



Alexandra Hills State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

The mission of Alexandra Hills SHS is to provide education appropriate to the needs of all learners in the school community in a caring environment where students are both challenged and supported. As an Independent Public School we are in a privileged position to be able to work closely with our school community to ensure that these needs are met. A member of the Queensland Minerals and Energy Academy (QMEA), ours is one of the largest high schools in the Bayside. The QMEA partnership has seen an increase in the number of students who have pursued engineering at university as a consequence of the special experiences and learning made available with the co-operation of the Queensland Resources Council. Continued popularity of the school is attributed, to some extent, to this partnership and other strong partnerships with primary schools, universities and TAFEs. A broad curriculum is in place, enhanced by a rich co-curricular program with notable success in dance, music, public speaking and debating.

Participation in debating and public speaking competitions is encouraged by teachers who coach students with the aim of achieving excellence. Physical activity is valued and students' success is seen through the many teams who win Metropolitan Premierships and individuals who reach State and National competition. The high level of engagement, particularly of Senior students, may be attributed to these extensive curricular and co-curricular programs enhanced by a Leadership Program which creates a broad range of opportunities for students to lead in the life of the school. One of the aims of this program is to promote an ethos of service such that students are encouraged to see our school as part of the local and global community and to explore their role as ethical contributing members. Due to our outstanding results, our Senior Program was recognised with a Queensland Showcase Award for Excellence in the Senior Phase of Learning. Specialist classes in Years 8-10 in Mathematics and Science, Sporting Excellence and a Rugby League Development Program allow students to develop their individual talents.

All students study English and Mathematics and there are extension classes in both of these subjects at all year levels. Languages Other Than English (LOTE) is a particular focus with three languages - Italian, German and Japanese - taught in the school and another six offered through virtual learning modes. Regular study tours to Germany, Italy and Japan support language development and cultural understanding. Annual ski trips to New Zealand, study tourS to Vietnam with a focus on history, dance classes in the USA and interstate excursions all add to the richness of school life at Alexandra Hills State High School.

Student welfare is a high priority and the same key personnel (Deputy Principal, Welfare Head of Department and Year Co-ordinator) work with the students over their six years at the school. A full range of support personnel (Guidance Officers, Chaplain, Nurse and Youth Support Co-ordinator) and personal development programs contribute to the well-being of each student.

Principal's Foreword

Introduction

I am pleased to be able to present the 2016 report for Alexandra Hills State High School, another year of growth.

As you will see, we have made improvements in a number of areas including a very positive Parent Opinion Survey showing a considerable increase in 11 of the 13 categories.

An important priority continues to be Student Attendance where two year levels have maintained their rates and four have showed improvement. Overall, more than 60% of students in 2016 attended between 95-100% of the time. Another success has been 100% of graduating Year 12 students receiving a QCE or QCIA demonstrating our success in achieving our goal of assisting every student to reach their potential.

School Progress towards its goals in 2016

Reading continues to be a high priority with students in most need being taught through the Corrective Reading Program. This has seen the percentage of students reaching and exceeding the NAPLAN National Minimum Standard being higher than the average for Queensland and Australian schools. We are yet to see that improvement in Writing and Grammar and Punctuation.

Another major priority, the Centre of Excellence in Automation and Robotics, has successfully allowed students to explore the subjects of Design and Science through the use of up to date technology.

Future Outlook

Strategically, Alexandra Hills State High School continues to explore ways of ensuring the best opportunities are available for the full engagement of the range of students in the school. This includes the expansion of our broad academic and vocational program, TAFE offerings and the extension of our range of co-curricular activities. It also relies on the enhancement of our partnerships with the Queensland Resources Council as a member of the Queensland Minerals & Energy Academy (QMEA) and the three major universities – University of Qld, QUT and Griffith University. The inclusion of our school as one endorsed by Education Queensland to offer places to international students has reinforced our aim to provide an education which prepares students for life as global citizens.

We are reviewing our processes and curriculum delivery in preparation for the implementation of the Senior Assessment and Tertiary Entrance system in 2019.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1319	648	671	63	94%
2015*	1324	605	719	74	94%
2016	1384	655	729	79	94%

Characteristics of the Student Body

Overview

Our students are drawn mainly from Redlands, although a considerable number live in all parts of the greater Brisbane area. The main occupations of our parents are Technicians and Trades, followed by Clerical and Administrative and Professional. Most of our students were born in Australia and includes a healthy number of Aboriginal and Torres Strait Islander students. Other students come from New Zealand, England and South Africa in relatively significant numbers. Beyond that, we have students who have immigrated from a wide range of countries.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7 – Year 10	22	22	22
Year 11 – Year 12	20	19	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Alexandra Hills State High School offers a wide and diverse range of subjects to cater for the needs of every student. A full range of academic subjects is offered. Specialist classes, beginning in Year 7 are offered to extend the gifts and talents of our students. These include:

STEM Academy – extension Science and Mathematics course.

Sports Excellence – for those students who excel in sport and are seeking development and extension.

Rugby League Development – for students who excel in Rugby League. This program is a sport development partnership with Wynnum Manly Seagulls and the Brisbane Broncos.

Enrolment in these classes is selected on merit through an application process.

The Junior Secondary curriculum is built around the ACARA framework. All students study a core of English, Mathematics, Science and History each semester. Health and Physical Education is compulsory until, Year 10. Students can choose from a range of more than 20 elective units to complete their curriculum.

Our vocational courses lead to nationally recognised qualifications from Certificate II through to Certificate IV in a range of fields such as Hospitality, Automotive Engineering, Business, Children's Services and Fitness.

In the Senior School the following subjects are offered.

ACADEMIC

English

Mathematics A, B, C

Physics, Chemistry, Biology, Engineering Technology/Science21

Modern & Ancient History, Geography

Italian, German and Japanese

Legal Studies, Business Communication & Technology, Business Management

Information Technology Systems, Information Processing Technology

Film, TV and New Media, Art

Dance, Drama, Music, Music-Extension

Physical Education, Health Education

Home Economics

Graphics

Technology Studies

VOCATIONAL

English Communication
Pre-Vocational Mathematics
Recreation Studies
Creative Arts – Media
Creative Arts – Visual
Horticulture
Industrial Skills
Tourism
Automotive
Hospitality Practices
Recreation Studies – Rugby League

Nationally Recognised Certificate (Courses Offered at school)

BSB30112 Cert III in Business
CHC30113 Cert II in Early Childhood Education and Care
AUR21212 Cert II in Automotive Underbody Technology
SIS30315 Cert III in Fitness
SIT20213 Cert II in Hospitality
SIT20312 Cert II in Kitchen Operations

Institute of TAFE Brisbane

Cert II Animal Studies
Cert II Auslan
Cert III Beauty
Cert III Business Administration
Cert III Micro Business Operations
Cert III Design Fundamentals – Graphics
Cert III Design Fundamentals – Photo Imaging
Cert III Events
Cert II Health Support Services
Cert III Health Services Assistance
Cert II Hairdressing
Cert II Hospitality (Kitchen Operations)
Cert II Horticulture
Cert III Information, Digital Media and Technology
Cert IV Justice
Cert II Manufacturing Technology
Cert III Media – Film and TV Production
Cert III Media – Multimedia
Cert II Millinery
Cert III Music
Cert III Music Business
Cert II Retail Makeup and Skincare
Cert II Rural Operations
Cert II Sampling and Measurement
Cert II Sport and Recreation
Cert III Telecommunications Technology
Cert II Tourism
Cert III Visual Arts

Skills Tech Australia

Cert II Electrotechnology
Cert I Plumbing Service
Cert II Furniture Making
Cert I Construction
Cert II Engineering Pathways
Cert II Automotive Cylinder Head Reconditioning

Co-curricular Activities

- Student Leadership: 148 positions are available for Year 12 students including Captains, Mentors, Tutors and Student
- Councillors
- Study Tours to Germany, Italy, Japan, Vietnam and USA
- Choir
- Indigenous Cultural Activities
- Dance Troupes

- Instrumental Music
- Interact
- Leo Club
- Public Speaking
- Debating
- Futsal Club
- Maths Tutoring
- Art Club
- Chess Club
- The Preview
- Science Club/Tutoring
- Culture Club
- History Club
- Music Club
- Literacy Support
- Magazine Committee
- Sport
- Year 7 Camp
- Year 9 Camp
- Year 11 Camp

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies has reached new heights at Alexandra Hills State High School with the development of the Centre of Excellence (COE) in Automation and Robotics which boasts four specialised computer labs to provide students of Technology subjects, opportunities to explore and learn about next generation technology skills in electronics, programming and automation. These computer labs are fitted with specialised technologies and software including laser technologies, 3D printers, drone and Virtual Reality (VR) technologies. The Labs allow teachers to deliver real world projects and further extend the innovative technologies curriculum based around Robotics, Automation & Coding. The COE provides students with an excellent environment that encourages technological creativity and innovative design practice. Projects can be seamlessly developed from imagination to concept and manufacture in a single location.

Our commitment to provide the most relevant and engaging learning opportunities for students and staff has been maintained and enhanced with major investments in infrastructure improvements and increased technical support. The comprehensive IT upgrade of servers, data projectors, internet bandwidth and introduction of multi-function follow-me printing with web print ensures students in all subject areas have access to school wide wireless network, nine fully networked computer laboratories, five laptop trolleys/ cabinets, as well as numerous computer pods, tablets and iPad's. This has both significantly increased student technological expertise as well as supporting the shift in teaching and learning experiences towards an increased focus on flexible delivery, project based and authentic inquiry based learning. Modern education is dependent on efficient, up to date technology that is multifunctional and easy to use.

The overall participation level of the senior laptop program remains strong with 94% of Years 10-12 students taking up the opportunity to successfully participate in the BYO Learning Device program. This program allows students to use a device that they are familiar with, creates awareness and competency of digital capabilities as well as providing them to 24/7 access to technology.

The IT department has also implemented initiatives to reduce our carbon footprint with the introduction of automatic shutdown of all computer labs at the end of each day and auto power sensors are installed on all multifunction devices to reduce power consumption. Double sided printing defaults are also set to reduce paper usage.

As an eSmart accredited school we actively support and promote cyber safety embedding smart, safe and responsible use of ICTs in our school culture. Since 2016 all Year 7 students complete an online digital licence and Year 7 and Year 9 students participate in annual cyber safety workshops.

Our IT department is constantly looking at ways to innovatively and creatively integrate technology that is responsive to student needs, is up to date with real world technological development and working to engage students in ways that will be relevant to their technological futures.

Social Climate

Overview

An emphasis on student welfare forms a strong part of our school culture.

In order to ensure that students feel supported in the school the Deputy Principal and Year Level Coordinator stay with their year group for the six years of a student's education. This ensures the continuity of the relationship between the student, parents and these key people.



The specialist Welfare Team, including Chaplains, Nurse, Youth Support Coordinator, Head of Special Education and Guidance Officers, meets regularly to coordinate student support. In addition, the personal development of our students is nurtured through the 'Alex and Me' Program, as well as through school camps and special events days. 'Alex and Me' is an award winning student welfare program which addresses the needs of Junior Secondary students as they transition through the tumultuous years of early adolescence. Our school approach is to meet students' needs in the broadest context – social, emotional and educational.

As part of the schools anti-bullying strategy, we have introduced My Place. My Place is a confidential database students use to report incidents of bullying and or concern to either themselves or a friend. My Place is accessible from any connected device at school or home and provides another welfare avenue for students to seek support and help.

Alexandra Hills State High School has recently become an accredited eSmart School. This is an initiative of the Alannah and Madeline Foundation with the aim of the program being to enable schools to develop a whole school approach to managing cyber safety and preventing bullying and cyber bullying. As an eSmart School we also promote the positive use of information and communications technology for students, staff and the Alexandra Hills State High School community.

Student participation in learning is formally recognised through *Quiet Achiever Awards* which are presented at a ceremony for parents and family in second term each year while an Honours Academy program supports our highest achieving for Year 11 and 12 students through a mentoring process.

Student leadership is also encouraged through the Student Council, student-led Assemblies, Year 10 Annual Dinner, Year 11 Function, Year 12 Formal, Awards Night and Graduation Ceremony. The school has an excellent formal process for selecting and inducting the student leadership team for the following school year which includes School Captains, Sports Captains, Senior Leaders, Subject Mentors and Literacy Mentors. Junior Secondary Leadership program is in place to provide leadership roles for students in Years 7-9. This includes a Junior Secondary Leadership Ceremony which is attended by many parents. Junior School and Senior School Captains hold positions on the School Council.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	92%	94%
this is a good school (S2035)	93%	87%	93%
their child likes being at this school* (S2001)	92%	84%	94%
their child feels safe at this school* (S2002)	93%	93%	94%
their child's learning needs are being met at this school* (S2003)	89%	88%	93%
their child is making good progress at this school* (S2004)	87%	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	88%	87%
teachers at this school motivate their child to learn* (S2007)	87%	86%	90%
teachers at this school treat students fairly* (S2008)	80%	77%	87%
they can talk to their child's teachers about their concerns* (S2009)	90%	90%	92%
this school works with them to support their child's learning* (S2010)	84%	81%	92%
this school takes parents' opinions seriously* (S2011)	87%	74%	87%
student behaviour is well managed at this school* (S2012)	83%	78%	86%
this school looks for ways to improve* (S2013)	91%	87%	92%
this school is well maintained* (S2014)	96%	95%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	96%
they like being at their school* (S2036)	91%	93%	94%
they feel safe at their school* (S2037)	96%	96%	88%
their teachers motivate them to learn* (S2038)	93%	93%	87%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	86%
teachers treat students fairly at their school* (S2041)	83%	83%	68%
they can talk to their teachers about their concerns* (S2042)	69%	82%	77%
their school takes students' opinions seriously* (S2043)	83%	83%	75%
student behaviour is well managed at their school* (S2044)	76%	81%	65%
their school looks for ways to improve* (S2045)	93%	97%	91%
their school is well maintained* (S2046)	92%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	96%
they feel that their school is a safe place in which to work (S2070)	96%	94%	96%
they receive useful feedback about their work at their school (S2071)	87%	84%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	85%
students are encouraged to do their best at their school (S2072)	97%	98%	96%
students are treated fairly at their school (S2073)	92%	95%	97%
student behaviour is well managed at their school (S2074)	91%	91%	87%
staff are well supported at their school (S2075)	89%	88%	87%
their school takes staff opinions seriously (S2076)	84%	85%	85%
their school looks for ways to improve (S2077)	92%	93%	88%
their school is well maintained (S2078)	90%	90%	96%
their school gives them opportunities to do interesting things (S2079)	92%	91%	91%

* 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

Alexandra Hills State High School values our place in the community and our relationship with the parents of our students. Our active Parents & Citizens Association is a very important part of our school community. It provides a forum for parents and the opportunity to participate in constructive debate about school issues. Parents may also choose to be involved in the All Music Program Support Group (AMPS) or as a volunteer in the Tuckshop or Uniform Shop.

The School Council is representative of the school and wider community and is invaluable in providing strategic advice to inform the school's direction.

Communication from the school aims to ensure that parents are well informed. The newsletter is published online and written reports of students' progress are provided three times per year. Parents are invited to access teachers for interviews at any time but particularly after the distribution of the Term 1 and Semester 1 Reports. Parent/Teacher evenings allow for the discussion of issues relevant to those students at the time and also afford parents the opportunity to meet with teachers and other parents and to ask questions. The 'Q Parents' app was introduced to help improve communication between the school and families. Facebook and text messaging are important communication tools.

Regular performance events provide opportunities for the community to enjoy the work of our students. Open Day allows parents of prospective students to talk with teachers, learn about the range of subjects offered, extra-curricular activities available and enjoy student performances in a warm and welcoming atmosphere.

Year 7 parents are invited to a 'Meet and Greet' evening at the start of the year to welcome our new students and their families. Parents meet key staff in their child's education as well as the administration team.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Our school Alex & Me! Wellbeing Program incorporates units of work on respectful relationships in Years 8, 9 & 10. The Respectful Relationships program was designed and written utilising the Queensland Government's initiative and education program. It focuses on influencing behaviour change to prevent undesirable social consequences such as family and domestic violence and focuses on developing and maintaining respectful relationships, respecting self and gender equality.

In Years' 11 and 12 these programs form part of the weekly Personal Development Program.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	296	356	444
Long Suspensions – 6 to 20 days	22	16	22
Exclusions	17	9	13
Cancellations of Enrolment	4	9	5

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Students and teachers are encouraged to save electricity by turning off lights and fans at the end of the day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	549,990	4,720
2014-2015	560,087	11,869
2015-2016	568,404	6,741

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	113	57	<5
Full-time Equivalent	104	40	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	11
Graduate Diploma etc.**	65
Bachelor degree	28
Diploma	7
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 2016 were \$40,437.02

The major professional development initiatives are as follows:

- Preparation for the new Senior Assessment and Tertiary Entrance System.
- Supporting students with specific learning disability
- Supporting students with trauma backgrounds
- Critical and creative thinking
- Behaviour management through classroom routines

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

The proportion of the teaching staff participating is to be reported as a percentage.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
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, 93% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	88%

*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 2016 for all Queensland Secondary schools was 90%.

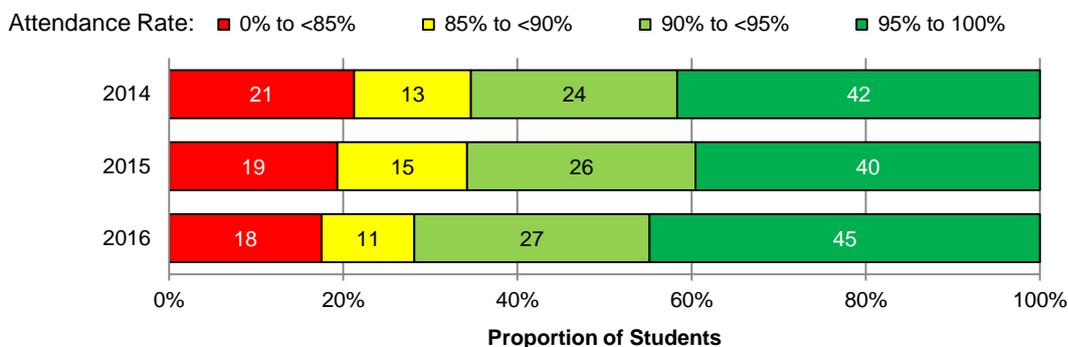
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								92%	89%	89%	87%	90%	92%
2015								92%	90%	89%	89%	90%	91%
2016								94%	90%	90%	89%	91%	92%

*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 DET 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.

Alexandra Hills State High School is committed to providing a safe and supportive learning environment for all students which facilitates their educational needs.

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Alexandra Hills State High School will take the following actions:

- The parent or carer will be contacted by the Attendance Officer (by phone or mail /email) to determine if there is a reasonable excuse for the absence/s
- All contact and attempted contact with parents regarding student absences will be recorded in One School attendance. This includes (where deemed necessary by the Principal) the reporting of persistent and/or unexplained

absences to Education Queensland, the Queensland Police Service and the Department of Child Safety. Referral to relevant staff (Deputy Principal Yr 7, 8, 9, 10, 11, 12, Guidance Officer, Head of Department Student Welfare)

When a student is absent without explanation for 3 consecutive days, 5 consecutive days or where a pattern of absences has been identified, the Attendance Officer (in conjunction with Deputy Principal) will take the following actions:

- Run a consecutive day absence report and forward to all members of the attendance team for advice to guide next actions
- Maintain an attendance follow-up spreadsheet to identify student that receive consecutive days absence letters
- Produce relevant letters for consecutive days absences. Email letter to relevant carers where possible and mail where not active email address exists.
- Record all outgoing correspondence in One School.
- Maintain an "Attendance follow up folder" to retain copies of all 3 / 5 day letters sent, for use by the attendance team when supporting the student return to school process
- Record any carer responses to correspondence into contacts through One School. Where absences re explained change absence codes as required and remove the relevant 5 day letters from the follow-up folder
- Produce the Attendance Enforcement letters (Notice Form 4 – Failure to attend and Warning Notice Form 5 – Failure to attend) as requested by relevant Deputy Principals
- Specifically inform the Deputy Principal where 5 consecutive days of absence have occurred after the Form 5 process has been instituted

Where a pattern of absences has been identified the Attendance Team will take the following actions:

- Apply the *Department of Education procedure – Managing Student Absences and Enforcing Enrolment and Attendance at State Schools – Process for enforcing parental obligation that a child of compulsory school age attends on every school day, for the education program in which the child is enrolled*
- Meet to identify support strategies to be put in place to re-engage student /have student return to school

Where the above processes have not resulted in improved attendance the Deputy Principals will take the following action:

- Commence attendance enforcement processes

At Alexandra Hills State High School the consequences of unexplained / unauthorised absences might include the following:

- Carer contact through a member of the Attendance team
- 3 and 5 days consecutive pattern of absence letters
- Home visits to seek information and offer support to families and as appropriate
- After 10 days of consecutive absence provision of Exemption Applications and advice regarding this process
- Receipt of Enforcement letters (Form 4 and 5) where parents are not meeting their parental responsibilities as identified under the education act
- Possible cancellation of enrolment (for students in the post-compulsory phase of education)

Roll Marking Processes:

- Use of ID Attend to record lesson by lesson attendance (including Form Class/Assembly) monitoring and recording following the electronic roll marking procedures during the school day. If electronic rolls unavailable, paper version would be expected to be completed and handed to Rolls Officer.
- Communicates and contacts parents / guardians via a text message before 11.30am when a student is absent from school
- Daily monitoring and reviewing of cohort daily attendance data by the Deputy Principals' of each year level.
- The Attendance Officer will record student late arrival and early leave requests. Students arriving late for school are to report to the attendance window with student ID card and a signed parent note for a printed Late Slip which is to be presented to the classroom teacher. Students requiring an early departure must present a note from their parent /guardian outlining the reason for the early departure to the relevant Deputy Principal before school. The note which will be signed by the Deputy Principal must be presented at the attendance window (with a student ID card) when signing out for early departure.

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

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 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	2014	2015	2016
Number of students receiving a Senior Statement	236	201	193
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	4
Number of students receiving an Overall Position (OP)	98	91	67
Percentage of Indigenous students receiving an Overall Position (OP)	38%	33%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	50	37	40
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	195	162	160
Number of students awarded an Australian Qualification Framework Certificate II or above.	162	127	131
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	231	198	189
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
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	73%	78%
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.	98%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	99%	94%

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
2014	15	20	38	22	3
2015	10	28	28	25	0
2016	10	20	22	15	0

As at 3rd February 2017. 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
2014	96	126	91
2015	90	85	66
2016	103	103	71

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

VET qualifications are detailed on Page 6 under the heading Nationally Recognised Certificate Courses

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	86%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	82%	55%	91%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.alexhillshs.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 most significant proportion of students who leave the school in Years 10, 11 and before completing Year 12 are those students whose families move away from the area and who enrol at another secondary school. A number of students also opt to continue their education at TAFE. Students who have completed Year 10 sometimes opt for full time work and the school utilises both internal and external resources to assist students achieve their goals to enter full time employment. Each year, several international students and study-abroad students return to their home countries to complete their education.

A small number of students need the resources of the school and outside agencies to help maintain their engagement with school. When extended absences remain unexplained, the Compulsory Attendance policy of the Education Act is followed.

