



Hervey Bay State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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2016 School Captains

School Overview

Hervey Bay State High School was established in 1964. Here, students have the 'courage to dream' and the 'opportunity to succeed'. Students achieve success, have positive self image, excel and confidently master new skills in this great community school. Our Years 7, 8 and 9 curriculum have been established using the essential learnings of the Key Learning areas, including Mandarin, Agricultural Science, Animal Husbandry and Marine Studies. It is supported with Gifted and Talented programs (APEX), early intervention strategies, Learning Support and Special Education programs. Our senior program (Years 10-12) maximizes life long learning, developing vocational, academic and cultural pathways for students. Classroom teaching programs are balanced, innovative and incorporate literacy, numeracy and technology. Our school is actively involved in cultural, academic, sporting and community programs as well as many extra-curricular activities in the greater community. Parents are actively encouraged to participate in the education of their children. Our Parents and Citizens group provides parents with an opportunity to work with the school and to develop initiatives within the school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

PRIORITY 1

Embed the Dimensions of Learning as a whole-school pedagogical framework to improve and develop consistent teaching practice that supports and maximises the learning experiences for all students by

- Review Unit planning progress to date and engage school curriculum leaders to progress the development and implementation of curriculum plans consistently across all faculties
- Develop curriculum unit plans to ensure consistent delivery of curriculum in all classrooms focusing on:
 - Consistent use of curriculum language in all faculties
 - Developing positive attitudes and perceptions of both students and staff
 - Embedding the Habits of Mind
 - Acquiring and integrating declarative and procedural knowledge
 - Developing Complex Reasoning Processes in students
- Develop and implement effective feedback strategies for all students in years 7 to 10
- Embed feedback strategies for all students in years 11 and 12
- Explicit teaching of and consistent implementation of TEEL across all faculties in all planning, teaching and assessment

PROGRESS AND ATTAINMENT OF TARGETS

- All Faculty curriculum unit plans developed in 2016 - completed
- Academic performance across all faculties of 80%>A-C or better – working towards and expected to be achieved in 2017
- Improve student school opinion survey data - achieved

PRIORITY 2

Drive the implementation of School Wide Positive Behaviour Support (SWPBS) and promote this proactive approach to behaviour through the 'merit' reward system to further enhance the work being done through Positive Behaviour for Learning (PBL) through

- Review of PBL progress to date and engage the school committee and regional support to progress implementation consistently across all faculties
- Review the Responsible Behaviour Plan for Students (RBPS) and align with PBL
- Dimensions of Learning (DoL) Dimension 1 to be embedded practice in all classrooms. Upskilling of ALL staff to ensure the consistent commitment to and implementation of effective classroom management strategies
- Quality assure the consistent implementation of strategies in all classrooms. Engagement of Heads of Department and Heads of Year to 'walk through' classrooms and coach staff. Engage the Teaching and Learning Expert Teaching Team to assist staff with the consistent implementation of strategies
- Review the structure of Student Behaviour Management to focus on individual case management and student support
- Analyse data to set targets and accountability of PBL application

PROGRESS AND ATTAINMENT OF TARGETS

- Increase the consistent application of Essential Skills for Classroom Management and strategies in all classrooms (profiling sweep and classroom walkthroughs) – completed



- Improve school opinion survey data – student behaviour is well managed at school – progressing
- Decrease in suspension data by 30% - attained

Future Outlook

PRIORITY 1

Embed the Dimensions of Learning as a whole-school pedagogical framework to improve and develop consistent teaching practice that supports and maximises the learning experiences for all students by

- Review, planning and development of all curriculum plans, assessment and A samples for 2017
- Focus on High Order Thinking professional learning for Teachers
- Focus on 'writing on demand' professional learning for Teachers and implementation across all faculties
- Embedding Dimension 3 and 4 High Order Thinking pedagogy
- Working towards 85% > A-C student achievement in all faculties
- Improve student school opinion survey data for items under 80% satisfaction to improve to 85% satisfaction or better
- Improve staff school opinion survey data for items under 80% satisfaction to improve to 85% satisfaction or better

PRIORITY 2

Drive the implementation of School Positive Behaviour for Learning (PBL) and promote this proactive approach to behaviour through the 'merit' reward system to improve student behaviour and management both in and outside the classroom by

- Review the structure of student case management to focus on individual case management student support
- Implement the 2017 Responsible Behaviour Plan for Students (RBPS), 2017 Case Management structure and 2017 Positive Behaviour for Learning (PBL) Matrix and School policy
- Develop and deliver teacher professional learning on the RBPS and PBL strategies, essential skills for classroom management, profiling and the school's Reflective Feedback Observation Protocol (RFOP) to improve skills and consistent application of PBL in the classroom
- Create and develop explicit teaching lesson plans for the delivery of identified strategies from the PBL matrix
- Improve school opinion survey data – student behaviour is well managed to Parent 90%, Student 85% and Staff 80%
- Continue to decrease the number of School Disciplinary Absences (SDA) by 10% 1-10 days and 20% for 11-20 days



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	819	403	416	96	83%
2015*	930	462	468	112	86%
2016	962	491	471	121	85%

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

*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.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Hervey Bay State High School offers educational and vocational pathways catering for all students whether they wish to continue with tertiary studies, employment opportunities or further training. Hervey Bay State High School continues to grow both in student numbers and in our school footprint. 2016 saw the redevelopment of the Industrial Technology facilities and fully equipped sports gym which enhances our academic and sporting programs for students.

Our student body includes many families from the local Fraser Coast and surrounding rural communities. New enrolments are drawn to the school and the area from both inter and intrastate. The school tends to have a high turnover of students. The school population has an Indigenous student population of 12%. We employ the services of an Indigenous Education Officer and are committed to working with our Indigenous students, their families and the community to provide every opportunity for students to achieve to their potential and reduce the "gap" in attendance, retention, attainment and academic performance.

The school has approximately 10% of students with disabilities who are supported by specialist staff in the Inclusive Education Centre. We offer a supportive and inclusive program that assists students ascertained with specific disabilities. The Inclusive Education Centre enrolment is also growing and our expert staff cater well for students' diverse learning needs. These students are integrated into mainstream classes or are on Individual Education Programs. Students with learning difficulties are also catered for by the school's Student Support and Learning needs staff with targeted literacy and numeracy programs for year 7, 8 and 9 students.

The school has a range of family backgrounds and occupations but the majority of families would be English speaking with no second language. The school ICSEA is 939.

Hervey Bay State High School is a co-educational school that operates individual case management and support. Students are supported by their class teachers, form teachers and assigned a Case Manager who assists with student wellbeing, academic performance, attendance, behaviour and support. This provides the opportunity for strong, productive relationships to be developed between students, parents, teachers and their case manager. This structure also allows students to develop their leadership skills with their year cohort and the student council as they progress from Year 7 to the senior school.

Student's welfare is also supported by Case Managers, School Chaplain, School Based Nurse, Guidance Officers, Indigenous Education Officer, Youth Support Coordinator and the School Based Police Officer. Each year cohort is also looked after by a Deputy Principal.



Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	21	20
Year 11 – Year 12	17	17	17

*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

In addition to regular school subjects the school has several distinctive curriculum initiatives. We offer students

- Intensive programs in identified areas of study. Academic Programs of Excellence (APEX) are offered in the areas of English, Mathematics, Music, Science and Health and Physical Education (Sport)
- A unique experience in our agricultural and environmental centre which includes the school farm. This allows us to offer and focus on the agricultural and animal husbandry industry from year 7 to senior.
- A thriving Arts program which includes music, an instrumental music program, visual arts, drama and dance.
- Certificate courses in a wide range of areas including Community Activities, Rural Operations, Business and IT.
- The school offers guidance and programs in the areas of work experience, traineeships and school-based apprenticeships.
- The school offers university subjects in collaboration with the University Sunshine Coast to offer an extended range of options to students.
- Social and Emotional Learning programs – the Junior Induction Program (JIP) and Senior Induction Programs (SIP) provide information, development and education in such areas as careers, drug education, driver education and other personal development activities



Co-curricular Activities

Hervey Bay State High School prides itself on being a student-centred school that places great value on co-curricular activities and encourages student participation and leadership. A range of co-curricular activities are available to students by staff who offer their time and expertise on a voluntary basis both inside and outside school hours. Some of these events in 2016 included:

- Curriculum based activities and competitions such as the Mathematics Challenge, Creative Writing, LOTE language competition and language tour, Science and Engineering Challenge and our highly successful cattle team
- Student Leadership which includes students from all year levels who get involved with working with year 6 students from our primary schools on transition days, leadership projects and many community events
- Our Arts program students that perform in showcases as well as concerts throughout the year to promote our extraordinary student talent
- Every year the school enters a large number of teams in local sporting competitions. This gives our talented sporting students an opportunity to attain representative honours. Our male and female football teams perform very well in the local competition. We also have netball, basketball, rugby, tennis, Australian Football, equestrian, lawn bowling and chess
- Each year we have a combined student and staff team represent the school in the Kokoda Challenge with our 2016 competing the 96km challenge in 31 hours and a student Human Powered Vehicle (HPV) team who compete in the Tech Challenge in Maryborough each year.



How Information and Communication Technologies are used to Assist Learning

eLearning is a key focus within the school and the direction of technology will continue to be a priority, particularly access for students. The school has moved toward a 'bring your own device' program of IT integration in our classrooms. With the introduction of the National Curriculum and C2C resourcing, eLearning is an essential skill for both students and staff to master. All classrooms are equipped with digital projectors to enhance the learning and teaching experiences in classrooms. Laptops are available around the school for student use and IT labs are equipped for specialist classes. All students and families are encouraged to provide a device for their student learning to be used at home and at school.

Social Climate

Overview

Hervey Bay State High School provides considerable support for students and families. The school has a highly functioning Positive Behaviour for Learning (PBL) committee who work on improving student behaviour, creating positive learning environments for all students and supporting students and their welfare. Underlying this work is the school's Responsible Behaviour Plan for Students, the junior and senior induction programs which support the emotional and academic wellbeing of students, a new case management system to work individually with students and their families as well as providing leadership support in Student Services. This is also supported by the Student Support team who assist case managers by responding to bullying, relationship building and personal wellbeing. The school also uses STYMIE to assist students in notifying the school about any bullying incidents so that these can be managed quickly. The key component of this welfare process is the timely identification of concerns, early notification of parents and caregivers and negotiated intervention to improve student behaviours. Each cohort is also under the leadership and guidance of a Deputy Principal.

All members of the school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents. Hervey Bay State High School's Responsible Behaviour Plan (based on the Code of School Behaviour) outlines the school's values, strategies and actions in order to ensure all students have a right to and receive a quality education in a safe and supportive environment.

The school has an extensive support team who work with students and staff. This team includes the Guidance Officers, School Chaplain, School-based Police Officer, Youth Support Coordinator, Indigenous Support Officer and School Nurse.

The school has a school wide leadership program, peer mentor program and also provides programs for students who are at risk of disengaging, such as FIVE, Aspire, Girls Group and Deadly-Cation.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	97%	93%
this is a good school (S2035)	86%	92%	93%
their child likes being at this school* (S2001)	91%	94%	92%
their child feels safe at this school* (S2002)	86%	97%	93%
their child's learning needs are being met at this school* (S2003)	91%	94%	88%
their child is making good progress at this school* (S2004)	86%	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	94%	93%
teachers at this school motivate their child to learn* (S2007)	86%	92%	91%
teachers at this school treat students fairly* (S2008)	85%	87%	86%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	95%
this school works with them to support their child's learning* (S2010)	90%	90%	93%
this school takes parents' opinions seriously* (S2011)	82%	91%	85%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	86%	81%	81%
this school looks for ways to improve* (S2013)	86%	93%	93%
this school is well maintained* (S2014)	90%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	89%	93%
they like being at their school* (S2036)	88%	80%	88%
they feel safe at their school* (S2037)	89%	83%	93%
their teachers motivate them to learn* (S2038)	89%	81%	89%
their teachers expect them to do their best* (S2039)	96%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	79%	87%
teachers treat students fairly at their school* (S2041)	73%	69%	81%
they can talk to their teachers about their concerns* (S2042)	71%	61%	75%
their school takes students' opinions seriously* (S2043)	80%	71%	77%
student behaviour is well managed at their school* (S2044)	64%	59%	67%
their school looks for ways to improve* (S2045)	96%	91%	91%
their school is well maintained* (S2046)	84%	83%	85%
their school gives them opportunities to do interesting things* (S2047)	89%	88%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	92%	89%
they feel that their school is a safe place in which to work (S2070)	93%	95%	88%
they receive useful feedback about their work at their school (S2071)	79%	79%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	85%	89%
students are encouraged to do their best at their school (S2072)	93%	88%	92%
students are treated fairly at their school (S2073)	89%	90%	86%
student behaviour is well managed at their school (S2074)	77%	79%	74%
staff are well supported at their school (S2075)	73%	75%	69%
their school takes staff opinions seriously (S2076)	77%	67%	65%
their school looks for ways to improve (S2077)	96%	90%	91%
their school is well maintained (S2078)	87%	93%	93%
their school gives them opportunities to do interesting things (S2079)	84%	74%	80%

* 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

Parents are welcome to be a part of the schools daily operations. They are always encouraged to be involved in their child's education by the following ways:

- Twice yearly Parent/Teacher Evenings. The focus of the first Parent and Teacher meeting in week 4 of term 1 was a conversation between students, parents/carers and teachers on meeting the educational needs of students. The second meeting occurred following assessment in term 2 to give feedback on student academic performance and plan progress for semester 2.
- Access to teaching staff by appointment and telephone conversation at any time during the year. Email is encouraged between teachers, students and families. Email contact and correspondence increased dramatically in 2016.
- An active Parents and Citizens Association and Indigenous Parent group.
- Parent/Student/School interviews for students moving from Year 10 to Year 11
- Actively encouraging parents and carers to become volunteers in school programs and in other support programs
- Enrolment interviews for all new students
- On-line school newsletter which is emailed to all parents twice a month
- Electronic sign detailing upcoming events and celebration of student success
- Text message invitation and information messages to parents and families
- Facebook updates on activities and student participation in both curricular and co-curricular events
- Case Management meetings to discuss student progress, develop support plans and assist with student wellbeing
- Inclusive Education Centre meetings to discuss student progress, develop individual plans and assist with student support and wellbeing

Respectful relationships programs

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

- Induction day programs for year 6 students to transition into secondary school year 7
- Junior Induction Program (2 sessions per week) which focuses on developing and maintaining positive relationships, strategies for dealing with 'mean' people and bullying behaviours, wellbeing, study and personal support strategies that is aligned to the "Secondary Student Wellbeing Program" contained in their student junior diary
- Senior Induction Program (2 sessions per week) which focuses on developing and maintaining positive relationships, study and careers information, preparation for exams and QCS, well-being and personal support strategies that is aligned to the "Secondary Student Wellbeing Program" contained in their student senior diary
- Positive Behaviour for Learning – explicit teaching of focus lessons identified from the school matrix – examples include, being prepared for learning, being on time for class
- Vital group – working with dis-engaged students to enhance their potential and confidence in being a productive member of the school and community
- Boys II Men – year 9 and 10 program for building positive relationships and self-esteem in boys
- Thrive – support program for building confidence, self-esteem, knowing self and developing personal goals in both male and female students
- Deadly Choices – support program for Indigenous students which focuses on culture and forming friendships, health and being a positive role model
- Team Up - development of leadership and team work skills
- Shark Tank – understanding personal boundaries and rights, domestic violence issues, and developing healthy and loving relationships
- Primary School Links – developing responsibility, communication skills, empathy and compassion, relationship skills and engagement in learning
- Trail program – FIVE – re-engagement in classroom environment, support with behavior and wellbeing

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	429	571	419
Long Suspensions – 6 to 20 days	7	23	26
Exclusions	8	9	12
Cancellations of Enrolment	28	16	21

* 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

Hervey Bay State High School continually works towards decreasing both electricity and water consumption in the school. The school has a number of water tanks which assisted our water usage. Our water usage returned to a more favourable level with the increased use of tanks following the completion of our new facilities in 2015. However, our electricity usage increased following the completion of construction when the building site was 'returned' to the school. It has also increased due to the continued installation of air conditioning throughout the school classrooms. The school is committed to being a 'cool' school and more classroom air conditioners had been installed in 2016 which affected the use of electricity and our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	307,607	6,345
2014-2015	41,214	16,235
2015-2016	479,903	5,981

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

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	86	45	<5
Full-time Equivalents	81	34	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	8
Graduate Diploma etc.**	13
Bachelor degree	60
Diploma	4
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 60 717.00

The major professional development initiatives are as follows:

- Curriculum development
- Student support
- Pedagogical Framework (curriculum development and planning)
- Specialised skill development (Hospitality, Agriculture, Animal Husbandry, VET)
- QCAA training, support and information
- Leadership – Heads of Department, Deputy Principals, Principal and aspiring staff (teaching and non-teaching)
- Reflective Feedback and Observational Protocols (RFOP) and profiling
- Curriculum and Leadership coaching and mentoring

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	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, 94% 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).	84%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	79%	78%

*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%.

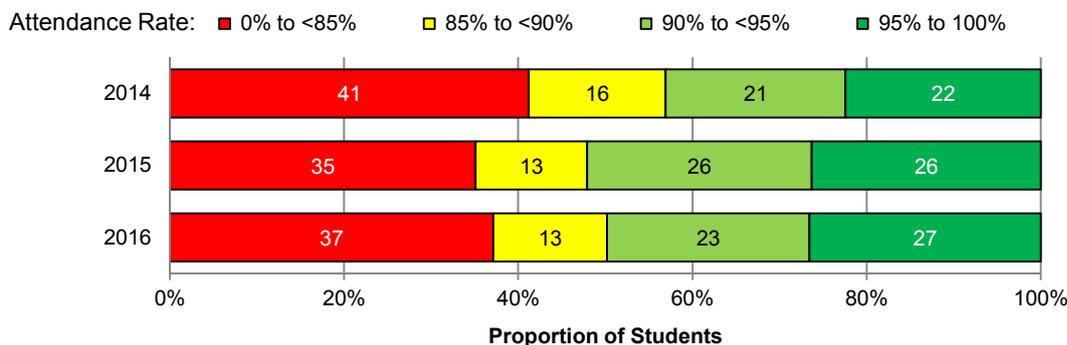
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									85%	84%	83%	85%	86%
2015								87%	87%	84%	82%	89%	87%
2016								89%	86%	84%	82%	85%	88%

*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.

Hervey Bay State High School uses a computerised ID-Attend system for recording and monitoring student attendance in all sessions of the school day. This program and associated processes track and monitor student attendance - daily, full-day and session truancy. Parents/Carers receive a text message if a student is absent from school following morning roll marking. Student absence and truancy is the responsibility of all staff and is monitored by Case Managers and Administration. An attendance officer was employed to track student absence and decrease unexplained absence. Unexplained absence continues to be closely monitored with parents and carers contacted daily to explain student non-attendance at school. Families are contacted via telephone where these absences are unaccountable. A more formal process of written notification is sent to parents/carers where students are absent repeatedly or where explained absence is high. Student support services are engaged to assist with student absence/attendance in school. The formal Managing Student Absence process is followed where students are absent frequently without reasonable explanation. The Administration monitors and is responsible for student attendance and the improvement of student attendance continues to be a priority of the school.

Strategies implemented to increase attendance:

- Case Manager informal conversation and engagement with students with unexplained absence
- Referral to Head of Student Support for formal discussion with student and family
- Referral to an internal and/or external student support program to assist with identified issues that prevent a student attending school
- Monitoring and tracking attendance for all students
- Incentive activities, programs and extra-curricular opportunities for students maintaining 90% or better
- Informal and formal Managing Student Absence" process

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

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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	2014	2015	2016
Number of students receiving a Senior Statement	119	135	118
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	0
Number of students receiving an Overall Position (OP)	51	52	52
Percentage of Indigenous students receiving an Overall Position (OP)	36%	0%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	11	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	114	122	113
Number of students awarded an Australian Qualification Framework Certificate II or above.	74	78	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	103	121	115
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73%	87%	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.	65%	54%	73%
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.	100%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	83%	97%

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	5	11	17	15	3
2015	4	7	17	13	11
2016	11	12	15	13	1

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	110	68	7
2015	100	75	3
2016	109	71	3

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

The following qualifications were awarded to students in 2016:

Certificate courses include:

- Certificate I Information Digital Media and Technology
- Certificate II Information Digital Media and Technology
- Certificate II Business
- Certificate II Rural Operations
- Certificate II Community Activities
- Certificate III Retail

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.	60%	74%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	52%	73%	42%

* 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.herveybayshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

The Next Step summary report can be located on our school website page.

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.

Students left Hervey Bay State High School for other educational and training institutions on the Fraser Coast and to other geographical areas around the State to complete their schooling. Year 10 students leaving the school were enrolled in vocational programs and/or found employment. Year 11 and 12 students, with guidance and counselling, gained access to vocational courses, employment, traineeships and/or apprenticeships. These students were supported by the school to ensure they were enrolled in programs that best suited their future needs. Some students enrolled at other schools both locally and outside of the Fraser Coast due to employment and family relocation. Students not gaining employment in the region moved to other regional and city centres.

Conclusion

Hervey Bay State High School continues to be a high performing school continually engaged in an improvement agenda to give all students and their families the best academic, social and educational outcomes and opportunities possible. We are a school of choice on the Fraser Coast and continue to work and support our community and our families.



