

Stanthorpe State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report outlines the achievements, and provides information, in relation to the students and staff of Stanthorpe State High School for the 2015 academic year.

Stanthorpe State High School values all people and exists to benefit our students and our community. We have a vision for learning and success and provide a framework for this within a positive, safe, supportive and inclusive environment. This is achieved in an environment of high expectations of self and others where "If it is your best - it will always do". Our school provides students with high quality relevant opportunities to engage and excel in academic and vocational pathways towards their chosen careers.

Stanthorpe State High School's Junior Secondary School provides students with a full range of curriculum offerings and experiences that provide the foundations for, and articulate directly with our, Senior Secondary School curriculum. Our senior curriculum offers a broad range of 22 Authority Subjects, 19 Nationally recognised Vocational Education and Training Certificates along with 2 Authority Registered subjects, English Communication and Prevocational Mathematics.

Stanthorpe State High School provides the opportunity for every student to achieve a positive outcome from their education.

School progress towards its goals in 2015

Stanthorpe State High School continues to maintain a consistent set of key priorities:

#1 Key Priority – Improved Student Achievement.

A number of performance measures are used:

- A-E data – Junior Secondary students receiving Cs or better in Maths, Science and English – Target $\geq 85\%$ - All year levels in the 3 subjects exceeded 92% with the exception of Year 9 Science which was 84%.
- A-E data – students receiving A or B in subjects across the school – Target $\geq 55\%$ - Achieved 63%. Students receiving Cs in subjects across the school – Target $\geq 30\%$ - Achieved 31%. Total of Cs or better across all subjects across all year levels was 94%
- NAPLAN data – Target Yr 7s and 9s \geq National Minimum Standards 100% - Yr 7s Achieved Reading 97%, Writing 87%, Spelling 92%, Grammar & Punctuation 88%, Numeracy 96% - Yr 9s Achieved Reading 93%, Writing 68%, Spelling 85%, Grammar & Punctuation 87%, Numeracy 99%
- Year 12 Outcomes data
 - QCE attainment - Target 100% – Achieved – 100%
 - OP 1-15 – Target $\geq 80\%$ - Achieved 69%
 - Complete/Attain a SAT/QCE/Vet Qualification – Target 100% - Achieved 100%

#2 Key Priority – Improved Student Attendance

The strong correlation between attendance and achievement makes improved student attendance an imperative if our #1 Key Priority is to be maximised.

Our community culture and belief around the importance of attendance at school continues to develop and is supported by the 2015 attendance rate being 91% being 4% higher than 2014. Non-indigenous students had 4.9% greater attendance rate than indigenous students. Our SMS service provides immediate feedback to parents on their students' absence from school. This service continues to be a valuable tool in supporting parents in their endeavours to track their students' attendance.

#3 Key Priority – Improved parent engagement and community confidence

Improving parent engagement in their students' education is a key strategy in achieving Key Priorities #1 and #2. Stanthorpe State High School enjoys the confidence of parents with 98% believing their students feel safe at this school, 93% believing their child gets a good education at this school and 97% of students believing they are getting a good education at Stanthorpe State High School, 96% believe teachers expect them to do their best.

#4 Key Priority – Classroom Pedagogy and Improved Explicit Teaching

Development with a focus on Classroom Pedagogy & Performance.

Teacher performance and consistency of delivery is a key factor in achieving improved student achievement and improved student attendance.

- 100% of our teaching staff were provided with and attended professional development directly related to improving their pedagogy and subsequent quality of teaching in their classrooms.
- 100% of teaching staff participated in and completed a Developing Performance Plan and reviewed progress of this plan.
- A whole-school pedagogical delivery model based on the Archer and Hughes model of Explicit Instruction continues to underpin delivery in all classrooms.
- Peer mentoring, and classroom profiling coupled with formal coaching and mentoring of teachers continues to assist our quality and experienced teachers to improve the essential skills of teaching.

#5 Key Priority – Implementation of Australian Curriculum

Australian Curriculum was fully and successfully implemented across Years 7-10 in English, Maths, Science and History and Geography with continued success and a sense of value and purpose across the school community.

Staff continue to develop work programs and related units of work to ensure the roll out of the Australian Curriculum continues to be successful as more subjects are introduced over time.

Future outlook

Our Key Priorities in 2016 will remain consistent with an unrelenting focus on improving student achievement through learning. Our Key Priorities are embedded as important foundations to the strong culture of high expectations of self and others.

We will have a sharp and narrow focus on improving Reading and Numeracy in the Junior School and maintaining 100% QCE attainment in the Senior School along with improved OP performance in the 1-15 range.

Improving Parent and Community Engagement is recognised as an important avenue to improving individual student achievement. It has been recognised as an important factor in ensuring the transition of Year 7 students to secondary school is successful in 2016 and into the future. We will continue to proactively engage parents through a range of specific activities and opportunities including year level specific parent information evenings, secondary staff visits to our 12 primary feeder schools where students will be encouraged to continue to share their education with their parents as they move into secondary school and provision of parent evenings on the development of the adolescent brain and the adolescent learner.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	548	281	267	41	90%
2014	555	279	276	50	92%
2015	648	318	330	50	93%

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.

Characteristics of the student body:

The student body at Stanthorpe State High School consists of a diverse range of cultural and socio-economic backgrounds. Approximately 60% of students travel by bus to school from surrounding rural villages and family farms. Students travel daily from areas stretching as far away as Texas 100km to the west, Tenterfield (NSW) 57km to the south, Liston and surrounding areas within NSW 40km to the east and 30km north to Dalveen and surrounding areas. Other students reside in the town of Stanthorpe. Family employment includes a mix of those employed in professional service organisations and public sector organisations, self-employed business owners, tradespersons, orchardists, small crops specialists, graziers and wine and tourism ventures.

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

Stanthorpe and the Granite Belt area has a large well-integrated Italian population steeped in the history of the region. Adding to the cultural diversity of the area is a broad range of cultural groups along with a transient backpacker population that provides much needed seasonal workers for the local farmers. Indigenous students account for approximately 8% of student enrolments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	20	21	20
Year 11 – Year 12	17	16	16

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	61	116	112

Long Suspensions - 6 to 20 days	21	5	5
Exclusions	3	1	2
Cancellations of Enrolment	1	2	0

* 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.

Curriculum delivery

Our approach to curriculum delivery

Stanthorpe State High School is a member of two Gateway School Programs that provide students with unique opportunities and experiences in the industries they represent:

- Gateway School to Food and Wine Tourism.
- Gateway School to Agribusiness.

Our distinctive curriculum offerings include two Showcase Awards for Excellence in Schools award winning programs, a Queensland Training Award winning program and a diverse range of nationally recognised certificates and course offerings including:

- Italian Immersion Program in Years 8, 9 and 10
- Wine Tourism Industry Links Program.
- A suite of 19 nationally recognised Vocational Education and Training Certificates at Certificate I, II and III levels.
- A Work Education Program incorporating:
 - School-based Traineeships and Apprenticeships.
 - Work Experience.
 - Structured Workplace Learning.
- 22 Senior Authority subjects contributing to students Overall Positions (OPs) for university entrance.
- An extensive Junior Secondary Curriculum that sets the foundations for students' senior studies.

These distinctive program offerings are evidence of Stanthorpe State High School's:

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

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

Stanthorpe State High School continues to develop closer and stronger links as a major Educational Partner with the Queensland College of Wine Tourism and its other educational partners being the University of Southern Queensland and the Granite Belt and Border College of Trades located on our site.

Extra curricula activities

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

- International Study Tours and exchanges that hold an important place in our extra curricula and enhancement programs:
 - Italian Immersion Study Tour to Italy every second year, including two weeks stay with a host family whilst attending an Italian high school and reciprocal visits by students from Italy to Stanthorpe, involving school attendance and host family accommodation.
 - Wine Tourism and Agricultural Study Tour to California every second year with an itinerary that allows students to experience and investigate related industries from Los Angeles through Bakersfield, Tulare, Fowler, Hilmar, Yosemite National Park, Sonara, Galt, St Helena, Napa Valley and San Francisco.
- Hosting of Japanese students and staff from our sister city, Shiwa in conjunction with Southern Downs Regional Council.
- Instrumental Music Program – Jazz Ensemble, String Ensemble, Concert Band, School Choir, Eisteddfod and other public performances.
- Young Chefs and Young Hosts courses.
- Junior and Senior Culinary Challenge.
- Year 12 Senior Outdoor Education 7 day Camp incorporating 5 days Snow Riding and life skills.
- Year 8, 9, 11 Personal Development and Leadership Camps
- Youth Leadership Courses.
- Year 12 Leadership Conference Day.
- Senior Agriculture Camp
- StanHigh Limousin Stud Show Team and Cattle Club works closely with local industry based people and studs to provide exposure to industry standards and opportunities. The Show Team attends, and is successful at Agricultural Shows participating in Junior Judging, Paraders and Herdsmanship competitions whilst exhibiting Stud Cattle and Led Steers/Heifers.
- Stanthorpe Highlanders school sporting and representative teams – including but not limited to Track & Field, Basketball, Cricket, Cross Country, Football, Futsal, Netball, Orienteering, Rugby League.
- International Competitions and Assessments (ICAS) Competitions.
- Year 12 Safe Drive Day

- Road Awareness and Accident Prevention Day.
- Year 7 & 8 Inter-Class sporting competitions.
- Interhouse Readers Cup competition.
- Community volunteer programs including Meals on Wheels and Red Shield Doorknock Appeal.
- First Aid Courses.
- Responsible Service of Alcohol (RSA) Courses.

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are embedded in all curriculum areas and used extensively by students and staff in the delivery of all curriculum areas at Stanthorpe State High School. This assists student learning and enhances opportunities for all students. Students have wireless connectivity with the school network across our entire campus. This connectivity along with a broader shift in the school to mobile devices has provided the capacity for teachers to fully integrate the use of ICTs into their daily classroom pedagogy. All students and teachers enjoy the benefits of the diversity of activities available through the access they have to computer devices including whole-class activities, small group activities and individual access through classrooms, dedicated computer rooms, pods of computers, the Literacy Centre and the Resource Centre. Computer hardware and software is upgraded on an ongoing basis to maintain currency of programs and equipment accessed.

Students in our Senior Secondary School (Years 10-12) have the opportunity to access a 'take home' laptop program providing them with greater access to this technology 24 hours per day. Along with this program students have the option of accessing our 'BYO laptop' program that allows students to bring their own laptop to school and access the school's network whilst on campus. Our 'BYO laptop' program is increasing in popularity across these year levels.

Staff professional development opportunities are offered to develop the pedagogical skills required to embrace the ever changing technologies available in the classroom. All teachers at Stanthorpe State High School utilise their own laptop for the purposes of developing their own skills and preparing and delivering enhanced teaching and learning in their classrooms. Significant portions of the school and faculty budgets continue to be allocated to providing facilities, equipment and the human resources required to maintain quality access to Information and Communication Technologies in the classrooms.

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

Social Climate

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

Pastoral Care programs include but are not limited to:

- Student leadership programs including a full range of Year Level Camps
- Anti-bullying workshops and programs
- Cyber-safety programs
- 'Brekkie Club'
- 'Homework Club'
- Study Skills programs
- Decision making programs
- Engagement of parents/carers in a variety of evening programs

Our Indigenous students comprise 8 % of our total school population and these students are achieving well with respect to the key criteria of attendance, literacy achievement, retention across key junctures, and completion to Year 12. Stanthorpe State High School's close connection with parents/carers and the community continues to be strong. The school enjoys a community with a strong sense of pride and ownership of the school seeing it as an integral and valuable asset to the town and its young people. Parents/carers, through School Opinion Survey Results, consistently indicate high levels of satisfaction in the areas of:

- Student outcomes
- Curriculum offerings
- The learning environment
- Resourcing
- General satisfaction

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	90%	93%
this is a good school (S2035)	97%	95%	90%
their child likes being at this school (S2001)	97%	96%	99%
their child feels safe at this school (S2002)	100%	96%	99%
their child's learning needs are being met at this school (S2003)	100%	86%	93%
their child is making good progress at this school (S2004)	100%	85%	94%
teachers at this school expect their child to do his or her best (S2005)	97%	95%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	90%	88%
teachers at this school motivate their child to learn (S2007)	94%	90%	82%
teachers at this school treat students fairly (S2008)	83%	85%	85%
they can talk to their child's teachers about their concerns (S2009)	94%	96%	94%
this school works with them to support their child's learning (S2010)	90%	93%	90%
this school takes parents' opinions seriously (S2011)	93%	90%	81%
student behaviour is well managed at this school (S2012)	87%	81%	75%
this school looks for ways to improve (S2013)	97%	92%	89%
this school is well maintained (S2014)	97%	92%	92%
Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	94%	97%
they like being at their school (S2036)	93%	87%	96%
they feel safe at their school (S2037)	96%	90%	98%
their teachers motivate them to learn (S2038)	89%	91%	96%
their teachers expect them to do their best (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	90%	93%	94%
teachers treat students fairly at their school (S2041)	77%	80%	91%
they can talk to their teachers about their concerns (S2042)	82%	79%	90%
their school takes students' opinions seriously (S2043)	79%	85%	89%
student behaviour is well managed at their school (S2044)	77%	76%	84%
their school looks for ways to improve (S2045)	96%	93%	93%
their school is well maintained (S2046)	92%	91%	96%
their school gives them opportunities to do interesting things (S2047)	95%	93%	94%
Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	98%	94%
they feel that their school is a safe place in which to work (S2070)	87%	93%	90%
they receive useful feedback about their work at their school (S2071)	75%	86%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	87%	82%
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	90%	97%	98%
student behaviour is well managed at their school (S2074)	68%	81%	72%
staff are well supported at their school (S2075)	75%	86%	83%
their school takes staff opinions seriously (S2076)	76%	91%	87%
their school looks for ways to improve (S2077)	95%	98%	98%

Performance measure

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their school is well maintained (S2078)	87%	98%	94%
their school gives them opportunities to do interesting things (S2079)	82%	88%	85%

'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

Strategies to actively involve parents in their children's education during 2015 included:

- Weekly articles in the local media highlighting school activities and student achievements.
- Newsletters
- P&C meetings held in the Granite Belt Community Learning Centre.
- Information evenings for parents, each with a particular theme and year level catered for.
- Principal and Administration visits to Year 5&6 students in all feeder schools during the year.
- Advertising of activities and events in the local media.
- Interim progress reports completed for parents on their students' academic, effort and behavior progress after Term 1.
- Formal End of Semester Reports completed and distributed to parents at the completion of Semester 1&2.
- Formal parent-teacher interviews twice yearly and the availability of parent-teacher interviews at any time on request.
- Parent representation standing committees such as Buildings and Grounds, Student Resource Scheme, Canteen, Uniform and Fundraising for International Exchange Programs.
- Indigenous Parent/Carer working group supporting programs for students.
- Involvement of parents as host families for student visitors from Cividale del Friuli in Italy and Shiwa in Japan.

Reducing the school's environmental footprint

Electricity usage at Stanthorpe State High School continues to be variable. The impact of temperatures during any given winter period in Stanthorpe have a marked impact on electricity usage. The need to ensure our learning environment is conducive to quality teaching and learning is a priority and requires significant electricity usage to maintain the temperature in classrooms during these months.

All measures to ensure the energy efficiency, including insulation and installation of energy efficient systems and devices are considered when new facilities or maintenance is undertaken have been considered and is within required standards.

Stanthorpe State High School has continued to utilise effluent water in contractual agreement with the Southern Downs Regional Council for allowable usage e.g. pasture production for sheep and cattle projects, stone fruit orchard and vineyard. All new facilities have the required water usage efficiency devices and rainwater tanks installed. The significant increase in water indicated from the 2012-2013 and 2013-2014 is not comparable to the 2014-2015 data as the Southern Downs Regional Council replaced a faulty water meter part way in to the 2013-2014 year. The 2014-2015 data is the most likely indicator of our standard water usage. This will be monitored and compared to the 2015-2016 consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	361,226	46
2013-2014	221,502	1,420
2014-2015	369,511	1,996

*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.

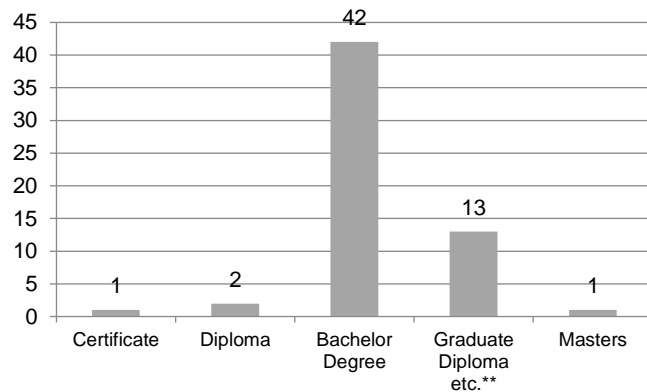
Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	57	37	<5
Full-time equivalents	53	28	<5

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Bachelor Degree	42
Graduate Diploma etc.**	13
Masters	1
Total	59



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$25783.13.

The major professional development initiatives are as follows:

- Pedagogical change in the classroom
- Australian Curriculum - review, development, preparation and implementation
- Explicit Instruction
- Classroom profiling
- Peer observations
- Coaching and feedback
- Literacy support training
- Numeracy support training
- Queensland Studies Authority Panel Training and Verification

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	87%

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.

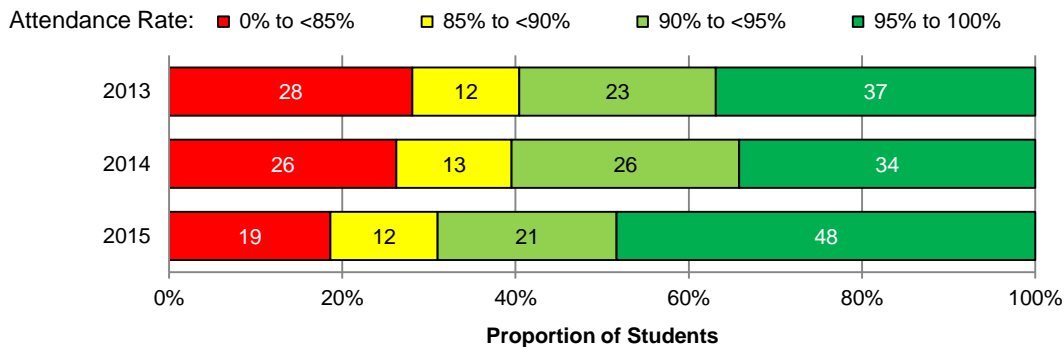
The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		89%	88%	87%	86%	89%
2014		92%	88%	85%	84%	88%
2015	94%	93%	91%	88%	89%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

Stanthorpe State High School completes electronic roll markings in each lesson of each day. The first roll marking is conducted prior to the first period of instruction each morning in what is known as "Form Class". This information is recorded and available to all teachers. Parents of students who are absent from this roll marking receive an SMS text informing them of their students' absence and provides the opportunity for parents to respond with the reason for the absence. Parents who believe their student should be at school will contact the school for further investigation.

A record of known and authorised absences is kept on leave pass register, sick bay register and excursion register. Any anomalies between these registers and the official roll marking are investigated and where necessary parents/carers are contacted.

Parents/Carers are required to provide an explanation for student absences. If absences remain unexplained parents/carers are contacted by phone, letter or if necessary in person.

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the 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

Sector:

Government

Non-government

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	84%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	88%	100%	100%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	94	101	97
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	44	44	52
Percentage of Indigenous students receiving an Overall Position (OP)	29%	22%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	19	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	78	92	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	61	56	45
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	77	93	96
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	57%	89%	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.	77%	80%	69%

Outcomes for our Year 12 cohorts	2013	2014	2015
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	95%	97%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	11	13	10	7	3
2014	9	11	15	6	3
2015	11	15	10	11	5

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	60	59	14
2014	89	54	16
2015	88	44	11

As at 16 February 2016. The above values exclude VISA students.

Certificate I courses completed by students at Stanthorpe State High School include:

- Information Digital media and Technology
- Agrifood Operations
- Engineering
- Construction
- Furnishings
- Business

Certificate II courses completed by students at Stanthorpe State High School include:

- Information Digital Media and Technology
- Agriculture
- Horticulture
- Wine Industry Operations
- Business
- Hospitality
- Tourism
- Furniture Making
- Public Safety – Fire Fighting

Certificate III courses completed by students at Stanthorpe State High School include:

- Hospitality
- Tourism

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10 and 11 and prior to completing Year 12 at Stanthorpe State High School fall broadly into 3 categories:

- Students who depart the Stanthorpe area with their families to take up residence and/or employment in other regions. This trend continues due to the difficult economic times being felt by local small businesses and farming enterprises. Being in such close proximity to the Queensland – NSW border it is not uncommon for families to move interstate.
- Students who transition directly from a school program into full-time employment as a result of successful school-based apprenticeships or traineeships or structured work placement/experience programs in keeping with student Senior Education and Training Plans.
- Students who transition into alternative education/training programs more suited to the individuals' needs and their Senior Education and Training Plan.

Students and their families who decide to leave Stanthorpe State High School to undertake full-time employment or alternative education/training programs are given considerable assistance and counselling in this decision making process. Careful review of Senior Education and Training Plans by the Guidance Officer and Deputy Principal in charge of the senior school is undertaken and discussed in detail with the student and parents/carers. Stanthorpe State High School remains committed to providing any further support these students may need following their departure from school and this is clearly articulated to the student and his/her parents/carers. Support that is on continued offer includes access to:

- Youth Support Coordinator
- Work Education Officer
- Guidance Officer
- Programs at Queensland College of Wine Tourism and
- University of Southern Queensland Student Centre.