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 as a key value, we have created a learning community that is constantly evolving and shaping itself to anticipate and address emerging state, national and international opportunities. We believe that each and every one of our students has the ability to learn, and the right to do so in a challenging and supportive environment. Most of all, we believe enjoyment and success are the key motivators to learning. Rights and responsibilities, with the freedom to make choices balanced by the expectation that these will be socially responsible, enhance the future global prospects of our students.

At Indooroopilly High we understand that as students move on to further education or employment they may find the transition difficult. We therefore adopt a more independent ethos, placing emphasis on autonomy and mature relationships between students and teachers, 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 think and act responsibly, independently and creatively, and who understand the importance of team work. We are a school for young adults.

I hope you enjoy reading this snapshot of our students’ achievements and school successes throughout 2015.

School progress towards its goals in 2015

The school’s 2015 Annual Implementation Plan identified a range of priorities across the four pillars of our School Improvement Agenda, these being Learning and Teaching – Curriculum; Learning and Teaching – Pedagogy; Capability Development – Students and Staff; and Community – Relationships.

A major focus of our Curriculum Futures Committee was to progress planning for the inclusion of Year 10 as the first year of Senior Schooling from 2017. This is an important strategy in achieving the school’s priority of improving Year 12 Queensland Certificate of Education attainment and involved further enhancements to the Senior Education and Training Plan process. Another key focus was to review and implement Year 8 curriculum changes as the transition to Year 8 being the second year of high school continued.

Literacy and Numeracy continued as a school priority, with the implementation of the QAR and Rigorous Reading approach to Literacy being embedded in Years 7, 8 and 9, and the identification of whole school Numeracy strategies.

With respect to NAPLAN outcomes, our Year 7 and 9 students continued to perform strongly across the Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy domains. We achieved above Like Schools means in all categories in both years, significantly above in Reading, Grammar and Punctuation and Numeracy and above National Benchmarks in all categories.
The school also exceeded its target (85%) with 88% of students attaining a Queensland Certificate of Education (QCE), following the implementation of a range of new strategies. With regard to OP attainment, students, 24% of students achieved an OP score of 1-5 and 80% 1-15, both well above state means.

A major continuing focus of our school in 20154 has been the embedding of our pedagogical framework, the Art and Science of Teaching (ASOT). Ongoing teacher professional development was scheduled throughout the year.

A large part of the Great Results Guarantee funds provided to the school in 2015 was utilised to institute a Learning & Teaching Team, consisting of a Master Teacher and two Literacy/Numeracy experts. This team led the implementation of our Observation and Feedback for School Improvement strategy designed to support teachers with mentoring and coaching opportunities.

 Whilst continuing to operate a full school 1:1 Laptop Program, we undertook a successful trial of the Bring Your Own Device (BYOx) program in preparation for a full introduction in 2016.

A significant achievement in 2015 was the school's International Baccalaureate re-accreditation, consequent upon a ten year accreditation visit by a team of IB evaluators. We can be confident that we are offering a quality IB program, thus enabling our students the choice to pursue either an international or Queensland-based curriculum in their Senior years.

Future outlook

As always, all that we achieved in 2015 and plan to achieve in the future at Indooroopilly State High School has its genesis in our vision and values. These were strongly manifest in our 2014 Strategic Plan.

Throughout 2014 we explored ways in which our selection as an Independent Public School (IPS) could be utilised to improve student learning outcomes. In leading this exploration, our School Council has formulated a number of ideas to maximise the autonomy and influence of our school and its governing body.

As identified in our 2015 Annual Implementation Plan, our key priority areas and activities for 2015 and beyond include:

- Analysis and evaluation of student data to inform pedagogy and learning pathways
- Schoolwide Literacy Plan implementation
- Schoolwide Numeracy Plan implementation
- Pedagogical Framework implementation
- Our community’s capacity through ICTs
- Improved outcomes through differentiation practices
- Development of curriculum based on the learning needs and aspirations of our diverse community
- Review and enhancement of curriculum offerings to ensure students continue to thrive in the global community
- Personalisation of pathways for every student to ensure successful educational outcomes
- Identification and provision of professional development opportunities to support student learning
- Enhancement of student access and engagement through curriculum innovations
- Maximisation of student outcomes through enhanced teacher capability
- Support of student learning by sustaining and celebrating our dynamic and unique school community culture
- Fostering of student achievement by quality assuring school operations through the Department of Education and Training and external accreditation processes
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1158</td>
<td>528</td>
<td>630</td>
<td>16</td>
<td>89%</td>
</tr>
<tr>
<td>2014</td>
<td>1251</td>
<td>578</td>
<td>673</td>
<td>11</td>
<td>90%</td>
</tr>
<tr>
<td>2015</td>
<td>1512</td>
<td>713</td>
<td>799</td>
<td>13</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 2015, 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:
Indooroopilly State High School is a coeducational high school catering for students from Years 7 to 12. Our enrolment at the commencement of 2015 was 1512 students in the mainstream classes and 42 students in the High School Preparation Program (HSP), an intensive English program for international students. The school is proud of its international perspective with a high student uptake of second and third language learning. Indooroopilly State High School is one of the few Queensland state schools offering the International Baccalaureate Diploma Programme. The school attracts students with a wide range of cultural backgrounds – 26% of the student body has an Asian heritage, 6% European, 9% Pacific Region. Indigenous students comprise 0.9% of the school population.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>92</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>2</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>1</td>
</tr>
</tbody>
</table>

* 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

Students in Year 7 study an introductory and inter-disciplinary program. In each semester, students engage in the subjects of English, Mathematics, Science, History, Geography, Health and Physical Education, The Arts and Sport, with continued emphasis on numeracy and literacy. Further, students study a semester of Languages (Chinese and Spanish).

Students may apply to undertake the Spanish Immersion, Chinese Acceleration or Maths and Engineering Acceleration programs. In addition, students may opt to join the Arts Acceleration programs in Music, Art or Dance.

Students in Year 8 engage in the subjects of English, Mathematics, Science, History, Geography, Health and Physical Education, and Sport. Students also study subjects in the Technologies Learning Area (Business and Economics, Industrial Technology, Home Economics); a Language (Chinese or Spanish) and one subject from The Arts Learning Area (Music, Theatrical Movement Studies (Dance and Drama) or Visual Media Technology (Visual Arts and Media Arts). Students in Spanish Immersion, Chinese Acceleration or Maths and Engineering Acceleration program continued in their specialist program.

Students in Year 9 continue their studies in English, Mathematics, Health and Physical Education, Science and History. In addition, students have the opportunity to choose subjects from the following options:

- Business Studies
- Chinese
- Chinese Acceleration (continuing students only)
- Geography
- Graphics
- Home Economics
- Industrial Technology (Manufacturing)
- Information Processing
- Mechatronics
- Music
- Spanish
- Spanish Immersion (continuing students only)
- Theatrical Movement Studies
- Visual Media Technology

Year 10 students continue their studies in English, Mathematics, Science, Health and Physical Education and History. Students are able to choose from the following options:

- Art
- Dance Studies
- Drama
- Music
- Media Studies
- Business Foundations
- English as a Second Language
- Geography
- Home Economics
- Digital Design
- Certificate I in Furnishing
- Chinese
- Mechatronics
- Spanish
- Graphics
In Years 11 and 12, students elect to study the International Baccalaureate Diploma Programme, Queensland Curriculum and Assessment Authority (QCAA) subjects or Vocational Education and Training options (VET). All students choose a subject from the English Learning Area (English, English for ESL Learners, English Communication) and the Mathematics Learning Area (Mathematics A, Mathematics B, Pre-vocational Mathematics). Students also choose four subjects from the following:

- Accounting
- Aerospace Studies
- Ancient History
- Aviation Studies
- Biology
- Business Communication and Technologies
- Certificate I in Construction / Certificate I in Manufacturing (Pathways)
- Certificate III in Early Childhood Education and Care
- Certificate III in Fitness
- Certificate II in Furniture Making
- Certificate II in Visual Arts
- Chemistry
- Chinese
- CISCO Networking Academy Program
- Dance
- Diploma of Business
- Drama
- Economics
- Engineering Technology
- Film, Television and New Media
- Geography
- Graphics
- Home Economics
- Information Processing and Technology
- Legal Studies
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Spanish
- Technology Studies
- Visual Art

Extra curricula activities

Aerospace & Aviation
- Rocketry Challenge
- Visits to Aviation Australia Open Days
- UAV Challenge (with Engineering Technology)

Co-Curricular Music
Our Instrumental and Vocal Music Program is a key feature of our school with five large ensembles and several smaller groups:

- Symphonic Winds
- Concert Band
- String Orchestra
- Chamber Strings
- Brass Ensemble
- Big Band
- Clarinet Choir
- Percussion Ensemble
- Indooroopilly Voices
- Senior Vocal Ensemble
- Instrumental lessons are available in brass, woodwind, strings and percussion instruments.

Engineering Technology
- Women in Engineering link with UQ
- Work experience with selective industries

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
- Public Speaking, including Lions Youth of the Year, Plain English Speaking Competition
- Brisbane Writers’ Festival workshops
- A wide range of poetry, short story, digital and newswriting competitions throughout the year
- Poetry performances at Performance Space (UN Day)
- Channel 9 Junior Newsreader Competition
- International Competition and Assessment in Schools (ICAS) participation
- Writing competitions based around course work
- Poetry Slam workshop
- Theatre excursions based on coursework
Enterprise and Technology
- ASX Sharemarket Game
- Bond University Mootling Competition
- Business Educators' Association Queensland Accounting Competition
- QUT School of Accountancy Year 10 Day
- Commonwealth Bank Foundation Start Smart program
- ECOMAN
- GriffithBUSINESS Ambassadors Program (Years 10 & 11)
- GriffithBUSINESS Outreach Program (Year 12)
- UQ Experts Workshops & Presentations
- Open Day – coffee venture
- Timber and Working with Wood Show
- Try A Trade Bricklaying
- Year 11 Legal Studies Conference
- Year 12 Legal Studies Conference
- Queensland Youth Parliament

Health and Physical Education
- Involvement in a range of recreational based activities, such as Lawn Bowls, Beach Volleyball and Archery
- Visits to Fitness First as part of a unit in Recreation Studies
- Visits to performance laboratories at the University of Queensland's Human Movement Department as part of the course work in Senior Physical Education
- Excursions to St Lucia Golf Course and working with professional golfers
- Accessing the coaching expertise of development officers from AFL QLD to improve learning outcomes in Year 8 AFL units
- Invitations to Women in Sport breakfasts hosted by the Brisbane City Council

Junior Secondary
- Peer Support
- Buddy program
- Global Leadership program
- Student Representative Council
- Brisbane Combined Schools ANZAC Day Ceremony

Library Resource Centre
- Chess coaching
- Chess Championships – Individual and teams
- Children's Book Council of Australia (Queensland) Regional Readers’ Cup
- Brisbane West Secondary Teacher Librarian Network Readers’ Cups Year 8-Open
- Opti-MINDS Regional Team participation
- International Woman's Day celebration

Languages
- Years 8 and 10 Days of Excellence for Chinese
- Confucius Institute and CLTAQ Chinese Speaking Contest
- Biannual Chinese and Spanish immersion study tours
- Biannual Education Queensland sponsored Shanghai Cup Chinese Speaking Competition
- University of Queensland Chinese Writing Competition
- Modern Languages Teachers' Association of Queensland Posters and Stories Competitions
- Modern Languages Teachers' Association of Queensland Gold Coast Griffith University Spanish Speech Contest
- Spanish Language FIESTAS at Indooroopilly State High School (food, cinema, piñatas)
- Language Perfect Online Competition
- Spanish Film Festival
- Confucius Institute of Queensland Chinese Immersion Program
- Chinese food and cultural excursion
Mathematics
- Australian Mathematics Olympiad Committee - Enrichment Activities including the Mathematics Challenge (March)
- Computational and Algorithmic Thinking Competition (Informatics) in Term 2 – highly placed students to participate in Computer Programming courses at UQ
- Year 7/8 Maths Quiz Team - interschool competition in Term 3
- Indooroopilly High hosts the annual district Mathematics Teams Challenge for Years 7 to 12 in Term 2
- QAMT Mathematics Problem-Solving Competition in March – our school is a competition centre
- Maths in Industry - presentations by professional mathematicians solving real problems
- Australian Mathematics Competition
- International Competition and Assessment in Schools (ICAS) participation
- Robotics Group
- Robocup Competition
- Young ICT Challenge

Multicultural Celebration
- All students are encouraged to participate in United Nations Day, a key annual school celebration. Students can perform, dress in costume, carry flags, eat a wide variety of ethnic and Australian food, engage in workshops and celebrate the wide range of cultures within our Indooroopilly State High School community.
- Chinese New Year
- Aboriginal and Torres Strait Islander Activities
  - United Nations Day - welcome to country, fire-making, boomerang craft
  - Close the Gap Day
  - Reconciliation Week - National Sorry Day
  - NAIDOC week
- National Week for Deaf People: special assemblies, Fundraising for Deaf People in a developing country (Samoa) Auslan student classes and games
- Auslan Short Courses for Staff
- Deaf Deaf world: awareness activity on UNDAY
- Interpreted performances for Glamalot and Mid Summers Night Dream
- Connecting with older Deaf community: Special morning tea hosted by Deaf Students
- KIT Day Keeping in touch Day with other Deaf secondary students and Deaf Australian of the Year Drizanna Levitzke Gray
- Deaf Fun Days at Southbank with regional Deaf Secondary students
- Voice off camp with Kedron State High School

Science
- STEM (Science, Technology, Engineering and Mathematics) – an enrichment project for Year 9 students at University of Queensland
- SPARQ ed – for gifted Year 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- Biology Study – 2 day field study at Hastings Point for Year 11 students
- Physics Dreamworld Study – for Year 11 students
- Science Club – open to all students
- RACI Titration Competition – open to senior chemistry students and held at University of Queensland and Queensland University of Technology
- RACI National Chemistry Quiz
- International Competition and Assessment in Schools (ICAS) participation
- Siemen’s Science Experience – 3 days hands on science at the Australian National University, open to Year 10 students
- National Science Youth Forum – 2 week vacation camp at the Australian National University, open to Year 11 students
- E-biol Competition – On-line Biology Olympics, open to senior students
- National Science Week Activities at ISHS
Social Science
- Queensland History Teachers’ Association Competition
- National Geography Competition
- RBA Economics in Australia lecture
- Classics Department - University of Queensland Seminars for Senior Ancient History Students
- Queensland Geography Association Senior Seminar - Environmental Issues
- University of Queensland Economics Conference
- AMP/The Australian Economics Competition
- CHOGM
- Waterwise Home Challenge

Sporting Competitions and Activities
- Bert McAlpine Intraschool Tennis Tournament
- Badminton Tournament
- Pierre de Coubertin Awards
- Teacher versus Student matches in various sports

The Arts
- Creative Generation Awards for Excellence in Visual Art
- Creative Generation State Schools OnStage
- Queensland New Filmmaker Awards
- Australian Teachers of Media Awards
- Brisbane International Film Festival
- Bright Sparks Competition
- Brisbane Bands music competition
- MusicFest – part of our Instrumental Music Program
- Fanfare
- School Musical (biannual)
- Student Theatre Company
- Dance Company
- Film Gala – Showcase of student work in Media and FTvM
- Arts Critics’ Tour Interstate (biannual)
- Senior Drama performance evenings
- Drama and Dance performance excursions each term
- Regional Showcase Awards
- Music Extension Performance Nights each Semester
- Senior Arts Journey – A showcase of student work in Years 10 - 12
- Junior Arts Journey – Presentation of work from Year 8 MMADD and Year 9 Theatrical Movement Studies and Visual Media Technology and Music
- Open Day performances by Music, Media, Drama, Dance and Visual Art students

In addition, we offer the following general opportunities:
- Educational Excursions
- Competitive and Recreational Sport at various levels
- Interact Club
How Information and Communication Technologies are used to improve learning

Indooroopilly SHS maintains a state of the art ICT infrastructure and operates a 1:1 BYOx (Bring Your Own) device program ensuring that digital pedagogy can take place anywhere and anytime, both at school and at home. We have site wide high density wireless networking to support a our 1:1 program and data projection systems in all teaching spaces.

Information Communication and Technologies are embedded across all curriculum areas at Indooroopilly SHS. Our teachers have personal laptops and engage in professional development to enhance their digital pedagogical skills. We believe that students learn and understand ICT concepts more effectively when taught in context rather than in isolation. Students 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. This approach will ensure our students are advantaged as lifelong learners who are better equipped to follow their chosen career pathways.

Virtual classrooms created within the secure Education Queensland “Learning Place” website are now in use in curriculum areas, and students have access to class notes, homework, quizzes, tests, blogs, learning objects and much more, created by their teachers, and accessible to them via their laptop or school computer. While not replacing written work and book research, this mode of learning adds a new rich dimension to teaching and learning and a mode of communication between teachers and students that enriches the learning experience.

Social Climate

Indooroopilly State High School focuses on instilling a sense of personal values and autonomy in its students. We also believe that persistence and resilience are critical attributes and endeavour to support the development of these qualities through individual modelling and support and productive group work. Our school values of Each person’s dignity, Our community’s diversity, Open Communication and Quality Learning guide our pastoral care programs and approaches to student behaviour. Our school values are strongly supported by students, parents and staff.

The school operates a two-tier pastoral care structure – horizontal and vertical. Four days a week students commence the day in their Connect Groups, consisting of students from the same Year level. On the other day there is a Year Level assembly. A Junior Secondary and Senior Secondary assemblies are held once a week. Twice per term there is an extended Care Group meeting, where students across Years 7-12 meet for discussion. Volunteer Year 11 students work as “buddies” with Years 7 and 8 students.

Six Year Level Coordinators liaise with Connect Group teachers to support student well-being. Year Coordinators involve the Principal and Deputy Principal as appropriate. Another significant support person for Years 7, 8 and 9 students is the Head of Department, Junior Secondary. Other staff who perform a key pastoral care role are the Guidance Officers, School-Based Youth Health Nurse, School Chaplain, Head of Department (Student Services), Indigenous Coordinator and International Student Program staff. Of course, our parents and families are also valued partners in sustaining a positive school climate.

Indooroopilly State High School is a school for young adults where we expect our students to develop self-discipline and social responsibility within a nurturing environment. We believe that all students are entitled to attend a learning environment free from harassment and bullying. Strategies to prevent bullying are based on the regular promotion of our school value, Each person’s dignity, which emphasises caring for one another and reciprocal respect. Strategies to address bullying are based on a whole school approach to recognising and responding to bullying incidents, and referring to the pastoral care roles listed above, particularly Year Coordinators and Guidance Officers, to take appropriate action. This may include referral to outside agencies and programs.

Parent/caregivers express strong satisfaction that “their child is getting a good education at school”, that “this is a good school” and that “their child feels safe at this school”. Students also believe that “they are getting a good education”, and “they feel safe at school”. Parents and students agree that “teachers treat students fairly at their school”. Our staff strongly agree that “students are encouraged to do their best at school” and “their school looks for ways to improve”. There is strong agreement between parents, students and staff that “student behaviour is well managed at their school”. 
### Performance measure

**Percentage of parent/caregivers who agree** that:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>100%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>100%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>100%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>100%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>92%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree** that:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>93%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>88%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>94%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>84%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>78%</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>this school takes students' opinions seriously (S2043)</td>
<td>82%</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>80%</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>87%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>80%</td>
<td>80%</td>
<td>86%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>89%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>99%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>99%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>95%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>87%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>86%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>93%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>85%</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things</td>
<td>90%</td>
<td>88%</td>
<td>95%</td>
</tr>
</tbody>
</table>

* ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

### Parent and Community Engagement

Parents are involved in many aspects of school life. A very active Parents & Citizens’ Association meets once a month and the School Council meets at least four times per year. School Reports and updates are provided at these meetings. An informative school newsletter is emailed each fortnight and is available on the school website.

Students receive an Interim Report in Term 1 and Term 3, and end of Semester 1 and 2 Reports. These student results are reviewed and, where required, interviews are arranged with parents. Parents are invited to formally follow up student outcomes with teachers at any time, with formal parent-teacher interviews held twice per year.

Year 9 parents are invited to attend an Information Evening regarding subject selection in Year 10. Year 10 parents attend Senior Education and Training Plan meetings with members of the Leadership Team, and Year 11 parents attend meetings to discuss their student’s progress toward the achievement of the Queensland Certificate of Education. Year 11 and 12 parents are invited to attend Academic Coaching interviews with members of the Leadership Team. Various other information/interview evenings are conducted. Parents participate strongly in a range of whole school activities, such as United Nations Day, Open Day, New Families Evening, special student performances and ceremonies, and other school functions.
Reducing the school's environmental footprint

The following measures were put in place to reduce the school's environmental footprint in 2015.

- Use of rainwater tanks for grounds
- No irrigation system for ovals
- Use of dust extraction system with eco gates (automatically turns on and off as required)
- Commitment to recommended air conditioner settings
- Student Environmental Group

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>506,935</td>
<td>5,430</td>
</tr>
<tr>
<td>2013-2014</td>
<td>491,195</td>
<td>15,219</td>
</tr>
<tr>
<td>2014-2015</td>
<td>519,992</td>
<td>7,504</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>131</td>
<td>52</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>118</td>
<td>36</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>50</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>51</td>
</tr>
<tr>
<td>Masters</td>
<td>27</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
</tr>
</tbody>
</table>

*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 $45,622. The major professional development initiatives are as follows:

- Classroom observation and feedback
- Mentoring of beginning teachers
- Peer Coaching
- School’s pedagogical practice – *Art and Science of Teaching*
- International Baccalaureate Programme
- QCAA sponsored events relating to implementation of senior syllabi
- Maintaining accreditation for delivery of VET Certificate courses (teacher training, industry placement)

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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/](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

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>81%</td>
<td>86%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>88%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>93%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>2015</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

*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.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

```
<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>21</td>
<td>12</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>2014</td>
<td>19</td>
<td>10</td>
<td>26</td>
<td>45</td>
</tr>
<tr>
<td>2015</td>
<td>14</td>
<td>11</td>
<td>26</td>
<td>49</td>
</tr>
</tbody>
</table>
```
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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked in each class using the ID Attend system. Unexplained absences at morning roll marking are reported to parents via text messaging. Dedicated Students Services staff communicate with parents and caregivers regarding unexplained absences with all absences expected to be explained by the student’s parent/guardian. When a student’s absence is prolonged, the school welfare group and Administration team provide further support to parents, caregivers and students.

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

<table>
<thead>
<tr>
<th>School name</th>
<th>GO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb, town or postcode</td>
<td></td>
</tr>
<tr>
<td>Sector:</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>Non-government</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>93%</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.</td>
<td>60%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Queensland Government
### Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>136</td>
<td>172</td>
<td>175</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>104</td>
<td>131</td>
<td>138</td>
</tr>
<tr>
<td>Percentage of Indigenous students receiving an Overall Position (OP)</td>
<td>33%</td>
<td>25%</td>
<td>N.A.</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>13</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>49</td>
<td>70</td>
<td>58</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>44</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>13</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>107</td>
<td>144</td>
<td>155</td>
</tr>
<tr>
<td>Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>67%</td>
<td>100%</td>
<td>N.A.</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>3</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>78%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>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.</td>
<td>85%</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>21</td>
<td>30</td>
<td>31</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>27</td>
<td>39</td>
<td>39</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>2015</td>
<td>33</td>
<td>46</td>
<td>29</td>
<td>23</td>
<td>7</td>
</tr>
</tbody>
</table>

As at 16 February 2016. The above values exclude VISA students.
Certificate I in Furnishing completed by students in Year 10; Certificate II in Furniture Making and Certificate I in Construction and Certificate I in Manufacturing (Pathways) completed by students in Years 11 and 12; Certificate II in Visual Arts, Certificate II in Information, Digital Media and Technology and Certificate III in Early Childhood Education and Care completed by students in Years 11 and 12. There has been an increase in the number of students participating in school-based traineeships.

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, 11 and prior to completing Year 12.

Most of our early school leavers are international students who have successfully completed the High School Preparation Program at Indooroopilly SHS and have an offer to complete their schooling at another high school. Another significant cohort are international students who return to complete their studies in their home country. Other students leave to progress an alternative pathway, such as an apprenticeship or TAFE program. Students and parents/caregivers are able to access the expertise and support of school welfare staff to assist in a smooth transition. All students who leave are followed up to ensure that their post-compulsory engagement with further education or work continues at another location.