)	84%	89%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	94%	97%
they feel that their school is a safe place in which to work (S2070)	97%	96%	98%
they receive useful feedback about their work at their school (S2071)	93%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	83%	79%
students are encouraged to do their best at their school (S2072)	96%	99%	100%
students are treated fairly at their school (S2073)	97%	94%	100%
student behaviour is well managed at their school (S2074)	84%	92%	93%
staff are well supported at their school (S2075)	89%	87%	92%
their school takes staff opinions seriously (S2076)	83%	87%	92%
their school looks for ways to improve (S2077)	97%	94%	99%
their school is well maintained (S2078)	97%	96%	99%
their school gives them opportunities to do interesting things (S2079)	86%	92%	92%

* 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

- An active Parents & Citizens Association meets regularly on the third Wednesday of each month to advise and support the agreed targets and outcomes as well as advising the school on a variety of matters. They also run and organise the canteen with many parent volunteers. In 2013 the P&C committee finalised and actioned the new look student uniform after a great deal of consultation with parents and students.
- Parents receive reports on the progress of their children formally three times per year.

- Two formal parent/teacher interview nights are available each year, although parents are also encouraged to telephone or email the school whenever they wish to discuss any issue with any teacher or member of the administration.
- Parents are regularly informed of any academic or social issues involving their children by mail, telephone, email, text or interview.
- Parents informed via SMS as to student progress with regards to formal assessment for each subject area.
- School newsletter distributed electronically through an e-newsletter format.
- Parents extensively surveyed and consulted during school marketing proposal, Quadrennial School Review and future initiatives.
- Parents encouraged to contribute to school operations through active involvement in areas such as tuck-shop, uniform shop, literacy programs etc.
- Parent nights are also held for a variety of purposes through the year. These range from Year 7 Parent Night, Year 8 Meet & Greet, Year 10 and year 12 individual SET Plan interviews with student and parent, Year 10 Pathway Options night and a Year 12 transition and QTAC evening.
- Junior secondary culminating days / open days each term

Respectful relationships programs

Proserpine State High School has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. The programs are delivered through Year 7 to 10 in the Australian Curriculum; Health and Physical Education and through the Success Together program. The Years 11 and 12 programs are delivered through the Senior Studies Program. Age appropriate learning activities that promote social and emotional learning in self-awareness, self-management and personal safety, respectful relationships, challenging violence, conflict resolution and social awareness are facilitated to all students. Programs within the junior and senior school focus particularly on health relationships and dealing with conflict is facilitated through the Health curriculum.

Strategies to prevent bullying are based on a whole school approach to recognising and responding to bullying incidents. These strategies are promoted through the school's anti-bullying "Stand Up" against bullying program and the adoption of the Stymie anti-bullying program whereby students can react and report when they feel that they, or others are unsafe. These programs focus on influencing behaviour change and challenging attitudes about violence while supporting students to develop pro-social behaviours that lead to healthy and respectful relationships. Cybersafety talks are conducted for Years 7-12 students to alert them to a range of privacy and personal safety matters.

Proserpine State High School has a strong and well developed wellbeing and support services team. The team includes: a full time Guidance Officer, a School-based Youth Health Nurse, a Community Education Indigenous Counsellor, three Behaviour Support Teachers, a Youth Support Coordinator and a Student Welfare Worker. The Support Services team run a wide range of specialist programs including; the Rock and Water Program, the Drum Beat Program, Shine program, Friends program and the NQ Mindskills program. These wellbeing programs focus on a strengths-based approach for the development knowledge and skills to make informed decisions about respectful and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	167	225	213
Long Suspensions – 11 to 20 days	7	8	8
Exclusions	4	5	6
Cancellations of Enrolment	10	7	5

Environmental Footprint

Reducing the school's environmental footprint

A 4KW solar panel system was installed.

Energy efficient hot water system which is switched on when required for showers installed.

Automatic doors on student side of the office

Replaced 3 floodlights around front of school with solar street lights

New evaporative coolers in E Block to reduce electricity and water wastage from "water dumping"

All air conditioners replaced in 2012 and upgraded to higher energy efficiency standards

Solar tinted windows installed in C Block and B Block

New Junior Secondary building with new fans, air conditioners, window tinting and rain activated louvre closing devices

Replaced 2 new stoves - more energy efficient models

Louvres in A Block replaced with solar tinted windows

Water

Bore pump fine-tuned to improve efficiencies

Urinals with water saving devices installed replacing old systems.

Old toilet cisterns through the school were replaced with more efficient types.

In-ground water sprinklers installed to replace traveling irrigator

Updated drinking fountain water-coolers

New evaporative coolers in E Block to reduce electricity and water wastage from "water dumping"

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	447,652	2
2015-2016	448,038	7,423
2016-2017	456,562	3,341

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	87	47	<5
Full-time Equivalent	84	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	18
Bachelor degree	58
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$114,000.

The major professional development initiatives are as follows:

Quality Teaching & Learning: John Fleming – Explicit Teaching, Pat Hipwell – Reading in Secondary Schools, Steve McCabe – Mighty Minds, NQR Quality Teaching and Learning, Think Big Start Small collaborative planning sessions, Junior Secondary workshops, Drumbeat, MSSWD Project - ASDAN training, Leading Quality Teachers, Develop Classroom Observations, QCE Attainment Strategies, Quality Teaching Workshop, Positive Schools, QASSP Brisbane, Quality Teaching in Junior Secondary, Senior Transition Forum

Curriculum Development: MOM (Cert III Childhood Services) Training, QCAA workshops, QCAA Panel Training, Digital Classroom, HEIA Assessment Junior Secondary, Implementing Digital Technologies, QCAA Information Sessions, QCAA Numeracy Proportional Reasoning, QCAA Senior School Transition

Capacity Building: Beginning Teacher Conference, Cleaners Training, CEC Conference, Cert IV Training & Assessing, Dealing With Difficult Customers, Quality Schools Inclusive Leaders seminars, DPI Research Facility Teacher Development, Edutech – eLearning conference, Explicit Instruction Academic Train the Trainer, Finance Masterclass, Injury Management, Kinchant Outdoor Education Centre Induction, Managing Assets & Electrical Inspection, Master Teacher Training, Mentoring Training, National Rugby League Coaching course, OneSchool Reporting workshop, AO/Business Service Managers Conference, Science Officers workshop, Y-Pad Training- Young People/Drugs

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	83%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

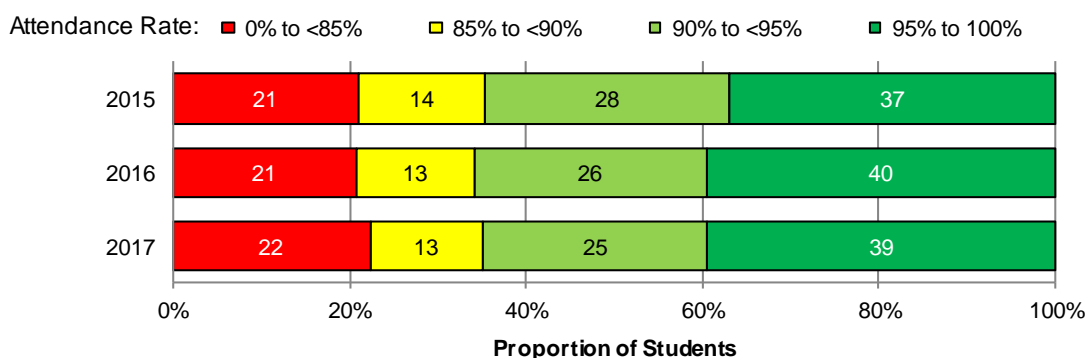
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								90%	92%	90%	89%	88%	92%
2016								92%	89%	88%	88%	90%	92%
2017								93%	90%	86%	88%	88%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at 9.00 am each day in Care Groups or Year Level Parade. ID Attend is used to record student absences electronically from Care Group (paper rolls) through to Period 4 each day. Teacher and Administration Staff use this computer program to record and monitor student's attendance. Teachers electronically mark their rolls on ID Attend for their respective daily classes.

Reports of Student Absences are emailed to teachers at 10.30 am each day for their information and student tracking. ID Attend is used to run a list of all unexplained or late unexplained students for the day at 2.00 pm each day and a text is sent to all parents of the above to notify them of their student's absence from school. Parents have the facility to reply to the text with a reason why their student is absent.

Each morning, an administrative staff member runs a Daily Attendance Report for the previous school day. Students who have a daily record that occurs with an attendance alteration (marked with present, unexplained, unjustified or other reason) throughout the day is called up (a paper note is sent to the student through the Care Group Rolls) and the student presents themselves to the office to explain their previous day's attendance query.

If the student has been truanting, a OneSchool Behaviour Incident is completed and forwarded to the relevant Deputy Principal. If the student has participated in various school activities, the query is recorded as such on ID Attend.

Every Wednesday a Days Absent Report is run through ID Attend to show the "consecutive 3 days or more" unexplained absences. These students' parents receive a personal phone call from an administrative staff member seeking reasons why their student is away.

A "Notify Parents" letter is merged through ID Attend, every five weeks to display students and their unexplained absences. Students with more than 4 days of unexplained absences are selected, letters are printed and sent home for parents to make comments and place reasons why their students are absent.

Long term unexplained absences from students are then referred onto the Principal or Deputy Principal seeking their further instruction. Compulsory Participation Letters are sent to parents after the Deputy Principal or Principal have looked into individual student profiles.

NAPLAN

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	141	150	136
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	63	64	57
Percentage of Indigenous students receiving an Overall Position (OP)	22%	33%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	16	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	76	92	86
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	81	68
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	138	145	135
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	83%	91%	84%
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%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	96%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	9	19	24	11	0
2016	12	24	22	6	0
2017	10	21	17	9	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	47	43	10
2016	38	71	21
2017	37	58	17

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

Certificate I courses completed included:

Agrifoods Operations
Business
Information, Digital Media and Technology

Certificate II courses completed include:

Business
Engineering Pathways
Hospitality Operations
Workplace Practices
Information Digital Media and Technology
Rural Operations

Certificate III courses completed include:

Early Childhood and Care
Fitness
Hospitality Operations

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	74%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	77%	53%	100%

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

Student Destinations

Post-school destination information

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

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

The report will be available at:

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

Early leavers information

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

The year 10 and year 12 SET planning process assists students to gain study and career pathways that suit their individual goals. For some students this may mean that they exit school before the completion of year 12.

In 2014 the introduction of SET planning in Year 12 in conjunction with "Pathways to Success" sessions assist students to make informed decisions in their final year of schooling and adequately prepare for transition into the workforce.

A number of students successfully gain Apprenticeships and Traineeships at the end of year 10 or year 11 depending on their career pathway.

To ensure these early school leavers are making appropriate career pathway decisions they are encouraged to meet with the Guidance Officer for career counselling and also encouraged to engage in work experience / work placement organised by the Industry Liaison Officer.

To prepare students for transition to the workplace, students are able to complete a Certificate II in Workplace Practices. Students in Years 10, 11 and 12 may engage in School Based Apprenticeships and Traineeships, participate in TAFE VET courses and School VET courses. Any of these opportunities may lead to full time employment and/or full time study options.

An early leavers report is compiled at the end of each term and submitted to the NQ Regional Office to accurately account for student transition pathways beyond school.

Conclusion