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## Principal's foreword

### Introduction

During 2008 Hervey Bay State High School undertook an extensive review and implemented an Action Plan to set direction for 2009. Quality teaching and learning continues to be our key priority and it is through this that students have been provided with courage, dreams, opportunities and success as reflected in our Vision Statement – "Courage to Dream – Opportunity to Succeed".

Hervey Bay State High School is committed to providing quality learning opportunities that enable our students to achieve within a safe, supportive and disciplined learning environment – Every Student, Every Classroom, Every Day – Learning and Succeeding.

As the new Principal to the school I am proud of the partnership between students and staff working together with parents and the community.

Julie Learoyd  
Principal

### Future outlook

Engaging students in their learning journey remains our key focus and core business at Hervey Bay State High School. Our priorities for 2009 will include:

- developing aspects of the Queensland Curriculum, Assessment and Reporting (QCAR) framework,
- developing and implementing the school's Literacy and Numeracy plans,
- addressing the emerging imperatives of the national Australian Curriculum Assessment and Reporting Authority (ACARA),
- improving our Senior Pathways and credentialing
- improving our prominence as a significant school of choice for secondary school students
- embedding our emerging range of Signature Programs
- maintaining and developing our school facilities
- improving outcomes for Indigenous students and students with disabilities
- working with staff within the developing performance framework

## Our school at a glance

### School Profile

Total student enrolments for this school - 696

Year levels offered – Year 8 to Year 12

Coeducational or single sex – Co-educational

### Curriculum offerings

#### Our distinctive curriculum offerings

Agriculture  
Animal Husbandry  
Chinese  
Certificate II Outdoor Recreation  
Certificate I Community Recreation  
Certificate II Hospitality (Operations)  
Certificate I and II Rural Operations  
Certificate I Furnishings  
Marine Studies  
Social and Emotional Learning Programs – Senior Induction Program  
Programs for Indigenous Students  
Intervention Programs (Learning Support)  
TAFE and University subjects  
Students with Disabilities programs  
Traineeship and Apprenticeship programs  
Positive Learning Centre  
GAP program (off campus program in conjunction with Urangan State High School to ensure transition for “students at risk”  
TripleS (off campus program for year 8 students)

#### Extra curricula activities

Sport (Summer and Winter)  
Arts (Instrumental Music, Musicals)  
Academic Competitions  
Chess  
Junior Chamber of Commerce  
Student Leadership program  
Cattle show and eventing

#### How computers are used to assist learning

ICTs are used extensively throughout all curriculum programs. Students may use computer facilities for internet research, data analysis and reporting, multi-media applications, graphics design and accessing school information. In 2008 all staff received a Laptop and professional development has been available for staff to integrate ICTs within the curriculum. Continued upgrades to computer labs, mini labs and planning for the ICT resource centre will allow

## Our school at a glance

student access to high quality hardware. The school has upgraded its cabling network. Hervey Bay State High School was MOE and came on line with the implementation of OneSchool which allows staff to access web based technology at school and at home.

## Our school at a glance

### Social climate

Hervey Bay State High provides considerable support for students and families alike. We provide an extensive range of care and support staff including:

Two Deputy Principals with responsibility for overseeing the pastoral care and behaviour management issues for specific year levels.

Five Year Coordinators working in tandem with Administration and other staff to support students with daily issues both personal and school related.

Heads of Department working with staff and students concerning academic and behavioural issues.

Support Staff for students and/or parents needing particular support include:

- Guidance Officers
- Community Liaison Officer (works with Indigenous students and their families)
- Head of Senior Schooling
- School Based Youth Health Nurse
- School Based Police Officer
- Industry Liaison Officer
- Youth Pathways Officer
- Youth Support Coordinator
- Behaviour Management Specialists
- Inclass Tutors
- Learning Support

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

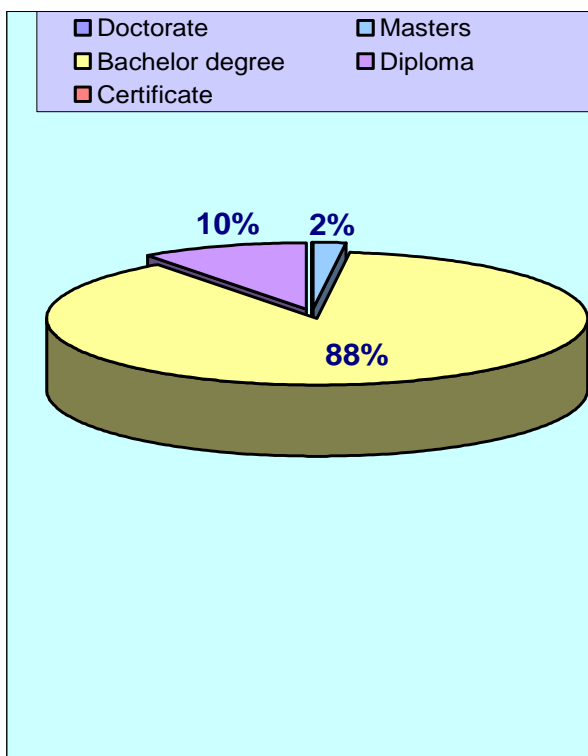
Parents are actively encouraged to participate in the education of their children. Our Parents' and Citizens' Association provides parents with a venue to interact with other parents and to work with the school staff to develop initiatives within the school. A summary of parental involvement in school activities include:

- Information and course selection evenings ensure parents are well informed and involved in the learning process
- Parent/Teacher interviews are conducted twice per year to allow face-to-face meeting opportunities after recent academic reporting
- School events such as Graduations, Academic Awards Evening, Sports Awards Evening, School Musical
- Sporting events
- Indigenous Meetings
- Special education programs activities as well as IEP meetings
- Fortnightly newsletter
- Daily communication for absent students

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	88
Diploma	10
Certificate	0



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

The total funds expended on teacher professional development in 2008 was \$27460.96 .

The major professional development initiatives are as follows:

- QCAR
- Senior Schooling including senior syllabus rollouts in Science, QCE, SET Plans
- Literacy and Numeracy
- Leadership
- Workplace Health and Safety and Workplace Rehabilitation Training
- Embedding ICTs in the curriculum

The involvement of the teaching staff in professional development activities during 2008 was 78%.

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

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

From the end of the 2007 school year, 89% of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 84%.

### Key outcomes

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.

Domain	Measures	Yr 9
Reading	Average score for the school	545
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 86%
Writing	Average score for the school	512
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 74%
Spelling	Average score for the school	538
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 79%
Grammar and Punctuation	Average score for the school	526
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 73%
Numeracy	Average score for the school	538
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 89%

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

Year 12 student enrolment as a percentage of the Year 10 student cohort.

70%

### Outcomes for our Year 12 cohort of 2008

## Performance of our students

Number of students awarded a Senior Statement.	94
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	38
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	53
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	8
Number of students receiving an Overall Position (OP).	41
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.	73%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	88%

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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.

### Value added

During 2008, we have continued to develop and implement a number of changes to meet student, staff and community needs. These include the implementation of a new behaviour management plan for students, restructuring staff management, review and implementation of policies and procedures, and becoming a 'dare to lead' school. Invaluable opportunities exist for students to access School-based Apprenticeships and Traineeships, advanced placement in University programs and early admission to both University and TAFE. Work placement staff assist students with access to the workplace to facilitate sound student judgements being made about pathways for the future. The school is continuing to provide curriculum programs to ensure all students are given the options and opportunities to successfully transition from school into further education, training and the workforce.

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

In our annual opinion survey, students state that they are satisfied with how well they are learning, their involvement in the variety of school activities on offer and how technology is being used in their learning. Parents state that their child is being treated fairly, they are satisfied with what students are learning, particularly the science, technology and mathematics programs at the school. Teachers assert that they are confident of doing what is expected of them. The school is continuing to work towards improving parent, student and staff satisfaction with the school. Indigenous student data reflects improvement in academic achievement and attendance. Student attendance and retention is an area that requires continued improvement.