

Our school at a glance

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Principal's Foreword

Ray Johnston (M.Ed., B.A., Dip.T., J.P. (Comm. Dec.))

Introduction

I am pleased to present this **School Annual Report for the 2007** school year.

I am proud to be principal of such a successful, forward-focussed and dynamic young school. I believe our all round and consistent success results from the strong partnerships at our school – student to student, students with staff, parents with teachers and school into the community.

Please enjoy below some of the highlights, data and outcomes from our school... a school where students truly can live out our motto: **Creating Our Futures**

Future outlook

Our school's dynamic development continues...

Our school is expanding its **International Education** program! International student numbers have grown, with students arriving from students from Europe, the Americas and beyond, as part of Education Queensland International's *Regional International Student Program*. This will encourage the diversity and richness of our school

We will continue implementing key findings from our **Middle Schooling Review**. This sees Year 8 students accelerating faster, students choosing from semester-length curriculum units and accessing better bridging courses from Year 10 to Year 11. In addition, we are implementing a number of Education Queensland's Curriculum, Assessment and Reporting innovations.

Of course, our strong links with local business and industry will see our **off-site campuses** continue to develop: business and information technology courses at Boyne Smelters Ltd, engineering certification at NRG Powerhouse and more school-based apprenticeships in the Construction Industry... watch this space!

We will have strong focus on **developing our staff skills** for teaching, leadership, support and self-reflection.

In addition, our determination to maximise the use of **information technology for teaching and learning** will see us plan towards making our school a laptop or 1-1 learning school, whilst using a large range of technology, including interactive whiteboards, on-line learning and teacher laptops.

All this, supplementing our consistent focus on **quality academic outcomes**, maintaining our excellent tertiary entrance (O.P.) scores and 95% (last year, 100%) success rate for our students in applying for university.

Highlights from 2007

CREATING ACADEMIC EXCELLENCE

We create pathways for ALL learners. However, university entrance is still the prized goal for many of our students and key objective for our school. And always will be.

- **18.5% of our OP-eligible students received an OP in the 1 to 5 range** in 2007 (state average 17.0%), continuing our consistent performance in tertiary entrance scores, with our best year on record. Congratulations to Natalee Williamson for her OP1
- Natalee received a **Merit award in the state-wide T.J. Ryan Medal** scheme, in recognition of her outstanding academic achievements and leadership qualities demonstrated in Year 12
- The percentage of students obtaining an **A, B or C on the Qld Core Skills Test was 85.4%**, against a state average of 77.9%. Our mean on the QCS was 120.6 (State mean was 117.4 = state & private schools)
- **87% of our students** gained an OP (Overall Position, used to apply for tertiary entrance) or a vocational education and training (VET) Qualification – a certificate recognised nationally by employers
- **100% of students applying for tertiary entrance received an offer**, with two-thirds receiving their treasured first preference. Most popular destinations were University of Qld and Qld Institute of Technology, popular courses being Health, Law/Psychology/Sports, Creative Arts and Engineering
- In 2007, one of our 2006 graduates, Nirnitha Manivasagan, was named as a **recipient of the Lord Florey Student Prize**. This prize celebrates the outstanding achievement of the very best students who graduate from our secondary schools each year. This award is named in honour of the great Nobel Prize-winning Australia researcher, Howard Walter Florey, highly esteemed for his role in the development of penicillin. Only five hundred of the most outstanding academic achievers are awarded in Australia each year.
- Over 10% of our school was enrolled in our **BSL-Zenith Gifted Program**. This gave students access to dozens of special opportunities and challenges, just one example including the acceleration of several students in their Mathematics courses

2007 SNAPSHOTS

The following highlights the wide range of success our students enjoyed in 2007...

- Natalee Williamson, our top academic student from 2007, is presently studying Medicine at university. She joins our 2006 top academic student, Nirnitha Manivasagan, who is studying **Medicine at Monash University** in Melbourne and our indigenous student, Tatum Bond, currently studying medicine at James Cook University
- The Gladstone Schools Engineering Skills Centre (in which our school is a pivotal partner) at NRG Powerhouse took out the **Australian Vocational Education in Schools National Award**
- As one of Queensland's **Guiding Coalition of Schools in Information Technology**, our school had a Managed Operating Environment network upgrade, a new student management system (*OneSchool*) installed and laptops issued to every teacher
- Magdalene Schoene and Alvaro Reyes joined us in semester 2 from Germany and Mexico, respectively, as our first **International Fee-paying Students**, a program that is expanding rapidly at our school
- Our **Principal**, Ray Johnston, also became an international student, attending a course at the University of Cambridge, after being sponsored by Rio Tinto Alcan. This high powered course centred on the cross-sector partnerships (between government, business and non-government organisations) that must increasingly be used in a very complex, inter-connected world, to solve global problems. Guest speaker on the first night was Al Gore! Ray now holds a **Post Graduate Certificate from the University of Cambridge**
- We provided leadership in our cluster with the **Boys in Education** program, and regionally with the establishment of the Capricornia Area Teachers Actively Leading **Innovative Science Teaching (CATALIST) Centre**. This initiative provides in-service training and support to primary and secondary Science teachers, as far a field as Blackwater
- When Nick Aldridge travelled to the United Kingdom in June 2007 for the **Smallpeice Trust Scholarship**, he, amazingly, was the fourth student selected from our school in the last four years to travel to **London**.
- Similarly, Hirruthyaa Manivasagan travelled to Canberra for the **National Youth Science Forum**, the fourth Tannum Sands student selected in the last six years
- Our globe-trotting students travelled not only to **Japan** once again (Dec 2006), but discovered new found respect for our diggers, with a Modern History excursion to **Vietnam** at Easter 2007. But, it's not just about excursions. Many of our past students are now happily living or working overseas. Apparently, there is a mini-TSSHS in London, we are told!
- Over 95% of state school students who live in our school's catchment area attend our school, not other state schools. **94% of total students who live in our catchment** attend our school, not other state or private schools

PATHWAYS FOR ALL

You may have heard people say, “Schools should teach kids real world stuff. They should find out what industry wants?” Well, schools have responded...

- The school has over fifty students attending various **off-site campuses** – at a powerhouse, a smelter and a civil construction company. These centres have been set up through a partnership between Tannum Sands SHS, Gladstone SHS and Toolooa SHS, working together as the Gladstone Area State Secondary School Alliance
- Our first graduates celebrated two years of learning at the **Business and Information Technology (or BITS) Centre**, a campus of our school we have pioneered inside the Boyne Island Smelter, an initiative which has attracted national and international interest
- We worked closely with school and industry partners in the start up of the Australian Technical College, which specialises in school-based apprenticeships
- 18 students worked towards their **Certificate 2 in Engineering** in an authentic industry setting (the Gladstone Powerhouse, NRG). Similarly, 53 attended school one day a week at the BITS Centre in 2007, learning business or information technology, whilst attending a *real* workplace
- We arranged for the Australian **Brick and Blocklaying Training** Foundation to visit district schools, conducting one week courses. Our class built a fantastic BBQ for the amphitheatre, in five days.
- 116 students (20%) across Yr 10-12 (out of approximately 600) attended school 4 days or fewer because they were **accessing specialised programs off-site**, such as technical college courses, work experience, school-based traineeships or off-site campuses. We continued 7.30am classes in English and Mathematics to cater for our off-site learners
- Students commenced working part time in indentured training whilst still attending school, via **32 school-based new apprenticeships or traineeships**
- The school organised **453 work experience placements** in 2007, the vast majority of students electing to do their work experience during the holidays, to meet their Senior Education and Training Plan goals. This included 86 Year 12 students completing 138 placements during their final year.
- **76 students completed TAFE courses off-site** at our local technical college. Other students accessed a Pre-Trade program for Electrical and Instrumentation trades (including weekend learning) and students also participated in a special pilot program for **girls in the Electrical trades**, in partnership with TAFE and the local group training provider, GAGAL
- Back at school, we offered a **range of nationally-recognised certificates** on its own campus, including:
 - Certificate I Furnishing
 - Certificate I Hospitality
 - Certificate I, 2 and 3 in Information Technology
 - Certificate I Work Education
 - Cert 1 Engineering
 - Cert 1 Music Industry Foundation
 - Cert. 1 and 2 Business
- Senior Education and Training **Plans, resume preparation, mock interviews** and expansive work experience aim at assisting students to create their futures beyond secondary school

SPORTING HIGHLIGHTS

In another strong showing, students excelled in a wide range of sporting opportunities made available to them in 2007. Some highlights included:

- Around **1 in 12 of our students were named in Port Curtis District** sporting team across 15 different sports
- **31 students** went on to be named in Capricornia **Regional** teams to contest state finals
- Our Year 8 Boys Rugby League were **District Premiers**
- Our Open Boys AFL were **Regional Premiers**
- Our U19 Girls Futsal Team made the **State Quarter-Finals**
- Our Open Girls were **District Football** Champions
- Morgan Bealing made the **Queensland** School Surfing Development Squad, whilst Corey Brown swam his way to **State** Age Champion in the 200m breaststroke
- Josh Gaffel was selected as a recipient of the **Pierre de Coubertin Award** from the Qld Olympic Council
- And, in an outstanding effort, **Zac Bond** won *all* our school's Age Championships in the 15Yr boys – a clean sweep – to claim **Sportsman** of the Year. **Rachel Withoos** was **Sportswoman** of the Year

Congratulations to all those who got active and played sport in 2007!

THE ARTS AND CULTURE

Study in The Arts continued to be very popular at our school. In 2007

- Jessica Adie was accepted into the **Queensland Conservatorium of Music State Honours Ensemble Program** for percussion, and Jordan Henderson was Reserve
- Caitlin Adie shared the prestigious Alan **Edwards Scholarship**, enjoying a Theatre Residency week with the Queensland Theatre Company.
- Tom Weber appeared in the “**Qld State Schools on Stage**” **spectacular** at the Lyric Theatre in Brisbane
- Our students turned from musicals to a quality **drama production** in 2007, *Living with Lady Macbeth*, which played to packed houses and had plenty of superstitious happenings.
- One of our talented ex-students co-directed a performance at the Gladstone Entertainment Centre, after starring in previous school musicals. He now runs a **Youth Theatre** in Gladstone
- We had a large number of entries in the **Golding Showcase Art Exhibition** in 2007 whilst our Year 12 Art class had a two-day camp at **Cedar Galleries** artisans’ village

STUDENT LEADERSHIP

- **Our Student Council and Mentors** worked hard and planned several new initiatives, such as relaying turf and paving near the home economics block, the names of the Class of 2007 permanently recorded in masonry! Out-going leaders presented a very fulsome report at the end of their term of office in June 07
- Continuing to act on our students’ advice, we continued the roll-out of the **Healthy Choices** food and drinks policy and we now sell a great range of foods and drinks that are low in salt, sugar and fat... and continue to make good profits for our parents and citizens association. Thanks to M1Cycles for its generous donation of many bicycles as rewards for students making healthy canteen purchases
- Our students have not taken their own good fortune for granted. They continue to astound with their generosity in reaching out to others less fortunate, especially overseas, continually raising money for a variety of just causes. In 2007, our annual World Vision **Forty Hours Famine effort saw students raising almost \$7000**. Another group of students rode cycled 120 km to Rockhampton to raise money for our **School Chaplaincy Program**.

INDIGENOUS

- Our school provided leadership to a **district Indigenous Reference Group** that was successful in a commonwealth government funded project to develop career education, train mentors and further support indigenous students in classrooms, across seven schools in our area
- Congratulations to Charley Bond, Kia Garthwaite, Shay Machin and Renee McKeown for their excellent representation of our school at the 2007 NAIDOC Week celebrations. Kai was chosen as the **Rio Tinto NAIDOC Ambassador** and Charley was named **Miss Junior NAIDOC**
- Chelsea Sarra graduated from the BITS Centre and was immediately employed as a trainee at the smelter
- Once again, we **monitored our indigenous students’ progress and outcomes** and their academic results and attendance match the rest of our students’ outcomes. Well done!

MORE NEWS

- On the facilities front, **over \$250 000 in government grants and community sponsorship** saw our school purchasing stage curtaining, more shade areas, a new shed, water-saving devices and even more computer equipment
- The school also participated once again in the **Human Powered Vehicle** championships in Maryborough. This race attracted a lot of parental support and local sponsorship, enabling boys, girls and, in 2007, physically-impaired students to design, build and race pedal-powered vehicles in a 24-hour race
- Our students manned two displays at Gladstone’s annual **Ecofest**, showing our plans for our new Aquaponics project
- Many students completed their **boat licences and radio licences** again this year
- Our first ever **Ski Trip** was a resounding success

School Profile

Enrolment: 1052
Year Levels: Year 8 to Year 12
Type: Qld State School, co-educational
History: Opened 1998
Key Values:

Our school continues to be guided by Key School Values. *Showing **Respect**, Demonstrating **Responsibility** and Seeking **Excellence*** have been valuable signposts for staff, students and parents since 1998.

In turn, these values guide us in concentrating on the important aspects of Quality Schooling, the activities that make this state school a great school...

- Clear **values** and purpose
- Quality **curriculum** including pathways for all kids
- Effective **behaviour** management and high **uniform** standards
- Structured award and **recognition** schemes
- Regular, meaningful **communication** with parents
- **Goal setting** and self-reflection by learners
- Wide range of **extracurricular** activities
- **Structured care** system including a strong stance against bullying
- Meeting of **individual needs** – academically, pastorally and so on
- Student **leadership**, ownership and involvement
- **Inclusive** sport, cultural and service opportunities
- Having **fun**

Because we concentrate so hard on getting these things right at our school – your school - our students can learn and aspire in an environment that is not only **safe and secure**, but enticing, challenging and supportive of **endeavour**, **exploration** and **extension**.

Curriculum offerings

The following curriculum was offered to our students in 2007. (*More information about current curriculum can be found elsewhere on our website*):

Middle School

All students in Years 8 and 9 studied **subjects from all national Key Learning Areas**: English, Mathematics, Science, Study of Society and the Environment, Health and Physical Education, Language (Japanese), Technology (Manual Arts, Home Economics, Computing and Business Education) and the Arts (Music, Drama, Visual Arts) and Sport

Year 10

English, Mathematics, Study of Society and the Environment, and Science were compulsory. In addition, from a smorgasbord of term length units, each student constructed **an individualised course of majors and minors**.

Year 11 and 12

Subjects were offered on six lines, which are arranged to maximise the students' preferences in each cohort. **Over thirty subjects** were offered in 2007 and included:

Authority" (or tertiary-recognised) subjects

Art, Biological Science, Business Communication Technologies, Chemistry, Drama, Engineering Technology, English, Geography, Graphics, Home Economics, Information Processing and Technology, Legal Studies, Marine Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Multi-Strand Science, Music, Physical Education and Physics

Vocational Subjects

English Communication, Sport and Recreation Studies, Prevocational Mathematics, Marine and Aquatic Practices, Hospitality Practices, Certificates 1/2/3 in Information Technology, Certificate 2 in Business, Certificate 1 in Engineering, Certificate 1 in Furnishing, Music Industry Skills and Practical Visual Arts

Learning Support and Special Needs

A unit of four teachers in this area assisted other teachers during 2007. They also worked, directly and indirectly, with students with **low incidence disabilities or learning difficulties**. We call this service unit: ***Moolbee Place: Supporting Special Learners***. Students learn, with support, not only in our normal classes, but have this supplemented by some support provided in a **modern, purpose-built special needs facility**.

Gifted and Talented

Our school continued its **award-winning gifted program**, BSL-Zenith, which recognises records and rewards those students who wish to go 'above and beyond'. BSL-Zenith organises access and encouragement in extension activities on and off site, plus Individual Enrichment Programs for those requesting **accelerated curriculum**.

Goal Setting

This is heavily emphasised at our school and, each term, each student has to write down his or her goals for the term.

Off-site Learning

For students whose goal is not direct entry to university, a **range of innovative pathways** exists. A significant number of students attend off-site learning on a part-time basis, such as TAFE (technical) college, work placement and school-based apprenticeships.

Year 11 and 12 students can attend **three offsite campuses**: one at NRG Powerhouse, specialising in Engineering trades, another at Boyne Smelter, specialising in Business and Information Technology, and a third at Golding Engineering, specialising in the civil construction trades, such as pipe-laying, earthmoving and bridge-building. These campuses have received national recognition as 'cutting edge' responses to the skills shortage.

Our school at a glance

Co-curricular

The school has a wide range of co-curricular activities, including;

Sport: Weekly intra-school sport; after school interschool competitions; "trials" pathways to represent at school, district, regional or state level in a wide variety of sports; knockout competitions

Arts: Instrumental Music program, choir, school production

Debating: interschool debating and public speaking

And lots more!

Information Technology

The school has four computer rooms and a number of smaller pods, giving us a **student: computer ratio lower than 5:1**. All computers are fully networked and have Internet Access. A number of our staff has successfully applied for Innovation Grants to introduce technology in new ways to our students e.g. video editing for our special needs students. Our school also has **interactive whiteboards**, a class laptop set and teachers who access websites regularly for planning and resources. In 2007, each **teacher** was issued with a **laptop** to use in classrooms and for preparation.

Social climate

It is important to us that our students feel safe and secure at school.

Each student at our school has a 'family', called a House Group. A House Group consists of around five students from each Year level, together with a House Group teacher, who performs a daily pastoral care role. Eleven House Groups are in turn part of a House, looked after by a **House Coordinator**.

House Coordinators join our **Guidance Officers, Chaplain, Indigenous Aides and school-based Nurse** to form the Student Support Team, under the guidance of a Deputy Principal. This team meets fortnightly with Heads of Department to discuss and case-manage students in the team's care.

"The Harbour" initiative is but one of our **anti-bullying strategies**. Students are taught about bullying and continually told to stand up for their right to feel safe at school and to report harassment. Parents are also welcome to ring the Principal or Deputy Principal about bullying. The school does not tolerate this behaviour and will act on any reported bullying.

Our school also has many other proactive measures in place e.g. **on-going Student Award Scheme**, wide range of **activities and excursions**, and continual reference to our Values. All this assists us to produce a firm but friendly, ordered environment. This may be why our Annual Opinion Surveys results in 2007 showed:

- **92% of parents** were satisfied that their son or daughter is **happy** to go to our school (and students rated us 83%)
- **96%** of Parents were satisfied about the **behaviour** of students at this school
- **92%** of parents were satisfied with student **discipline** in the school
- **96%** of parents were satisfied that their son or daughter is **safe** at this school (students 92.4%)
- **100%** of parents were satisfied that their son or daughter is treated **fairly** at this school

Involving parents in their child's education

The **home-school partnership** is crucial to us. We emphasise teachers ringing home about behaviour, attitude or work issues that arise. We strongly encourage parents to ring the school about concerns, confusion, questions, suggestions or compliments.

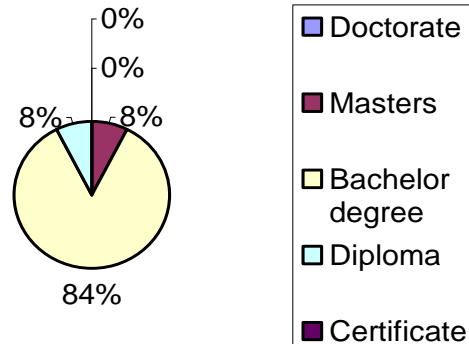
We **welcome volunteers** at our school, including parents. Volunteers can assist in a wide range of school activities, in our outside the classroom. Volunteers are trained and coordinated by our Community Relations Officer.

School reports were sent home to parents each term. These were **written to students** and incorporated reflection upon goals. Two parent teacher interview evenings were held – we call them **Student-Parent-Teacher Conferencing** – and a number of other parent information evenings.

Our staff profile

Qualifications of all teachers

Doctorate	0
Masters	7.5
Bachelor degree	85
Diploma	7.5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on **teacher professional development** in 2007 was **\$40 788.38**.

The major professional development initiatives to keep our staff members well trained included:

- **First Aid** - including Senior , Advanced, CPR and Royal Lifesaving Examiners Accreditation
- Staff **Induction** to the school
- **Student Protection** Training
- Valuing **Diversity** Training
- Gifted and Talented , Physics, Drama State **Conferences**
- Senior Education and Training Plans
- GST and State **Purchasing** Policy
- Heads of Department Regional Conference
- Qld Secondary **Principals** Conference
- Qld Certificate of Education Seminars
- Certificate 4 in **Career Development**
- **ICT Pedagogical** Licence
- Code of Conduct
- One School student database training
- **Workshops** on Securing Funding, Water Grants ,Communication, Self Development for Women and Youth Work
- **Syllabus training** for Business and Office Management, Ancient History, Modern History, Hospitality, Visual Art, Engineering,
- **Literacy Training**
- Qld Studies Authority Workshops in Senior Syllabus, and Stand Alone Business **VET Certificates**
- QSA VET Conference
- **Special Needs** training, including Thrass, Autism Behavioural Intervention, Engaging School Students
- Qld Core Skills Test marking
- Workplace Health and **Safety** - Recertification and Training

Our staff profile

In addition, all staff member attended professional development during six student-free days during the year. The **involvement of the teaching staff** in professional development activities during 2007 was **80%**.

Average staff attendance

For permanent and temporary staff and school leaders the **staff attendance rate was 96%** in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, **86% of staff members were retained** by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average **attendance** rate as a percentage in 2007 was **91%**. Students attend many excursions, sport and off-campus activities.

Key outcomes in the Senior phase of learning

Apparent retention rate Year 8 to Year 12*	The state average for 2007 was 77%. (<u>Note</u> : the real retention rate is hard to measure because of student mobility and intakes in Year 11. The non-retained students don't necessarily 'drop out' – certainly, most of our students, according to internal data kept, left to employment or further training)
*Year 12 student enrolment as a percentage of the Year 8 student cohort.	76% (see above <u>Note</u>)
Apparent retention rate Year 10 to Year 11	99%
Actual retention rate Year 7 to 8	>96% of 2006 Year 7 students, from our feeder schools (Boyne Island, Tannum Sands and Benaraby State Schools) plus St Francis School, chose Tannum Sands SHS for Year 8 in 2007.

Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	136
Percentage of Overall Position (OP) -eligible students with OP 1-15	77%
Percentage of Overall Position (OP) – eligible students with OP 1-5	18.5%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	45%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2007 Year 12 post-school destinations survey, Next Step – **Student Destination Report** for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

However, data is available from our 2006 graduates, who responded to a state-wide Destination Survey, with an impressive response rate of 93%! Thank you, students!

Summary of findings

- In 2007, **60.0 per cent** of young people who completed their Year 12 at Tannum Sands State High School in 2006 **continued** in some recognised form of **education and training** in the year after they left school.
- The most common study destination was university (21.6 per cent).
- The combined **VET study destinations** accounted for **38.4 per cent** of respondents, including 9.6 per cent in campus-based VET programs, with 1.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.
- 28.8 per cent commenced employment-based training, either as an **apprentice (19.2 per cent)** or trainee (9.6 per cent).
- In addition to the above study destinations, a further 9.6 per cent of respondents from this school deferred a

Performance of our students

tertiary offer in 2007 (deferrers are shown in Figure 1 in their current destination).

- 40.0 per cent did not enter post-school education or training, and were either **employed (35.2 per cent)** or seeking work (4.8 per cent).

Destinations at a glance...

• University (degree)	21.6%	(100% success rate for applicants!)
• VET Certificate IV+	1.6%	(VET = Vocational Education and Training)
• VET Certificate III	3.2%	
• VET Certificate I-II/other	4.8%	
• Apprentice	19.2%*	
• Trainee	9.6%	
• Working Fulltime	23.2%	
• Working Part time	12.0%	
• Seeking work	4.8%	

Performance of our students

Key outcomes in the Junior phase of learning

An analysis of Term 4 Reporting for Years 8, 9 and 10 revealed pleasing results, behaviour and diligence data about our students: We analysed the percentages of our students who gained an A, B, C, D or E for Achievement, Behaviour and Effort in our final term in 2007. The results are summarised below:

Achievement

Year Level	A %	B %	C %	D %	E %
8	18	38	33	9	1
9	13	28	36	17	5
10	15	28	33	17	8
Total	14	31	35	15	4

Behaviour

Year Level	A %	B %	C %	D %	E %
8	49	33	14	4	0.1
9	37	34	24	4	0.5
10	46	29	20	4	1.5
Total	43	33	20	4	0.5

Effort

Year Level	A %	B %	C %	D %	E %
8	42	32	20	5	0.2
9	30	31	28	10	1
10	36	29	22	10	3
Total	36	31	24	8	1

(Note: Some students received Not Rated, so percentages may not tally to 100%)

Other Key Outcomes

Value added

Our school is about students who **confidently transition** beyond schooling, whether to employment or further study, being healthy and active citizens. We truly want our students to believe that they can take charge – that they can *create futures* for themselves. Hence our school concentrates on **all aspects of the growing adolescent** – academic, sporting, cultural, health, leadership, moral development and responsibility. The 'value add' that we provide for our students is exemplified by the **data trends below...** and by the **wide range of highlights from 2007** found elsewhere in this report!

Data trends

Performance of our students

The following examples in the table below shows the pleasing upwards trends exhibited in a wide range of our school data over the last four years:

Data Set	2007	2006	2005	2004
OP 1-5 (OP = a tertiary entrance scored, from 1-25)	18.5%	13.8%	17.7%	10.6%
OP 1-15 (OP 1 is highest, 25 is lowest)	77%	66%	59%	53%
School Absenteeism (compared to State Average; for male, female, indigenous, Overall)	Below	Below	Below	Below
School Absenteeism – Indigenous (compared to State Average)	Below	Below	Below	Below
Percentage of tertiary applicants made an offer	100%	96%	93%	89%
% of graduates with either OP or a VET qualification (NOTE: two courses had VET removed from the state syllabus in 2006)	87%	84%	93%	95%
% of graduates with a qualification in Vocational Education and Training	45%	47%	45%	30%
Number of Year 12 with a school-based traineeship or apprenticeship	14	10	10	0
Percentage of Staff Members satisfied with morale in the school	81%	79%	82%	81%

Parent, student and teacher satisfaction with the school

Each year across its schools, Education Queensland conducts random-sample surveys of students and parents, and a full survey of all staff members. This survey seeks **satisfaction ratings** across categories that include:

(a) Student Outcomes, Curriculum, Teaching, Learning Climate, School Climate, School-Community Relations and Resources...

Parents: Parents rated our school on Like-School Mean for ALL areas – and Overall

Students: Students rated our school “below” (for the first time!) in Curriculum and Learning Climate but on mean for all other areas – and Overall

(b) Physical Work Environment, Relationships, School Operations, Staff Morale, Support & Training, Work Roles and Work Recognition...

Staff: Staff rated us “below” in Work Roles but “above” in Physical Work Environment, Relationships, School Operations and Staff Morale – and on mean Overall

Student Leadership Team 2007-2008

Our student leaders are short-listed by student and staff voting, and then chosen via a **rigorous selection panel process**. Our leaders take up office in semester 2 year 11 and stand down after semester 1 Year 12. This “financial year” leadership cycle enables Year 12s to concentrate fully on their academic responsibilities in their final semester; it also offers multiple opportunities for out-going leaders to mentor new ones... and they do!

Congratulations to those students who were selected in June 2007 to serve our school community:

School Captains Alex Matheson-Brown and Ellinor Johnston

Vice Captains Hirruthyaa Manivasagan and Aaron Mulhane

Performance of our students

<i>Woolghun House</i>	Cara Aspel and Ben Wreide
<i>Nagatin House</i>	Josh Ward and Elleah Lewis
<i>Ghinmhine House</i>	Kiara Austin and Ben Heidrich
<i>Burarhl House</i>	Jordan Roper and Kim McKenzie