



Redcliffe State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Redcliffe State High School is an innovative and distinctive secondary school. Our exceptional staff deliver a diverse curriculum which produces outstanding outcomes for both vocationally oriented and university bound students. We are determined that every single child will exit with qualifications necessary to successfully enter the next phase of their lives. Our Year 12 Exit results highlight the success of these expectations. We provide the whole package - academic, sporting, cultural and social opportunities for our students. Students can apply for any of the seven 'Excellence Programs' on offer in our school. These programs cater for gifted and talented students in the areas of Mathematics, Science and Robotics (STEM), Humanities (Dangerous Minds), Accelerated Music, Performing Arts, Visual Arts, Boys Rugby League and Girls Sport and Fitness. The teaching of literacy is a focal point within our school, with support classes and differentiated curriculum delivery catering to the needs of our students. Literacy and numeracy skills and knowledge are being developed in the classroom by all teachers, in all subjects. Our school vision of 'Soaring Above and Beyond Expectations' (SABER) infiltrates our daily practices and guides the culture of our remarkable school. Our SABER ethos is proudly reflected in the practices of our staff, the efforts of our students and the way we conduct ourselves at Redcliffe SHS. Our parents work in partnership with the school; they are close by and are part of their children's education. Parent involvement in our school is encouraged through a range of parent functions, awards ceremonies and school activities. It is pleasing to see that our NAPLAN results continue to reach national standards and that we continue to do all that we can to improve on previous results. Literate and numerate students only strengthen our school and our community, these skills are vital for their future success. We believe that judgements about school performance cannot be made only by comparing one Year 9 cohort this year with other Year 9 cohorts from previous years as they contain different students with different experiences. We believe that valid judgements can be made by comparing the results of the 'same' students. That is, looking at the differences between Year 7 and Year 9 results for the same students. Analysis of these results shows that Redcliffe SHS is 'value adding' as we see improvements in student outcomes from their Year 7 results. This means we have made a difference! Our goal for all students is to Soar Above and Beyond Expectations. At Redcliffe SHS we provide the opportunities for students and staff to achieve success.



School progress towards its goals in 2018

We annually review the outcomes of our *Annual Implementation Plan (AIP)* to determine whether we achieved the targets set for the year. Our review of the strategies set down for 2018 in our *AIP* indicates that we addressed over 95% of the strategies. The strategies not achieved were either not seen to be an ongoing priority (as other strategies were employed to achieve the same outcomes) or were not achieved and have been included in the 2019 *AIP*.

We are very pleased with our progress in achieving the goals we set for ourselves.

2018 Improvement Strategies	Comment/Progress
Embed the use of data across the school	<ul style="list-style-type: none"> • PLTs use data weekly to analyse student data • Data placements used by teachers when beginning with a new class each semester. • The welfare team began to share data each fortnight at staff briefing.
The Art and Science of Teaching (TAST)	Redcliffe SHS continues to embed TAST in all classrooms, with learning goals displayed and discussed each lesson. A strong focus on collaboration amongst faculties has occurred with TASTbud meetings being held by each faculty to share best practice. Professional Development has been undertaken by staff in the New Art and Science of teacher and will continue in 2019.
Curriculum	In 2018 Redcliffe SHS worked towards preparations for the new SATE and ATAR system to be implemented with the year 11 students in 2019. Time and training was provided to staff to develop resources in all ATAR subjects. The school continued to ensure Australian Curriculum is taught in all subjects.
Numeracy	<ul style="list-style-type: none"> • Continue to offer Maths Pathway in Years 7 – 9 to improve Numeracy results.
Literacy	<ul style="list-style-type: none"> • Toe by Toe program offered to assist students with low literacy. This saw all students who participated on a regular basis, achieve at least 1 year or more gain. • Targeted AIR courses to assist students in area of writing and spelling.
Professional Learning Teams (PLT)	<ul style="list-style-type: none"> • Researched, contacted and visited secondary schools who are leaders in implementing the <i>DuFour</i> style PLTs. • Maintained HOD PLT Observation roster and HOD Critical Friends. • PLTs operated using the Meeting Norms, PLT Protocols and Collective • Introduced PLT Health Checks to ensure efficient running of the PLTs
High Reliability School (HRS)	Redcliffe State High School is working towards accreditation in levels 1 -3 of the HRS framework. All faculties have clear learning goals for all classes. Proficiency scales are used in all Year 7-9 classes.
Attendance	Our attendance target set of 92% was not achieved in 2018. However, our total attendance rate of 89% is on par with the state attendance rate. We continue to employ strategies to provide assistance for our students to attend each day.

Future outlook

In 2018 we had a formal school review. The review feedback was highly favourable and showed that the process and programs we have in place are effective and contributing positively to student outcomes. We continued to work on the *High Reliability Schools (HRS) Framework* with a view for going for accreditation in 2019.. We used this information from the School Review to develop the 2019 School Annual Implementation Plan (AIP).

Redcliffe SHS continued to work with our *Four Year Strategic Plan – High Reliability School Plan*

Analysis of data is the key to planning a better future. It helps us refocus and determine new delivery options to improve outcomes for our students. Data analysis occurs at classroom level, faculty level and across the whole School. In planning for the future we use data to address the special requirements of individual students as well as the direction for our school in a range of key initiatives.

A review of the data and a strategic planning day late in 2018 saw us develop strategies around our explicit improvement agenda for 2018 which focused on improving student outcomes and teacher quality through the following priorities:

- A culture that promotes learning
- Systematic Curriculum Delivery
- An expert teaching team



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1310	1280	1315
Girls	581	602	626
Boys	729	678	689
Indigenous	71	66	75
Enrolment continuity (Feb. – Nov.)	93%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Redcliffe has an ageing demographic but our school has experienced increased enrolments over the last 15 years. The private schools in close proximity attract a significant number of students from the higher socio-economic areas. We have students from a range of socio-economic and cultural backgrounds. This provides a rich diversity which enhances our school composition and culture.

Our retention of students from Year 8 – 12 is statistically solid, as are progression rates into each year level from the last year. This indicates a fairly stable student body.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	19	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to curriculum delivery

Our approach to curriculum delivery is clearly centred on the individual student to ensure every opportunity is given for students to Soar Above and Beyond Expectations.

Our curriculum is clearly aligned to the Australian Curriculum's eight key learning areas with Junior Secondary students learning all subject areas in Year 7 and 8. In Year 9 all areas are studied except LOTE as it becomes an elective subject along with other choices. The Year 10 curriculum allows students to align their studies with prospective Years 11 and 12 subjects. In 2018 the senior curriculum was composed of Authority and Authority registered subjects as well as a number of VET (Vocational Education and Training) subjects. It was characterised by flexibility in delivery as we aimed to provide for the individual needs of our students. In 2019 we will be transitioning to the new Senior Assessment and Tertiary Entrance System, preparation began in 2017 and continued in 2018.

As part of our focus for individualised learning, RSHS has an AIR program which runs on a Friday afternoon to address and repair gaps identified in student learning. To support our students who have special needs we have various intensive classes as options for students. These can only be chosen if a student has a verified disability and/or an ILP (Individual Learning Plan) which is developed in consultation with the HOSES (Head of Special Education). Identified students in the ILC are supported in mainstream classes by ILC teachers and Teacher Aides, where appropriate.

Programs of Excellence

Our DET approved *Programs of Excellence* enhance our curriculum offerings providing enrichment in a number of areas:

- Boys Rugby League Excellence
- Visual Arts
- Performing Arts
- Accelerated Music (AMP)

Other Programs of Excellence which provide valuable learning experiences and enhance our curriculum offerings are:

- Science, Technology, Engineering and Maths Excellence Program (STEM)
- Dangerous Minds (Humanities)
- Girls Sport and Fitness

More:

- We are focused on establishing Learning Goals and Proficiency Scales within our Junior Secondary Curriculum
- The *Maths Pathway* program is at the core of how we deliver our Maths Program in Junior Secondary. It allows teachers to differentiate the Australian Curriculum for individualised learning.
- Alternative Pathways include opportunities such as school based apprenticeships and traineeships (SAT), attending external Queensland Studies Authority registered training organisations (RTO), TAFE in Schools, work experience. They are available to all Year 11 and 12 students and in some cases, Year 10 students can access these pathways.
- Certificate III Laboratory Skills (Reddilab Trade Training Centre) runs. In partnership with a private provider. Redcliffe SHS is delivering an industry-standard qualification to students from all schools in the district. This unique program, taught onsite by Redcliffe SHS teachers, delivers a Certificate II to students in Year 11 and a Certificate III to students in Year 12.
- Assessment is the purposeful, systemic and ongoing collection of information as evidence for use in making judgements about student learning. The intention at Redcliffe SHS is to use assessment information to support improvements in student learning. Feedback from evaluation of assessment data helps to determine strengths and weaknesses in students' understanding.
- Assessment plans in each subject for Years 7, 8, 9 and 10 are derived from the Australian Curriculum. Assessment plans in Year 11 and 12 subjects (derived from QCAA policy) are incorporated in approved work programs/study plans. These plans reflect an appropriate balance of assessment items which apply the relevant criteria and standards for each subject.

Co-curricular activities

Co-curricular activities are the icing on the cake; they make the difference between a good school and a remarkable school such as Redcliffe SHS. Students at Redcliffe SHS enjoyed opportunities to *Soar Above and Beyond Expectations* in a range of extra activities including:

- Instrumental Music (including Concert Band, Stage Band, AMP Band, Choir and String Ensemble) events, performances and practice.
- Interschool Sport, League Competitions, Touch Football competitions, Vicky Wilson Cup, etc
- Theatre visits
- Drama activities and performances
- Excursions
- Concerts and performances
- Recitals
- Subject area Camps
- Public Speaking and Debating
- Overseas Trip to Borneo
- Public Speaking and Debating
- District Mathematics Competition
- Year 7 Camp
- Hospitality Restaurant
- Reddi Showcase
- Instrumental Wine and Cheese Evening
- F1 in Schools

How information and communication technologies are used to assist learning

In 2018 our BYOD program for all students expanded to include all your junior years of 7 -9. This saw over 95% of our students bringing their own device to school in order to learn. Redcliffe High does not only use the student devices in their learning, but employ a range of technological devices.

To ensure we are equipping our students for the world of work they will enter we:

- budgeted to implement a functioning BYOD program accessible to all students.
- integration of Digital Pedagogies in the
- targeted professional development to implement Digital Pedagogies into the classroom
- continued installation and updating of data projectors and wired speakers in all classrooms to cater for teacher-driven learning activities and student presentations.
- implementation of software suites for Faculties (including Creative Industries, Industrial Technology and Design and Information Technology) to support subject specific work.
- dedicated eLearning Teacher Aide to assist staff in the implementation of Digital Pedagogy within their classrooms and provide professional development across the whole school. Staff booked the eLearning Teacher Aide to use in their classrooms for assistance or outside of their classrooms for PD.
- use of One Note and learning place with classes to store resources and notes for access by all students
- use of drones in our IT department
- creation of a maker space for students to use robotic devices to develop their coding skills
- a Virtual Excursion Room using Cisco software for connection. This is used for subjects and PD for staff.
- robotics club for students

Social climate

Overview

A positive social climate is a critical element to, not only progress our vision, but to also enhance learning and pride in our school. To build a constructive, positive culture we have developed, or continued cultural and organisational provisions including:

- SABER Vision, Ethos and SABER Learning (included in our *Statement of Intent*)
- SABER Awards scheme (recognising student/House group efforts)

- *SABER* Wings Inter-house Competition
- a restructuring of our support staff to place in one area – the *SABER* centre – which allows for easier access for students to access support in the school
- introduced Stymie, an anonymous reporting platform, to assist students access help
- introduced our Breathe program to assist students deal with stress, anxiety and uncertain situations.
- continued to work with community respect project to promote respectful relationships

In 2018 staff provided a range of opportunities for students to enhance our social climate including:

- lunchtime activities and competitions, including staff versus student games
- extra-curricular activities, camps and excursions as previously mentioned
- *SABER* Leadership Development Program
- concerts, including lunchtime and evening activities
- Music with special events
- cultural activities in lunch breaks
- Student Representative Council meetings providing the opportunity for student leadership to address student issues.
- participation in *Mental Health Week* and *Youth Week* activities (including external organisations)

Other more curriculum-related activities built upon our social capital. They included:

- Pathways Program (Year 10-12)
- Transition Programs. These build bridges between secondary and primary students, make the move to high school a little easier for new Year 7 students and prepare students in Year 6 for transition.
- Sport... so important to the social development of our School.
- pastoral care was addressed through a range of student-centred events during the year, including a focus on cyber safety and bullying. Form classes occurred on Tuesday, Wednesday and Thursday.
- Differentiation and use of data to support inclusivity was a strong focus for *PLTs* and professional development.
- *Business Breakfasts* continued in 2018. Two events were held with guest speakers from a range of professions and backgrounds. Local businesses were invited and attendance increased. At each breakfast, after the guest speaker gave an address to the business people, they then worked with the student groups in Period 1.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	93%	90%
• this is a good school (S2035)	94%	98%	90%
• their child likes being at this school* (S2001)	88%	93%	93%
• their child feels safe at this school* (S2002)	94%	97%	95%
• their child's learning needs are being met at this school* (S2003)	92%	92%	88%
• their child is making good progress at this school* (S2004)	94%	94%	88%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	93%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	95%
• teachers at this school treat students fairly* (S2008)	84%	86%	85%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	85%
• this school works with them to support their child's learning* (S2010)	90%	90%	93%
• this school takes parents' opinions seriously* (S2011)	89%	86%	84%
• student behaviour is well managed at this school* (S2012)	81%	89%	80%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	96%	94%	93%
• this school is well maintained* (S2014)	96%	98%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	95%	92%
• they like being at their school* (S2036)	84%	79%	77%
• they feel safe at their school* (S2037)	88%	89%	89%
• their teachers motivate them to learn* (S2038)	77%	87%	82%
• their teachers expect them to do their best* (S2039)	97%	99%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	90%	87%
• teachers treat students fairly at their school* (S2041)	68%	68%	65%
• they can talk to their teachers about their concerns* (S2042)	67%	69%	65%
• their school takes students' opinions seriously* (S2043)	61%	59%	59%
• student behaviour is well managed at their school* (S2044)	54%	71%	61%
• their school looks for ways to improve* (S2045)	87%	84%	87%
• their school is well maintained* (S2046)	82%	81%	85%
• their school gives them opportunities to do interesting things* (S2047)	84%	87%	79%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	99%
• they receive useful feedback about their work at their school (S2071)	90%	91%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	74%	83%
• students are encouraged to do their best at their school (S2072)	97%	99%	99%
• students are treated fairly at their school (S2073)	96%	92%	95%
• student behaviour is well managed at their school (S2074)	94%	95%	95%
• staff are well supported at their school (S2075)	92%	88%	91%
• their school takes staff opinions seriously (S2076)	89%	88%	89%
• their school looks for ways to improve (S2077)	99%	97%	98%
• their school is well maintained (S2078)	95%	97%	93%
• their school gives them opportunities to do interesting things (S2079)	91%	86%	89%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Statistics show that parental involvement improves student engagement in the curriculum. We maximised parent involvement through:

- implemented Compass, an online platform for parent, teacher and student communication. This program allows teachers and parents to communicate via email and messages targeted to individual classes and students. It also allows parents to track student attendance and access resources for classes.
- group emails and text systems communicated activities and triggered reminders
- the School Facebook page. We continually shared of information, photos and events. This continues to be the most successful form of communication with our community.
- advertising flyers sent home with students and delivered to primary schools. Advertising was also included in primary school newsletters
- personalised invitations posted home
- parent teacher interviews twice a year (using an online booking system)
- teacher use of emails, phone calls and postcards to engage with parents for a variety of reasons
- promoting (where possible) activities in the weekly, local *Redcliffe Herald* newspaper
- inviting expert guest speakers to parent evenings
- student-centred activities at school events e.g. recitals, information evenings (many included student entertainment and food so that provision of the evening meal wasn't a barrier to attendance)
- provision of prizes for our Senior parent night to encourage parent and student attendance
- hosting an Annual Open Evening (*Reddi Showcase*) to encourage higher levels of parent involvement in the future
- hosting two *Business Breakfasts* where local business people are invited to hear guest speakers from a range of businesses
- hosting annual formal meetings for Parents/Carers of students with a disability. This gives parents an opportunity to discuss support provisions and access to the curriculum for their child.
- electronic and static signs on road to provide information to parents and the community

Respectful relationships education programs

The School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The 2018 programs included:

Year 11 Respectful Relationships Program: Partners in Prevention

Partners in Prevention (PiP) is a network of professionals working in Victoria with children and young people in the primary prevention of violence against women. PiP is resourced by the Domestic Violence Resource Centre Victoria and they have produced a number of resources that are available online for use within respectful relationship programs such as the Pathways program we run here at school.

At Redcliffe SHS, the intention is to run elements of this program within Year 11 Pathways. We will use a series of multimedia videos to challenge student's way of thinking and belief systems. The suggested content is as follows:

- Gender and children
- Gender and the media
- Gender representation in Hollywood
- Linking gender inequity to violence against women
- Community attitudes
- Violence in relationships
- Consent
- The bystanders
- Rape culture and victim blaming
- Sexual harassment
- Reversing gender roles

- Masculinity and femininity
- Online and mobile technology
- Music videos created by young people focusing on respectful connections.

Our junior Indigenous students were involved in the *Deadly Choices* program. Our senior students have completed the *Deadly Choices* program in previous year.

Our School Chaplain based programs for groups of girls and boys focused on self-esteem and valuing themselves. The School Youth Support Coordinator based programs with students focusing on appropriate behaviours towards themselves and others.

The school is leading a 'Respect – Commit To It' project in the local educational and broader community. The school has also developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

A respectful relationships program was developed using the department's resources and provided to all form teachers to deliver during form class 2 times a week.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	387	397	412
Long suspensions – 11 to 20 days	7	10	13
Exclusions	5	2	10
Cancellations of enrolment	6	10	7

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We are committed to reduce our environmental footprint by improving natural ventilation in classrooms and office spaces by opening windows and using fans instead of air conditioning. Staff turn off lights, fans and air conditioners at the end of each lesson to save energy.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	538,988	346,862	565,498
Water (kL)	18,592	8,111	12,122

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	110	50	<5
Full-time equivalents	102	34	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	35
Bachelor degree	66
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$78 624.20.

The major external professional development initiatives are as follows:

- QCAA Curriculum based workshops, Certificate IV in Training and Assessment, QTAC and VET Workshops
- Senior Assessment and Tertiary Entrance (SATE)
- Maths Pathway
- Conference attendance – Beginning Teachers, Mentoring Beginning Teachers, Administrative Assistants, Business Services Manager, Business Educators, Principal, Deputy Principals, Heads of Department, Senior Schooling, Qld Association of Math Teachers, MYSA, Music and Drama
- Bullying and Behaviour Management
- Training and assessment
- The Art and Science of Teaching
- ICTs in the Classroom
- Faculty Focussed Professional Development
- Professional Learning Teams
- High Reliability Schools Framework and Summit
- Response to Intervention
- Coaching
- Classroom Profiling
- Workplace, Health and Safety
- Principal, Deputy Principal, HOSES, Guidance Officer and Head of Department Network meetings
- Youth Mental Health
- School Budget, Timetabling, Reporting, Assets and Replacement and Excel training for Administrators

The major internal professional development initiatives were as follows:

- Peer Learning Senior Assessment and Tertiary Entrance
- Peer workshops preparation for SATE
- Maths Pathways
- Peer workshops Curriculum Development
- Peer workshops Leadership Development
- Peer workshops Strategic Direction
- IT Professional Development in: One School, MyHR and The Learning Place
- eLearning
- Peer Observation Program
- *TASTir* Tours – The Art and Science of Teaching instructional rounds
- Differentiation strategies, *NAPLAN*, Asbestos Training, Student Protection and Code of Conduct, Learning Support, ASD Students, Comprehension Strategies, Adjustments and differentiation for students and Literacy for the classroom.
- Attendance at our Business Breakfasts
- iObservation
- CPR and First Aid refreshers
- Mentoring and Coaching

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	89%
Attendance rate for Indigenous** students at this school	89%	87%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

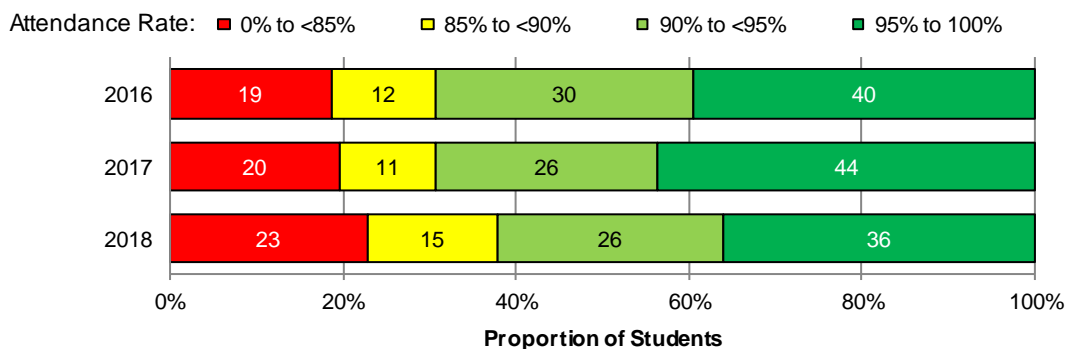
Year level	2016	2017	2018
Year 7	94%	93%	91%
Year 8	90%	90%	90%
Year 9	89%	89%	88%
Year 10	89%	89%	88%
Year 11	91%	91%	88%
Year 12	93%	91%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 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.

In 2018 Redcliffe SHS used Compass to mark rolls every lesson and monitor attendance. Whole day absences were dealt with by the Attendance Officer in the following manner:

- Reports run daily by attendance officer who phoned parents regarding unexplained absences. This was not always successful as parents were often at work or not contactable. Messages were left where possible but responses were often very low.
- the list of students identified for ten or more absences were given to the appropriate year level Deputy Principal to address.
- absence letters were sent out to parents every month. These were generated via Compass for all unexplained absences from the first day of the school year and included all absences for the current period. Reasons for absences were entered on the return of the absence letter and filed in the student file. Parents also rang to advise us of absences. This information was recorded in Compass, which is uploaded daily to One School.
- if unexplained absences reached ten or more days, an initial letter of concern was posted requesting a meeting with the appropriate year level deputy. If no response was received the Enforcement of Compulsory Schooling Letter 1 was sent out to parents. Following this, Letter 2 was sent with an appointment time allocated for parents (to talk to the relevant Deputy) if we did not get a response Letter 3 was sent with another appointment time allocated if there was still no response Letter 4 and if required, Letter 5 were sent, with a referral to District Office if there was no response
- Late Students: Students who were late to school three or more times in a two-week period or those who were late on a regular basis without a note were given detentions. Persistent late students were referred to the relevant Deputy Principal.
- Partial Day Absences: This was monitored by the year level coordinators and teachers. Reports were run via compass and YLCs contacted teachers regarding any issues. Subject teachers spoke to students who were truant and chased up.
- Roll marking took place every lesson recording student attendance and absenteeism, using Compass. During 2018 we used the text messaging system within Compass, which was sent daily to parents of students who had an unexplained absence in lesson 1. This involves all parents being text messaged if their child was absent and they have not contacted the School.
- Parents are able to monitor their child's attendance via the Compass parent portal.

To recognise and encourage good attendance the following occurred:

- students who attended 98% or above were recognised through a celebration luncheon provided by the P&C and organised by the school at the end of Semester 1.
- SABER slips were awarded to students who had 98% and above attendance each term.
- a competition for form classes was started where each month with the winning form class receiving a prize for the best attendance or least unexplained absences.
- points awarded to student houses for attendance of above 95%. This contributed to the SABER wings competition.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	224	198	186
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	213	189	186
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	86	66	81
Percentage of Indigenous students who received an OP	23%	11%	29%
Number of students awarded one or more VET qualifications (including SAT)	181	140	145
Number of students awarded a VET Certificate II or above	165	113	135
Number of students who were completing/continuing a SAT	30	27	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	63%	82%	83%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	97%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	95%	95%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	13	6	14
6-10	18	25	25
11-15	23	23	28
16-20	26	11	13
21-25	6	1	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	73	46	34
Certificate II	138	82	129
Certificate III or above	84	57	67

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The Certificate 1 courses our students offered to our students:

- Certificate I Furnishing
- Certificate I Information, Digital Media and Technology
- Certificate I Engineering
- Certificate I Business
- Certificate I Construction

The Certificate II courses offered at our school are:

- Certificate II Hospitality
- Certificate II Business
- Certificate II Information, Digital Media and Technology
- Certificate II Creative Industries
- Certificate II Sampling and Measurement
- Certificate II Sport and Recreation

The Certificate III courses our students undertook were:

- Certificate III Fitness
- Certificate III Laboratory Skills

The Certificate IV course our students undertook were:

- Certificate IV Fitness



Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	85%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	60%	75%	93%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early leavers (young people who left the school in Years 10, 11 and prior to completing Year 12) at Redcliffe SHS in 2018 resulted from students leaving school to attend another educational facility, alternative programs, full time work or through cancellation of enrolment.

Students and parents are advised that post compulsory students cannot leave school unless they are going to an option that is either *earning or learning*. We require parental notification of the option students are choosing when they leave our school.

Some students have moved interstate or overseas because of family break up or parental employment. Others have left school early because of medical conditions usually associated with diagnosed mental health issues. The majority of our early leavers move to full time employment, TAFE or alternative educational programs.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <http://www.redcliffeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx> [Please paste in or edit the link to the folder where your *Next Step – Post-School Destinations* report will be found by your school community].

