

# INDOOROOPILLY STATE HIGH SCHOOL

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## Principal's foreword

### Introduction

Indooroopilly State High School aims to instil a sense of personal value and autonomy in its students. In our diverse community, we believe strongly in knowing our students and being sensitive to their individual needs. By placing open communication at the top of our values, we have created a learning community that is constantly evolving and shaping itself to changes within the school, as well as the outside world. Each and every one of our students has the ability to learn, and the right to do so in the best environment possible. Only in a safe, mutually supportive school can this be achieved. Classroom activities foster a healthy relationship between teacher and student and inspire mutual respect and learning. Creating a self governing environment enriches the learning experience beyond the curriculum. The evolution of our learning environment always considers the global and future prospects of our students. Most of all, we believe enjoyment and success are the key motivators to learning. Rights and responsibilities carry equal weight, where the freedom to make choices and take responsibility for learning develops maturity and the desire to succeed.

Indooroopilly State High School is located in the inner western suburbs of Brisbane, seven kilometres from the city, and just two kilometres from the University of Queensland. The area contains a number of high schools, both state and private. Each school has its defining characteristics, and some schools are better suited for a particular type of student than others. At Indooroopilly, this defining characteristic is our deep concern for our students as they enter the world as young adults. We understand that as students move on to employment or tertiary education, they may find the transition difficult. Suddenly they are in a world where the consequences of their actions are not decided in the short term, but in the long term of their lives. Indooroopilly State High School therefore adopts a more independent ethos, placing emphasis on autonomy and mature relationships between student and teacher, where tasks are discussed and dissected, and where debate is open and welcome. We accept that this type of learning structure is unique. We are a school for young people who want to think responsibly, independently and creatively, and to work with others to learn. We are a school for young adults.

### Future outlook

In 2007, 8% of Indooroopilly State High School's students were awarded a Vocational Education and Training (VET) qualification as well as a Senior Certificate. With the rewriting and implementation of several new Senior curriculum programs incorporating VET components in 2008, this percentage increased to 16%. The acquisition of VET qualifications continues to be a strong school focus in 2009.

Whilst the involvement of teaching staff in professional development activities during 2007 was 87%, only 55% of those participating were satisfied with access to professional development opportunities that related to school and systemic initiatives. Throughout 2008 teachers were encouraged to be more proactive in accessing relevant professional development opportunities and this resulted in satisfaction increasing to 75%. In 2009 the school will continue to focus on staff satisfaction with access to relevant professional development, both for teachers and staff.

# Our School at a Glance

## School Profile

Indooroopilly State High School is a coeducational, comprehensive high school catering for students from Years 8 to 12. Our enrolment at the commencement of 2008 was 960 students in mainstream classes and 35 students in our High School Preparation Program (HSP), and intensive English program for international students.

## Curriculum offerings

Our distinctive curriculum offerings

- International Baccalaureate Diploma
- Cisco Networking Academy
- Spanish Immersion
- Chinese Acceleration
- Mechatronics
- Aviation Studies
- Aerospace
- One of the few schools in Queensland to offer all 5 strands of The Arts Curriculum (Dance, Film and Television, Art, Music and Drama)
- Extensive links to Universities, including University of Queensland, QUT and Griffith University
- Integrated Arts curriculum in the Middle School
- LOTE includes Spanish, Chinese and Vietnamese
- Music Extension

Extra curricula activities

Indooroopilly State High School offers a varied and exciting Rich Curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of very engaging and challenging opportunities for students to develop their talents and special skills.

All students are encouraged to participate in extra curricula activities as we understand that these will contribute significantly to the student's personal satisfaction and enjoyment of school.

The following extra curricula activities are offered to all students as a service that will enrich their education:

Art

- Exhibitions of student work in ceramics, drawing, painting, photography and textile art
- Minister's Awards for Art Education
- Set and Costume design and production for Musicals and Performances
- Valley Business Association - Chinese New Year Float Competition
- Cathedrals Week Lantern Parade
- Bendigo Pottery - Ceramic Installation
- Workshops by visiting artists

## Our School at a Glance

- Dance
- Expressions Dance Company performances and workshop
- Dance workshops at United Nations Day
- Arts journey performances
- Fashion parades
- School Musical
- Drama
- Arts Journey
- Queensland Arts Council performances
- School musical productions and plays
- Theatre visits
- Workshops
- Artists in Residence

### English

- Debating: teams compete at each year level in the Queensland Debating Union competition. Teams mostly advance well into the Finals Series with opportunities to reach the top level of debating in Queensland, including nomination for the State Team and a range of training opportunities. Students in Senior A Team in 2002 reached the Grand Final with one Indooroopilly student awarded the Noel Wilson Memorial Trophy for Best Speaker in the Finals series. Again in 2006 the school experienced significant debating success, with our Senior A team being defeated in the Grand Final in a split decision.
- Public Speaking: including Lions Youth of the Year Plain English Speaking Competition
- A wide range of poetry, short story, newswriting competition throughout the year
- Poetry performances at Performance Space (UN Day)
- Channel 9 Junior Newsreader Competition
- Writing competitions based around course work

### Enterprise and Technology

- Bond University Mooting Competition
- Queensland Law Society Seminars
- ASX Sharemarket Game
- Queensland University of Technology/Business Educators Association Queensland Accounting Forum
- INTAD Graphics Competition
- Competitions advertised throughout the year

## Our School at a Glance

- USQ Computer Problem Solving Competition
- BYTE Awards
- Queensland University of Technology Schools in Accounting program
- Queensland University of Technology Girls in ICT
- Australian Computer Competition
- BUY SMART Competition with Office of Fair Trading
- Financial Literacy Competition

### Film and Television

- Newsreader Competition - held by Griffith University
- Video recording of school events including UN Day
- Queensland New Filmmakers Awards
- QANTM Multimedia excursion/tutorial

### Languages

- Years 8 and 10 Days of Excellence for Chinese
- Griffith University Chinese Speech Contest
- University of Queensland Chinese Writing Competition
- National Language Competition in Chinese
- Modern Languages Teachers Association of Queensland Posters and Stories Competitions
- Chinese Language Teachers Association of Queensland Poetry Competition

### Library Resource Centre

- Chess coaching
- Chess Championships - Individual, High School and Regional
- Children's Book Council of Australia (Queensland) Regional Readers Cup
- Brisbane West Secondary Teacher Librarian Network Readers' Cup
- Opti-MINDS Regional Team participation - August

### Mathematics

- Talented Years 8/9/10 students are encouraged to sign up for the AMOC (Australian Mathematics Olympiad Committee) Enrichment Activities including:
  - The Mathematics Challenge (March)
  - The Enrichment Stage (April to August)

## Our School at a Glance

- Students who achieve highly in the AMOC programs listed above are invited to participate in higher level enrichment programs and to sit for special Mathematical Olympiad Exams
- Membership of the Year 8 Maths Quiz Team for talented students (interschool competition in Term 3)
- Indooroopilly High hosts the annual district Mathematics Teams Challenge for Years 7 to 12 in Term 2
- Talented students are encouraged to take part in the annual QAMT Mathematics Problem-Solving Competition in July – our school is a competition centre
- Gifted Year 11 Mathematics C students are encouraged to join the Queensland University of Technology MathX Program, at the Garden Point Campus.
- Maths In Industry Study Group – interested Year 12 students are invited to observe professional mathematicians solving real problems
- Mathematics Futures – an annual seminar at Queensland University of Technology Garden Point Campus that provides interested Year 12 students with a series of presentations by young professional mathematicians who demonstrate vocational opportunities in mathematics
- Top 30% Maths students entered in the annual Australian Mathematics Competition
- Free Maths tutoring for all in D9 from 3:00 pm to 4:00 pm, every Monday

### Mechatronics & Robotics

- After-school Robotics sessions
- Robocup competition in August
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### Multicultural Celebration

- Through preparation for an involvement in United Nations Day. Students perform, dress in costume, look, eat a wide variety of food, engage in workshops and celebrate the wide range of cultures that make up Indooroopilly State High School.
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### Music

- Fanfare - Education Queensland
- Festival of Music - Australian Academy of Music
- School performances - lunchtime concerts - Tournament of the Minds
- Participation in music composing competitions
- Senior Music Performance Evening
- High School Rock
- Small Group Vocal performances
- Original score for Musicals
- Community performances

## Our School at a Glance

### Science

- RACI Titration Competition
- RACI National Chemistry Quiz
- Australian Science Competition
- University of Queensland Studies – Chemistry
- Siemen's Science Experience – three days hands-on at an Australian University
- National Science Youth Forum
- E-biol competition – On-line Biology Olympics
- QIMR laboratory visits for Year 12
- National Science Week activities
- Earthwatch Studies Challenge for Years 10 to 12 – Live and work in the Australian bush helping a research scientist

### Social Science

- Queensland History Teachers Association Essay Competition
- Japan-Australia Relations Essay Competition
- National Geography Competition
- Asia-Wise Competition
- Classics Department - University of Queensland Seminar for Senior Ancient History Students
- Youth Forum - Global Education
- Model United Nations Debating Seminars
- Queensland Geography Association Senior Seminar - Environmental Issues
- Queensland University of Technology Economics Conference
- The Australian Economics Competition
- CHOGM
- Discovering Democracy Activities
- Waterwise Home Challenge
- All competitions pertaining to Social Sciences are advertised and students encouraged to participate.

### How computers are used to assist learning

Indooroopilly SHS maintains a state of the art ICT infrastructure. Our desktops and laptops are replaced every three years, ensuring that computers remain current in specification and incur minimal downtime. We have recently invested in infrastructure to ensure wireless connectivity throughout every teaching block in the school.

Information Communication and Technologies is embedded across all curriculum areas at Indooroopilly SHS. We believe that students learn and understand the ICT concepts more effectively when taught in context rather than in isolation. Consequently students at Indooroopilly SHS can be found using computers in Science, Art, Social Sciences,

## Our School at a Glance

Mathematics and other subject areas. They do not merely learn to use applications but rather learn to select an appropriate application for a given problem and apply the application as a tool to help solve the problem. As this learning is contextual, students are far better equipped to apply their knowledge to other areas. We believe that this approach will stand our students in good stead as lifelong learners.

### Social climate

Indooroopilly SHS focuses on instilling a sense of personal values and autonomy in its students. In our diverse community, we strongly believe in knowing our students and catering to their individual needs. Our school values guide our pastoral care programs and behaviour management approach. By making 'open communication' one of our core values, we have created a learning community that shapes itself to changes within the school, as well as the wider society. We believe that each and every one of our students has the ability to learn, and the right to do so in the best environment possible.

Only in a safe, mutually supportive school can this be achieved. Classroom activities foster a healthy relationship between teacher and student and inspire mutual respect and learning. Creating a self-governing environment enriches the learning experience beyond the curriculum so that this remains a life-long focus. We believe the evolution of our learning environment should always consider, and maximize, the global and future pathways of our students.

Most of all, we believe enjoyment and success are the key motivators of learning, and persistence and resilience are critical attributes. Rights and responsibilities carry equal weight, where the freedom to make choices and take responsibility for learning develops maturity and the desire to succeed. Parents are welcomed as partners in this important enterprise.

In our School Opinion Surveys our staff expresses strong satisfaction that 'staff and students respect each other in this school' and that 'staff and community relations in this school are good.' Both our students and parents express high levels of satisfaction in regards to school climate, including areas of safety, fair treatment and 'that this is a good school'.

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

Parent engagement occurs through:

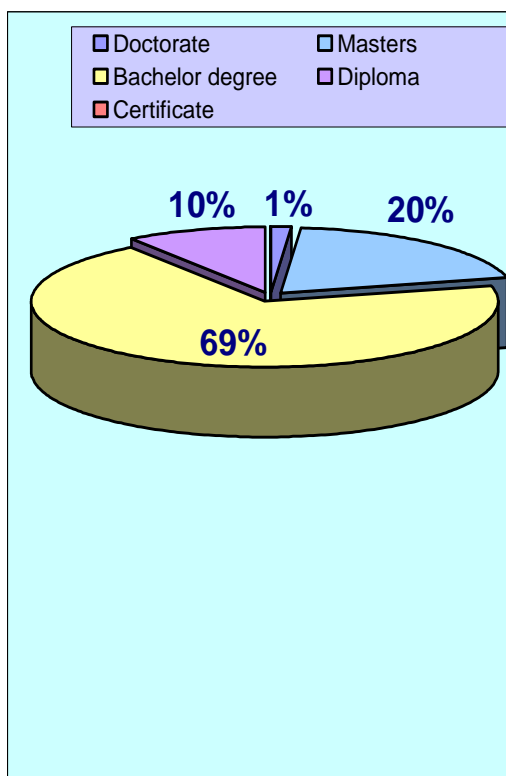
- Open Days
- Intro Tours
- A very active P&C Association
- School Council
- Opti-minds/ UN Day (& other school community events)
- Parent/Teacher Interviews
- SETP & QTAC Interviews

The 2008 School Opinion Survey indicates that over 90% of our parents/caregivers are satisfied with 'the opportunities to participate in the life of the school', that they are made to feel welcome in the school and that the school staff are responsive to their enquiries.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	14
Bachelor degree	49
Diploma	7
Certificate	0



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

- The total funds expended on teacher professional development in 2008 was \$97,196
- The major professional development initiatives are as follows:
  - QCAR
  - Literacy and Numeracy
  - International Baccalaureate
- The involvement of the teaching staff in professional development activities during 2008 was 80%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

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

- From the end of the 2007 school year, 97% 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 90%.

### Key outcomes

#### National Assessment Program – Literacy and Numeracy (NAPLAN) results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	591
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	94%
Writing	Average score for the school	575
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	89%
Spelling	Average score for the school	590
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	91%
Grammar and Punctuation	Average score for the school	605
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	93%
Numeracy	Average score for the school	601
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	95%

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

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

104%

## Performance of our students

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	119
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	79
Number of students awarded an International Baccalaureate Diploma (IBD).	15
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	19
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	4
Number of students receiving an Overall Position (OP).	85
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	81%
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.	80%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	95%

## Post-school destination information

### YEAR 12 2008 STUDENT DESTINATIONS Indooroopilly State High School



#### Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Response rate for Indooroopilly State High School

Table 1 below reports the response rate for Indooroopilly State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Indooroopilly State High School in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

**Table 1** Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
105	155	67.7

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Summary of findings

In 2008, 64.8 per cent of young people who completed their Year 12 at Indooroopilly State High School in 2008 continued in some recognised form of education and training in the year after they left school.

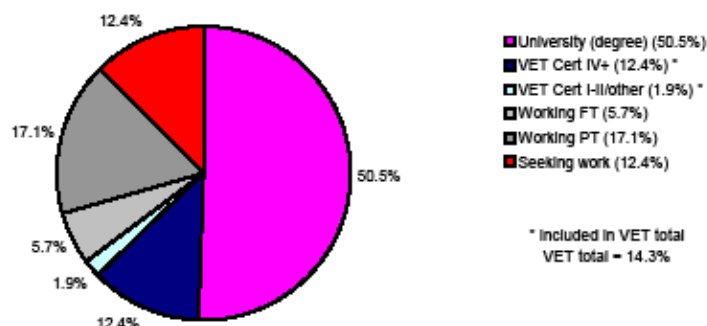
The most common study destination was university (50.5 per cent). The combined VET study destinations accounted for 14.3 per cent of respondents, all of which were in campus-based VET programs, with 12.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

There were no respondents from this school that commenced employment-based training.

In addition to the above study destinations, a further 6.7 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

35.2 per cent did not enter post-school education or training, and were either employed (22.9 per cent) or seeking work (12.4 per cent).

**Figure 1** Main destinations of Year 12 completers



## Performance of our students

### Value added

Indooroopilly State High is committed to maximising the diverse talents and abilities of all students. In pursuing this commitment during 2008, the school offered comprehensive strategies to support students experiencing learning, social and behavioural difficulties, as well as providing opportunities to enrich and extend students' classroom experiences. Students were encouraged and supported to participate in various discipline-based state, national and international competitions, some of which were fully funded by the school. Indooroopilly SHS students continued to record high achievement levels throughout 2008 in these competitions. Indooroopilly SHS introduced the International Baccalaureate Diploma Programme in 2006 as a specific value added strategy for those students keen to complete a more internationally-focused curriculum program and our outcomes from our two graduating years in 2007 and 2008 have been outstanding. Our commitment to bilingualism for our students saw Indooroopilly SHS introduce the state's only Spanish Immersion program in year 8 in 2008 and to plan for the introduction of Chinese Acceleration in Year 8 in 2009.

Across all year levels, students' cultural experiences were enhanced through their membership of various school ensembles which performed publicly both within and beyond the school. This was complemented by exhibitions and performances presented to enable students to showcase their dramatic, dance and artistic achievements. In preparation for the introduction of the Queensland Certificate of Education the school developed its own database to provide current information about all Year 11 students in terms of their progress towards meeting eligibility requirements. The data from this database is regularly reviewed and timely intervention occurred by means of a strong student/parent/staff partnership to ensure that areas of concern were addressed and remedied. Career education remained a strong school focus, with all Year 10 students completing Student Education and Training Plans. Year 8 students participated in a program entitled UQ Paths designed to identify students' phonological awareness levels. Students who demonstrated a need for additional support in this area then undertook a specialised program conducted via small group and individual means.

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

Students, parents/caregivers and staff recorded continued satisfaction with the school in 2008. School Opinion Survey data revealed that there was a high level of student and parent/caregiver satisfaction that the school 'is a good school'. Parent/caregiver satisfaction with the learning opportunities provided and with the standard of work expected was higher than state and like schools. Students' satisfaction levels with the school's resources and school climate were above state and like school levels. Students were well above state and like school satisfaction levels when asked whether they were 'happy to go to this school'. In terms of staff satisfaction levels, staff morale and work value and recognition were above that of staff in like schools. The staff expressed a high level of satisfaction (82%) that 'staff and students respect each other in this school', above both state and like schools means.