Nanango State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 441 Nanango 4615
Phone	(07) 4171 6444
Fax	(07) 4171 6400
Email	principal@nanangoshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Darryl Early

School overview

Nanango State High School, set in the heart of the South Burnett, is characterised by spacious grounds and modern facilities. The school serves an extensive geograghic area which includes the townships of Nanango, Blackbutt and Yarraman. As the sole source of senior education in Nanango,the school aims to meet the diverse needs of the community. At present the school caters for between 540 and 550 students. School enrolments are predicted to rise to 600 in the future. The school, for its size, offers a wide range of curriculum subjects across the Junior and Senior schools, including Authority subjects, that is, those required for University entry but also a range of Vocational training. This has been enhanced by the strong relationship between the school and The Southern Queensland Institute of TAFE, and also the building of a Trade Training Centre 1n 2010 with its focus being on Engineering. The school also has a very strong Junior Secondary Program in Years 7 and 8 which is further enhanced by the school's close ties with our feeder primary schools. Nanango High also offers a wide variety of extra curricular activities including a very active cattle show team, involvement in the Human Powered Vehicle races and a strong and well supported Instumental Music Program. In 2019 the Senior Education system will change from OP (Overall Position) to the ATAR System. The school is undertaking considerable preparations for this major change in 2018.

School progress towards its goals in 2018

This report highlights the many achievements of Nanango State High School. The 2018 year has been another exceptional year for our school. This report indicates a wide range of successes in many diverse areas of which the school and community are very proud.

Experienced and dedicated staff, quality students and a supportive community all contribute to the success of Nanango. We are indeed living up to our motto of 'strive to achieve'. The school continues to out-perform similar schools and is recognised as a leading school in rural education. We are proud of our achievements.

The school has implemented the Big 3 Nanango Target Priorities. These three priorities are:

1. 100% attendance (target 93% for 2018)

2. All students receive at least a 'C' or higher in English, Maths and Science and

3. 100% of students receive a QCE, QCIA, completed a SAT or awarded a VET certificate.

The following table indicates school success in its targeted goals

Priority	Outcome
1. All students receive a 'C' in English, Maths and Science	**ENGLISH** / **% of Students 'C' or higher**: Year 7 — 69, Year 8 — 77, Year 9 — 90, Year 10 — 85, Year 11 — 89, Year 12 — 95 **MATHS** / **% of Students 'C' or higher**: Year 7 — 83, Year 8 — 85, Year 9 — 84, Year 10 — 88, Year 11 — 96, Year 12 — 99 **SCIENCE** / **% of Students 'C' or higher**: Year 7 — 86, Year 8 — 83, Year 9 — 86, Year 10 — 80, Year 11 — 85, Year 12 — 89

ENGLISH

	% of Students 'C' or higher
Year 7	69
Year 8	77
Year 9	90
Year 10	85
Year 11	89
Year 12	95

MATHS

	% of Students 'C' or higher
Year 7	83
Year 8	85
Year 9	84
Year 10	88
Year 11	96
Year 12	99

SCIENCE

	% of Students 'C' or higher
Year 7	86
Year 8	83
Year 9	86
Year 10	80
Year 11	85
Year 12	89

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2. Intensive Reading Program

The overarching goal is for students to be reading at an independent reading age of 12.

<u>Results for 2018:</u>

Grade	Students Involved	Improvement
7	13	100%
8	13	100%
9	9	89%

- 42% of Year 7's improved their reading age by 1.5 - 2 years
- 69% of Year 8's improved their reading age by 1 year or more
- 5 Year 9 students graduated from the program
- This program is funded by I4S money and will continue in 2019

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3. 100% of students receive a QCE or completed a SAT

- 99% of students (Year 12) obtained a qualification
- 74% of OP eligible students obtained a score between 1-15
- 97% of students received a QCE
- 95% of eligible students received a QTAC offer
- 86% of Indigenous students received a QCE

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4. 100% Attendance

- 88.1% overall school attendance and 83.4% Indigenous student attendance
- 37.5% of students had an attendance rate between 95 and 100%

Future outlook

The previous 4 Year Plan concluded at the end of 2017 when the School Improvement Unit completed an external review. The Four Key priorities for the Strategic Plan (2018-2021) are:

1. To build staff capacity,

2. Enhance parent and community engagement,

3. Improve school management and

4. Improve student achievement.

A number of committees take ownership of these major priorities. They are led by members of the Leadership Team. These three (3) committees are:

1. Positive Behaviour and Learning (PBL)

2. Student Services

3. Workplace Health and Safety

A number of other committees exist at school including Senior Outcomes Team (SOT), Junior Secondary Transition Team, Junior Outcomes Team (JOT), Student Support Team, Studies Committee, Leadership Team and the Local Consultative Committee (LCC).

In 2018 the school received $346, 937 as part of the Improvement for School (I4S) Funding. This money was spent on:

- Employing 1.8 Teachers to decrease class sizes in Year 7, 8 and 9,

- Intensive Teacher Aide Support in the schools Reading Program,

- Improving student outcomes in the Bronze Duke of Edinburgh Award Program and

- Teacher and Teacher Aide Funding to assist in Literacy / Numeracy Intervention Strategies

- Employing a 0.2FTE Technology Support person.

The short, narrow school focus revolves however around the 3 Nanango Target Priority Goals already mentioned previously.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	515	500	522
Girls	245	234	247
Boys	270	266	275
Indigenous	47	43	59
Enrolment continuity (Feb. – Nov.)	91%	85%	88%

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

Nanango State High School has been previously identified as a National Partnership low socio-economic school. Figures show that 43% of families live on less than $500 a week. Nanango is ranked in the top 20% of most disadvantaged (statistical local area of QLD). Latest ABS figures show weekly medium household income for Nanango is $780 (QLD is $1,661).

Alarming trends are also evident for the Nanango area. Nanango ranks in the high range (top 2%) for the number of vulnerable people across Queensland. Nanango also ranks in the high range (top 2%) in the area of reported Mental Health issues.

The school has strong links with local organisation CTC and the Family and Child Connect program.

A large population of the community have farming backgrounds. Major employers for Nanango and the South Burnett are the Meandu Coal Mine, Stanwell Power Station, Swickers Bacon Factory and the South Burnett Regional Council. Drought is still effecting the local community. The fluctuating electricity generation industry is creating some jobs instability. Unemployment in Nanango is 11.4%.

There is currently about 11% of the student population being indigenous and 9% of students have a recognised disability, of these students 55% are in the Quartile 3 and 4 range. The school ICSEA rating is 932.

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	19	19	20
Year 11 – Year 12	15	16	14

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

In our Senior School:

- 13 Authority (QCAA) subjects delivered at school for Year 12 students
- 1 more Authority (QCAA) subject is delivered through Brisbane School of Distance Education for Year 12 students
- 7 Authority Registered Subject Area Specification (SAS) subjects
- 14 General (QCAA) subjects delivered at school for Year 11 students
- 8 Applied (QCAA) subjects delivered at school for Year 11 students
- 4 more General (QCAA) subjects delivered through Brisbane School of Distance Education for Year 11 students
- 4 Vocational Education and Training (VET) Certificate II courses delivered at school
- 2 Vocational Education and Training (VET) Certificate I courses delivered at school
- A variety of Certificate II and III courses offered and delivered through TAFE South West (Kingaroy Campus)
- Queensland Inter-Year Program (QIP) which provides Senior students an excellent opportunity to develop leadership, organisational and pastoral care skills working with Year 7 students
- Peer Skills Program which provided Year 10, 11 and 12 students an opportunity to liaise, support and mentor junior students in Years 7, 8 and 9
- 6 Qld Certificates of Individual Attainment (QCIA)
- All senior students are given the opportunity to complete the Bronze Level Duke of Edinburgh program.

In our Junior School:

- A broad based curriculum that aligns with Australian Curriculum requirements
- A wide selection of 'Elective' subjects for students to sample
- A strong Pastoral Care curriculum focused on Social and Emotional Wellbeing, Drug and Alcohol education, Respectful Relationships, and Human Relationships Education that is delivered through our CEALS program
- Programs developing student links with community organisations such as Duke of Edinburgh, Ground Force, Army Cadets and State Emergency Service Cadets
- All Year 10 students have the opportunity to complete a Certificate I in IDMT and a Certificate II in Workplace and Vocational Pathways.

Flexi School:

- Students in Years 8-10 who for some reason do not 'fit' within a school setting are offered an alternate curriculum and setting through the Flexi School. Here students are offered opportunities to gain skills in Literacy, Numeracy and Life Skills.

Co-curricular activities

- Strong and successful sporting culture with successful school teams in AFL, Triathlon, Soccer, Rugby League, Volleyball, Softball, Netball, Cross Country and Athletics
- Successful cultural events including Art and Drama evenings
- School Band
- Award winning Agricultural Show Team
- Human Powered Vehicle (HPV) Team
- Many Academic competition successes – Maths, Science, Economics, Geography and Poetry
- Defence Force Cadet Unit (located at Nanango State High School)

- Successful Wide Bay Broncos Rugby League teams, Vicki Wilson Netball teams and School's Cup Volleyball teams
- Duke of Edinburgh program offered in all year levels
- Relay for Life – community support for cancer fundraising
- Public Speaking - Lions Youth of the Year, Rostrum and Debating

How information and communication technologies are used to assist learning

The school has a BYOX programme. In 2018, 65% of students have full-time access to a device through either the BYOX programme or the NSSCF programme. Equity devices were in place for all other students.

Teachers use Electronic Textbooks, Class Notebooks, EdStudios, OneDrive, Virtual Classrooms and various Web 2.0 tools to assist in student learning. Student communication and collaboration through these initiatives has seen an increase in higher order thinking skills and hence depth of student learning. 24/7 access to these learning environments has provided students with the means to learning anywhere, anytime which enables them to undertake extra-curricular activities knowing the work covered in class is available online in a number of subject areas.

The leadership and expertise of staff with digital pedagogy is extensive. All teaching staff are highly competent in the integration of digital learning activities within the curriculum and these are widely used across the majority of subject areas. Approximately 80% of our Education Support Workers hold the Digital Practice Guide qualification. Staff members frequently attend OneChannel Professional Development sessions, voluntary workshops held within the school and online learning modules.

Social climate

Overview

The school climate is based upon an extensive pastoral care system. A partnership of Year Co-ordinator and Administration member is responsible for each year level with that partnership following the student's right through from Year 7 to Year 12. This partnership monitors student welfare, behaviour management and overall academic performance. The Year Co-ordinator is also responsible for developing and presenting a personal development program, Career, Education and Life skills (CEALS), one period per week throughout the six years.

The School has adopted the Positive Behaviour Support Program. An extensive Matrix has been developed. This is underpinned by the 4 key values of RESPECT, RESPONSIBILITY, SAFETY and EFFORT. School wide Positive Behaviour support provides a whole school framework to create a positive learning environment. Proactive systems define, teach and support appropriate student behaviours.

Programs that develop a positive school culture include Peer Skills, Boys / Girls Anti-Bullying Days, Petero's NRL Reading Challenge, Newsletter articles, Parade items, the Flexi Learning Centre and Days against Bullying and Violence recognition. Nanango SHS is an ESmart school promoting safe online behaviours. The school website details strategies and responses to bullying.

Improving Boys outcomes has seen work in a number of areas including:

- Increased opportunities for boys in leadership positions,
- Review of curriculum and adoption of boy friendly strategies,
- Increased participation in work placement/experience options and
- Intensive programs to improve reading capacity.

The school also has a Special Education Unit that is led by a Head of Special Education Services (HOSES). There are currently 58 ascertained students at Nanango. Twenty-five (25) of these are based in the Unit. The programs offered range from all support to minimal support depending in the needs and ability of the student. Students identified through a process of data analysis of Academic achievement, support already in place, PAT testing and attendance are then reviewed for an ICP at a different year level. Teachers, Deputy Principal and ST:LaN all meet to review work samples and make contact with parents to work out a year level appropriate for their curriculum needs. Currently focused on Year 7 and 8 for an early intervention in the high school setting. Teachers are then led through the process with ST:Lan in identifying and matching assessment, differentiation and scaffolding of different year level curriculum.

A Student Support Team is led by the Head of Department Student Services. The team also includes the Guidance Officer, School Nurse, Chaplain and Ground Force Coordinator, CHYMS, HOSES, BM Support and CTC Youth Worker. The group actively case manages individual students and liaises with outside agencies.

It is pleasing to note that parents, students and staff all respond very favourably to questions in the School Opinion Survey related to "feeling safe at school".

In 2019 the school is implementing 2 new committees that consume the Student Support Team. These 2 teams will be the Complex Case Management Team and the Classroom Problem Solving Team.

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)	92%	89%	87%
• this is a good school (S2035)	94%	93%	85%
• their child likes being at this school* (S2001)	94%	91%	96%
• their child feels safe at this school* (S2002)	94%	94%	95%
• their child's learning needs are being met at this school* (S2003)	90%	85%	80%
• their child is making good progress at this school* (S2004)	94%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	87%	86%
• teachers at this school motivate their child to learn* (S2007)	86%	87%	84%
• teachers at this school treat students fairly* (S2008)	86%	79%	73%
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	84%
• this school works with them to support their child's learning* (S2010)	90%	91%	81%
• this school takes parents' opinions seriously* (S2011)	84%	87%	83%
• student behaviour is well managed at this school* (S2012)	84%	81%	83%
• this school looks for ways to improve* (S2013)	92%	92%	86%
• this school is well maintained* (S2014)	98%	100%	96%

* 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)	93%	94%	91%
• they like being at their school* (S2036)	91%	90%	80%
• they feel safe at their school* (S2037)	93%	96%	93%
• their teachers motivate them to learn* (S2038)	90%	89%	87%
• their teachers expect them to do their best* (S2039)	97%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	90%
• teachers treat students fairly at their school* (S2041)	80%	77%	72%
• they can talk to their teachers about their concerns* (S2042)	81%	77%	78%
• their school takes students' opinions seriously* (S2043)	82%	81%	75%
• student behaviour is well managed at their school* (S2044)	84%	84%	77%
• their school looks for ways to improve* (S2045)	94%	93%	93%
• their school is well maintained* (S2046)	96%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	94%

Percentage of students who agree# that:	2016	2017	2018

* 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)	95%	97%	94%
• they feel that their school is a safe place in which to work (S2070)	97%	99%	98%
• they receive useful feedback about their work at their school (S2071)	87%	89%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	87%	89%
• students are encouraged to do their best at their school (S2072)	95%	100%	100%
• students are treated fairly at their school (S2073)	93%	94%	95%
• student behaviour is well managed at their school (S2074)	95%	97%	96%
• staff are well supported at their school (S2075)	87%	91%	90%
• their school takes staff opinions seriously (S2076)	90%	88%	88%
• their school looks for ways to improve (S2077)	95%	96%	95%
• their school is well maintained (S2078)	97%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	93%	92%	90%

* 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

The P&C of Nanango State High School remains to be an active and valued component of the school's daily operation. Our three tuckshop staff continue to make great food choices for students. The tuckshop is the chief fundraising avenue for the P&C. At various times throughout the year there have been special parent up skilling nights. These have included subject selection nights, junior secondary information nights, boy's education nights, QCE/study tips nights, social media sessions and anti-bullying information.

Parents are involved in many aspects of school life including:

- Parent teacher afternoons
- Celebrating Success afternoons
- Year 7 afternoon teas
- Agricultural Show Team assistance
- Human Powered Vehicle events
- Debating and sporting teams
- Celebrating Success afternoon
- Awards Night
- School based traineeship mentors

- Volunteer reader programs
- Subject Selection nights
- Sporting events
- Facebook Page
- Sporting Teams
- Parent Information Meetings
- Tuckshop Volunteers
- Survey Monkey Responses
- School Opinion Surveys

Students with diverse needs are managed in a number of ways. The student support team case manages many students and offers support services accordingly. Students with special needs are actively case managed by the staff at the Special Education Program. Nanango is a proud inclusive school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Examples of these programs are detailed below.

Nanango State High School is committed to developing a safe and supportive school plan to address bullying and promote appropriate, respectful, equitable and healthy relationships. A Response to Bullying policy is accessible to the community on the school's website.

Respectful relationships are part of the school's Career Education and Life Skills program. Examples also include the School Wide Positive Learning Support Program, Visiting Celebrities, the Key Card System, the Behaviour Card System, Newsletter Articles, Parade Items, Parent Nights and the Ground Force Team. The development of skills to be able to resolve conflict without violence, and respond to and report incidents of violence or the potential for violence are inherent in these programs.

Additional programs which are specifically designed to respond to gender based violence, and turn our young people into young adults, include the Year 8 Rock and Water program (anti-violence), the Year 8 and 9 Boys and Girls Days (young people to young adults full day programs), the Cool Chick Program (resilience training for junior girls), the Year 10 Woman Verses World Program and Man Verses World Program (a 10 week course for all Year 10 students promoting gender equality) and the Peer Skills Program (students mentoring of junior students). These actions and practices are not limited to this list but are constantly evolving to meet the needs of the students and community. The school participates annually in the National Day against Bullying and Violence.

The E-Smart program aims to work proactively with the whole school community to ensure the personal safety and awareness of all students online. An important part of this process is the integration of safe online behaviours into all areas of the curriculum.

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	296	233	158
Long suspensions – 11 to 20 days	16	16	5
Exclusions	3	6	6
Cancellations of enrolment	4	4	0

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

- The school maintains and services its reverse cycle air conditioners to ensure they are running efficiently.
- Gardens are mulched regularly to reduce water usage.
- The school has reduced printing costs by joining a managed print service and sending our newsletter, invoices and statements out electronically.
- Colour copying has been restricted to keep costs to a minimum.
- Air Conditioning remotes – temperature restrictive remotes have been purchased for all air conditioners.
- Blinds have been placed on all windows throughout the school to assist with climate control.
- Tank water is used sparingly throughout the school
- The tuckshop is always investigating ways to reduce waste.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	284,865	340,995	272,149
Water (kL)	3,259	1,448	2,973

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* 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

Search by school name or suburb	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	53	37	<5
Full-time equivalents	50	28	<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	3
Graduate Diploma etc.*	15
Bachelor degree	28
Diploma	7
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 $79,168.

The major professional development initiatives are as follows:

QCAA	Conquest Conference
QSPA Conference	Schools Officers Conference
SBMAQ Conference	Track Ed Workshop
BEAQ Conference	HPE Conference
Cleaners Training	Guidance Officer Training
Schools Officers Training	School Law
HEIQ Conference	Biology PD
Quicksmart Numeracy	Literacy Continuum
OneSchool workshop	Teacher Aide PD
PBL Training	VET Audit
Beginning Teachers Conference	Cognitive Verbs
MRWED Training (Cert IV)	

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	88%	88%	88%
Attendance rate for Indigenous** students at this school	84%	84%	83%

* 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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	91%	91%	91%
Year 8	91%	88%	87%
Year 9	84%	88%	88%
Year 10	85%	85%	86%
Year 11	88%	88%	86%
Year 12	90%	90%	92%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	26	12	25	37
2017	29	14	18	40
2018	28	12	23	38

Proportion of Students
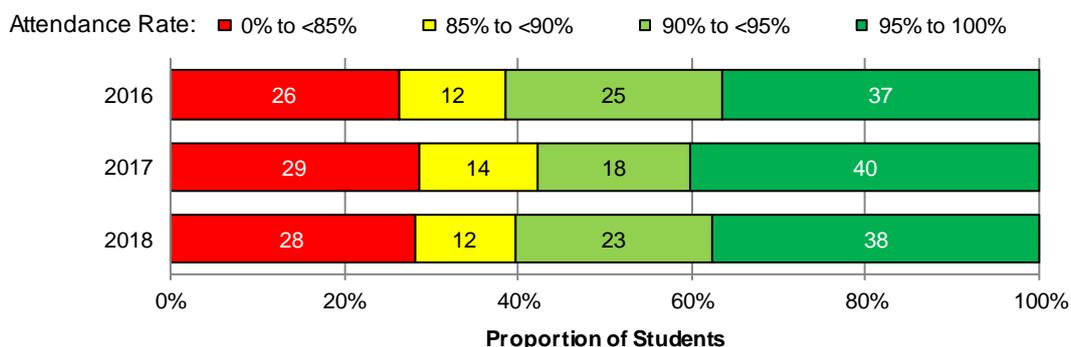
Description of how this school manages non-attendance

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.

- Attendance promoted as a Nanango State High School Target Priority - 93%
- Same day follow-up of absences and late arrivals - SMS sent
- Promotion of the importance of regular attendance in newsletters, students notices, at parent nights, on parades, included with Report Cards and on the school's website
- Student Services HOD reviews Dashboard Data weekly - targeting students below 85%
- Attendance Officer targets students between 85-95% - personal level with students
- Teaching staff/Admin team/YLC's kept informed of students absences and contacts - weekly update - 'Attendance Actions'
- HOD Student Services to case manage all senior cases and regularly absent junior cases - senior cases are in non-compulsory phase but compulsory participation
- Attendance Policy on school website
- Breakfast program/Ground Force Programs etc. designed to encourage attendance
- Meetings with parents/students with HOD Student Services
- The 'Attendance' Team looks at data/trends and further options to improve attendance twice a term
- Members of the 'Attendance' Team are allocated a Year Level and promote regular attendance at Year Level Parades - attendance is rewarded - form class figures utilized

Students below 85% - HOD Student Services

- Phone calls, emails weekly from HOD Student Services and letters (week 5 and 10) sent to parents/carers - high levels on contact - all recorded in OneSchool
- Senior students cannot attend formal
- Family Connect referrals to support non-attenders - home visits
- Prosecution of school refusals junior school
- Cancellation of school refusals senior school
- Managed attendance for disengaged students
- Support Team - GO, nurse, Ground Force, chaplain, CHYMS, CTC - manage chronic non-attenders
- Chronic non-attenders not allowed to attend End of Year Trips/Rewards Days
- PBL organized Recovery Days at the end of semesters to promote the importance of school to target non-attenders
- Referral to Complex Care Panel

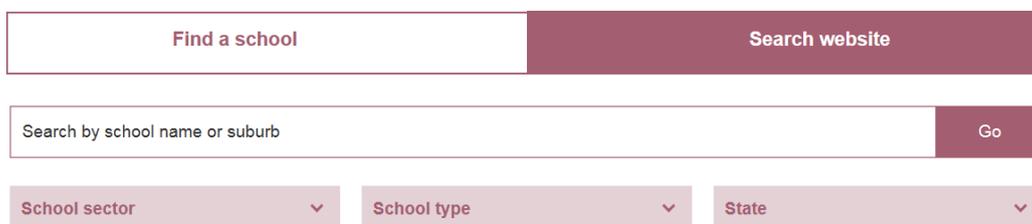**Students Above 85% - Attendance Officer**

- Rewards and incentives for improved attendance
- Letters (weeks 5 and 10) sent to parents/carers - letter of support with key tickets
- End of Year Trips/Term rewards from PBL

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/.

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

3. 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	90	69	72
Number of students awarded a QCIA	4	6	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	85	63	70
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	86%
Number of students who received an OP	28	24	27
Percentage of Indigenous students who received an OP	13%	33%	14%
Number of students awarded one or more VET qualifications (including SAT)	90	69	71

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	50	35	69
Number of students who were completing/continuing a SAT	12	12	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	83%	74%
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	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	95%

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	4	4	4
6-10	6	10	12
11-15	11	6	4
16-20	6	4	6
21-25	1	0	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	90	69	70
Certificate II	47	31	69
Certificate III or above	9	5	4

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).

Nanango State High School offers five (5) VQF certificate qualifications to students in Year 10, 11 and 12. Four (4) of these qualifications are offered by the school as the Registered Training Organisation (RTO) and one (1) qualification (Certificate II in Engineering Pathways) via an external RTO (Blue Dog Training).

Students are also involved in a number of VQF qualifications via external RTOs as standalone courses or as part of their School Based Traineeship or Apprenticeship. These include Certificate III in Fitness Training, Certificate II in Hairdressing, Certificate II in Retail, Certificate II in Underbody Technology, Certificate II in Electro technology, Certificate III in Child Care, Certificate II in Health Support and Certificate II in Business Administration.

Current vocational courses on offer at Nanango SHS are:

Certificate I	Certificate II
Certificate I in Business	Certificate II in Manufacturing Technology
Certificate I in Information, Digital Media and Technology	Certificate II in Business
	Certificate II in Engineering Pathways (MOU with Blue Dog Training as RTO)
	Certificate II in Skills for Work and Vocational Pathways

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	67%	65%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	40%	75%

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.

In general terms 19 students leave school prior to completing Year 12. About 70% of these students would be completing further training or have been employed.

The Student Outcomes Team (SOT) meets regularly with all senior students. A documented academic coaching program exists. Local agencies like CTC supply programs like Get Set for Work. The school has a strong relationship with these organisations.

The Student Support Team case manage 'at risk' students and broker appropriate services where necessary.

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.nanangoshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx