



Shailer Park State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Shailer Park State High School has an enrolment of 760 students servicing the eastern Logan City suburbs of Shailer Park, Cornubia, Slacks Creek and Loganholme. Shailer Park State High School is a rapidly improving school, fuelled by our desire to ensure all of our students have “big plans and bold ambitions” for their lives. We are extremely proud of the fact that from 2015 to 2016, the number of students attending university improved from 28% to 46%. Over the past three years our NAPLAN results have improved significantly in all three domains measured by the NAPLAN tests, and the levels of achievement reported in our report cards have made dramatic gains. We are a school on the move!

At Shailer Park High, we work vigorously to find a place of belonging for all students, specifically through our Clubs, Academies, Societies and Tutorials (CAST) activities. There are more than 20 CAST activities, meaning there is a place for everyone. Headlining our CAST Activities are our four major academies – Volleyball; Futsal, Dance and Instrumental Music. Each of these are system leading, creating performers at the highest of levels and winning countless prizes. Added to this is a CAST made up of activities ranging from Chess to Japan Club, Debating to Strength and Conditioning, Vocal Jam to Humanities and many, many more.

Shailer Park State High School is committed to becoming something special, with a stated aim “To Be in the Top 3% of Schools Nationally and Internationally.” Through our celebrated teaching platforms of Reading-to-Learn and Explicit Direct Instruction we are fast making headway towards this goal. Added to this our NEXUS Excellence Program for gifted students in Mathematics and Science creates a unique environment for these talented students, forging successful and exciting partnerships with our universities and giving these students amazing experiences. There can be little doubt that Shailer Park High is a school on the move!

Principal’s Forward

Introduction

This report provides a snapshot of the school’s annual progress in achieving its goals and priorities. This report chronicles the outstanding progress Shailer Park High is making in so many fields of endeavour. It details the school’s outstanding improvement in its NAPLAN results, the strong progress in senior school outcomes and consistent improvements in students’ Levels of Achievement. On almost all measures of school achievement, Shailer Park has made significant improvement. This report chronicles this achievement and outlines plans for the future.

School Progress towards its goals in 2016

Shailer Park State High School set out to improve outcomes in 2016, with a sharp and narrow focus on outcomes relating to:



- Reading
- Writing
- Attendance
- Senior School Outcomes

Added to this, our teachers focus relentlessly on our celebrated “RED-P” framework that underpins so much of our success:

Reading-to-Learn

Explicit Direct Instruction

Data Informed Practice

Positive Behaviour for Learning

The following table shows Shailer Park High's achievement relative to its stated goals for 2016:

Goal	2016 Outcome	Comment
NAPLAN		
Year 9		
Improvement in ALL 5 NAPLAN test areas	Two straight years of improvement in ALL 5 NAPLAN areas	Target met. Outstanding result for Shailer High!
Increase Upper 2 Bands from 9.1% to 15% (18% by 2018)	Reading – 14.6% Writing – 5.4% Spelling – 12.8% Grammar & Punctuation – 12.7% Numeracy – 18.5%	Numeracy – Target achieved. Progress made in each measure. Further, targeted work on Upper 2 Bands to continue to work towards targets.
Increase number of students at/above NMS from 83.5% to 92% (95% by 2018)	At or above NMS 96%	Great result. Already exceeded 2018 target.
Year 7		
Establish Yr. 7 NAPLAN school mean above like schools.	SPSHS (Mean all areas) – 530 Similar Schools (Mean all areas) – 520	Target achieved. Great result!
Establish Upper 2 Bands at or above 15%	U2B (All areas) – 20%	Targeted exceeded. Great results for SPSHS.
Establish number of students at/above NMS above 94%	At or above NMS – 95%	Target achieved.
Comment: Strong growth in NAPLAN in all areas. Reading-to-Learn and Explicit Direct Instruction continuing to move results forward. Shailer Park High is a highly positive school for NAPLAN improvement. Deputy Principal, Sharyn Angel, was one of 12 Commonwealth Bank Teaching Fellow award winners presented nationally, one of two Queenslanders, based largely on Shailer Park High's NAPLAN improvement.		
Attendance		
Increase attendance from 89% to 92%	90.4%	Trending upwards. Still work to do to reach goals.
Comment: While the school is trending positively, more work is required in this area to continue to surge towards becoming a “top 3%” school.		

Senior School Outcomes		
Increase % OP 1-15 to 80%	76%% OP 1-15	Slightly below target. Jerry Li achieved OP 1. Continue to work with senior students.
Increase University attendance rate to 32%	46% University attendance	Fantastic result – students are responding to “big dreams and bold ambitions” message
Increase to 100% QCE + QCIA attainment	100% QCE/QCIA	Target met for 2 straight years.

Future Outlook

In 2017, we will maintain our focus on our sharp and narrow achievement agenda in:

- Reading
- Writing
- Attendance
- Senior School Outcomes

We will enhance teaching and learning through a laser-like and continued focus on the RED-P agenda:

- Reading-to-learn
- Explicit Direct Instruction
- Data Informed Practice
- Positive Behaviour for Learning

Our 2017 data targets are:

Attendance

All Year Levels	93%
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Level of Achievement

All Year Levels	A-B 40%
	A-C 100%

NAPLAN – SPSHS Mean Score (Yr. 9)

Reading	580
Writing	550
Spelling	580
Grammar & Punctuation	580
Numeracy	590

Upper Two Bands (U2B) % (Yr. 9)

Reading	18%
Writing	15%
Spelling	18%
Grammar & Punctuation	18%
Numeracy	23%

SENIOR SCHOOL OUTCOMES

QCE/QCIA	100%
University Enrolment	50%
QCS Mean	175
OP 1-15	85+%

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	648	334	314	35	89%
2015*	696	347	349	32	87%
2016	709	332	377	34	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Shailer Park State High School has an ISCEA value of 989 which is lower than the Australian average of 1000. The student body are a wonderful and vibrant mix of young Australians. The school is not ethnically or culturally diverse and no gender imbalance pervades. Inclusive and socially just practices are evident throughout the school and promoted through Positive Behaviour for Learning (PBL). High standards have been established for uniforms and student behaviour and the school performs statistically well on measures of behaviour. A high standard of respect is evident between teachers and students.

Shailer Park High is a school of strong discipline and standards, with a focus on learning. Student results are on a steep trajectory of improvement and the student body reflect the aspirational and focused standards of the school.

Shailer Park High operates an outstanding Special Education Program for approximately 60 of its students which compliments the school's function as a high performing school. Disability is well catered for at Shailer Park High and the school's culture is united and inclusive. The school has approximately 60 indigenous students who, as a cohort, perform highly and well. 100% of the school's graduating indigenous students achieved a QCE. Only a small number of students come from a background where English is not the major language spoken at home.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	22
Year 11 – Year 12	17	16	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our approach to curriculum delivery is explicit and direct, and is outlined in our RED-P agenda:

- Reading-to-learn
- Explicit Direct Instruction
- Data Informed Practice
- Positive Behaviour for Learning

We believe all students can learn. All of our teaching platforms are deeply researched, proven and are underpinning strong growth in the school. Teaching staff are actively in-serviced and trained in our teaching methods, including the use of three specialist teaching coaches:

- Teaching & Learning Coach
- Success Coach

We work closely with our cluster primary colleagues to develop a seamless transition of curriculum, teaching and learning.

A great deal of time and expertise has gone into establishing a world-class teaching and learning environment for our students.

Co-curricular Activities

A wide range of extra-curricular activities are available for Shailer Park High students known as Clubs, Academies, Societies and Tutorials (CAST). These include extremely successful programs in Instrumental Music, Dance Academy, Volleyball Academy and Futsal Academy. The following extra-curricular activities are available for students:

- Instrumental Music
- Science Ambassadors program
- Volleyball Academy
- Football/Futsal Academy
- Dance Academy
- Chess Club
- Champions Cup Intra-School Competition
- Debating

- Vocal group
- Piano lessons
- Touch Football
- Japan Club
- Humanities Club
- Strength and Conditioning Crew
- Champions Cup
- Debating Club
- Coding Club
- Robotics Club
- Drama Club

How Information and Communication Technologies are used to Assist Learning

ICT is used to empower teachers and learners. We use technology in the classroom as central to teaching and learning. We actively use projectors and laptops as teaching tools to supplement our pedagogy (EDI) model. Technology increases engagement for students and thus affects learning positively, creating opportunities for learners to develop their creativity, problem-solving abilities and communication skills.

Shailer Park does not use ICT as a stand-alone solution to teaching and learning. We use a number of tools at our disposal to maximize impact on teaching and learning. ICT is integrated into the classroom to ensure teachers have a range of tools at their disposal. Having said that, we do engage a range of technology in classrooms, using Adobe Suite and the Microsoft Office programs extensively throughout subjects within the school, for instance, we use ICT for simulations and modelling in science/math and use word processing to develop student language and communication skills in English and Humanities subjects, as well as Computer Aided Design programs in our Technology and Design faculty. We introduce coding to students in our junior school and develop these skills throughout their time at Shailer Park SHS which develops analytical skill and critical thinking. Using a variety of software packages can ensure that our learners are given tasks that match their individual needs in a range of subject areas. This can build confidence and success across subjects and creates opportunities for deep learning within subjects.

Having computers with our school and allowing students to bring their own devices ensures that students are using technology in a meaningful manner and are equipped with skill that will enable them to use technology implicitly and with purpose in the workplace or for further study. We also use technology to monitor, record, track and analyse student performance, communicate with families and research best practice.

Social Climate

Overview

Shailer Park State High School has a very positive school climate, with students overwhelmingly cohesive and united in their outlook, building strong relationships with teacher and each other. The students of Shailer Park High are highly relational and resilient, adapting quickly to set-backs and understanding that responsibility for their future lies with themselves. Teachers and students at Shailer Park High for particularly strong relationships. The social climate at Shailer Park High is underpinned at all times by our values:

- We are safe
- We are respectful
- We are responsible

In order to support students, a highly active “Care Team” monitors the social environment and makes action plans for continual improvement. The Care Team consists of:

- Deputy Principal
- Guidance Officer
- Success Coach
- Youth Support Worker
- Head of Special Education Services
- School Chaplain

- School Nurse

To ensure a positive and disciplined climate is maintained, the school operates the Positive Behaviour for Learning (PBL) program. Through PBL the school explicitly teaches positive behaviour to students. Positive behaviour is rewarded with students who behave in keeping with our values and who have strong attendance, attending rewards days at the end of each term. Staff are explicitly up-skilled in the teaching of positive behavior to create a high-functioning, cooperative and disciplined environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	81%	92%
this is a good school (S2035)	89%	69%	84%
their child likes being at this school* (S2001)	90%	81%	87%
their child feels safe at this school* (S2002)	97%	73%	91%
their child's learning needs are being met at this school* (S2003)	86%	65%	89%
their child is making good progress at this school* (S2004)	88%	78%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	81%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	67%	89%
teachers at this school motivate their child to learn* (S2007)	79%	68%	93%
teachers at this school treat students fairly* (S2008)	80%	58%	83%
they can talk to their child's teachers about their concerns* (S2009)	94%	73%	96%
this school works with them to support their child's learning* (S2010)	87%	65%	94%
this school takes parents' opinions seriously* (S2011)	90%	58%	85%
student behaviour is well managed at this school* (S2012)	77%	61%	78%
this school looks for ways to improve* (S2013)	94%	61%	91%
this school is well maintained* (S2014)	77%	75%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	88%	83%
they like being at their school* (S2036)	88%	79%	76%
they feel safe at their school* (S2037)	88%	84%	82%
their teachers motivate them to learn* (S2038)	86%	81%	82%
their teachers expect them to do their best* (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	82%	71%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	69%	72%	54%
they can talk to their teachers about their concerns* (S2042)	75%	59%	58%
their school takes students' opinions seriously* (S2043)	71%	69%	51%
student behaviour is well managed at their school* (S2044)	62%	55%	52%
their school looks for ways to improve* (S2045)	87%	86%	86%
their school is well maintained* (S2046)	82%	72%	82%
their school gives them opportunities to do interesting things* (S2047)	84%	75%	68%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	85%
they feel that their school is a safe place in which to work (S2070)	98%	97%	93%
they receive useful feedback about their work at their school (S2071)	76%	86%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	77%	69%
students are encouraged to do their best at their school (S2072)	93%	100%	96%
students are treated fairly at their school (S2073)	91%	97%	93%
student behaviour is well managed at their school (S2074)	80%	84%	70%
staff are well supported at their school (S2075)	61%	86%	75%
their school takes staff opinions seriously (S2076)	47%	86%	83%
their school looks for ways to improve (S2077)	91%	97%	94%
their school is well maintained (S2078)	59%	86%	93%
their school gives them opportunities to do interesting things (S2079)	70%	89%	82%

* 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

Parent engagement has always been a prized asset at Shailer Park State High School. In 2016 the school's Parents and Citizens organization was active in engaging in building a highly responsive parent support group to lend assistance to the growth of the school.

In 2016, a program of Principals' Tours proved very popular with the community, allowing parents and community members to observe the school in action. Feedback from parents was that they valued the opportunity to engage with their student's school and to ask questions related to students and learning.

In 2016 the school hosted a number of information evenings to ensure parents were well informed about their child's education. In particular, information evenings focused on students' subject selections and explaining the importance and relevance of these to parents.

The school hosted two formal Parent-Teacher evenings to allow parents and teachers to discuss students' progress in their studies and to plan for their future success.

Year 10 parents also engaged in the important Senior Education and Training (SET) Plan process, through which students plan for the Senior Secondary studies.

All parents receive an electronic newsletter which is published every three weeks.

The school also utilizes a range of digital media to provide the clearest and best information possible, including Facebook and text messaging. Increasingly, the school is understanding the power of social media to connect with Families and our community and is becoming increasingly adept at using this communication tool.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	73	203	182
Long Suspensions – 6 to 20 days	3	20	9
Exclusions	5	10	6
Cancellations of Enrolment	6	4	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to encourage efforts to reduce its environmental footprint, with all staff encouraged to minimize energy use wherever possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	296,283	368
2014-2015	313,691	901
2015-2016	316,829	

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	30	<5
Full-time Equivalent	61	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	24
Bachelor degree	35
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$70 994.00

The major professional development initiatives are as follows:

Reading-to-Learn Program

Explicit Direct Instruction

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	85%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

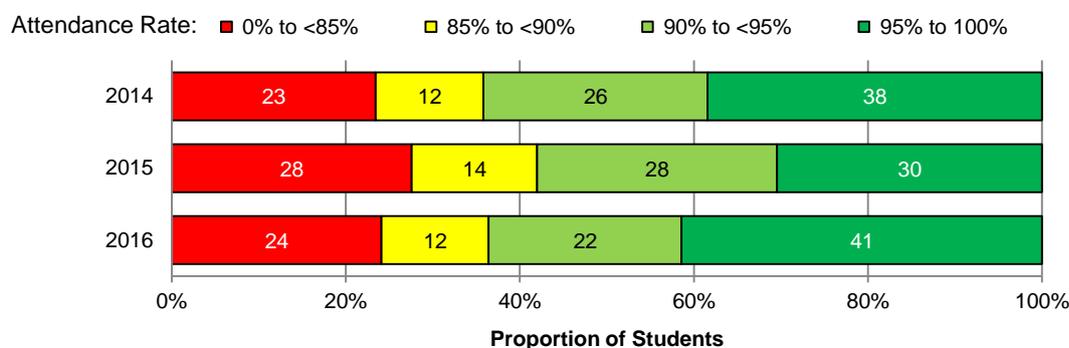
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	88%	88%	88%	92%
2015								90%	90%	88%	86%	89%	87%
2016								92%	90%	90%	89%	90%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Full school attendance is something taken very seriously at Shailer Park State High School. The school responds to global research that shows an unmistakable link between school attendance and student learning outcomes. As such, a range of measures are used to track attendance and encourage students and parents to give full school attendance their highest priority. Measures adopted by the school to monitor and improve attendance included:

- Weekly monitoring of attendance statistics, with reports provided to Year Level Coordinators who then contact parents and apply consequences.
- Mark of rolls lesson-by-lesson and constant monitoring of discrepancies.
- Attendance expectations clearly outlined through assemblies, newsletters, letters to parents and conversations with students.
- Letter to senior students outlining expectations and their role in setting standards.
- Attendance letters issued to students with less than 80% attendance.
- Interviews with parents who consistently fail to meet attendance benchmarks.
- Managed Attendance Plans for students whose attendance consistently fails to meet set targets.
- Cancellation of enrolment processes for senior secondary students.
- A Community Liaison Officer to assist with the tracking and promotion of full attendance was employed in 2015.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	127	92	109
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP)	55	31	40
Percentage of Indigenous students receiving an Overall Position (OP)	50%	14%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	14	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	84	55	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	50	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	122	90	106
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	87%	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	96%	93%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	14	16	16	3
2015	4	6	17	4	0
2016	4	11	15	10	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	34	22	42
2015	9	11	42
2016	21	32	52

As at 3rd February 2017. The above values exclude VISA students.

Shailer Park State High School is committed to Vocational Education and Training (VET). The school offers a range of Certificate courses to provide students with the best possible pathway for their careers. Certificate courses offered at Shailer Park High include:

Certificate III in Engineering – Technical

Certificate II in Kitchen Operations

Certificate II in Front of House

Certificate III in Fitness

Certificate III in Aged Care

Certificate III in Children's Services

Certificate I in Furnishings

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	74%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	89%	89%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Description	2014	2015	2016
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Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.shaiparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Shailer Park State High School has relatively few students who exit prior to completing Year 12. This is due to the broad range of curriculum offerings and the support provided to students. Throughout their senior secondary studies, students are supported by a Guidance Officer, a dedicated team of Heads of Department, a Youth Support Coordinator and an Industry Placement Officer. Opportunities are provided for students to obtain industry experience through work placement. The school also offers school-based apprenticeships and traineeships and maintains a network of relationships with providers such as TAFE to give students every opportunity to achieve.

Shailer Park High involves parents where issues arise with a student's progress towards completion of their senior studies, with plans worked out for each student on an individual basis. In particular, the involvement of the Guidance Officer allows the school to identify underlying issues and provide appropriate support. Records show that students who do leave before the end of their senior school studies go to other schools, are home-schooled or transition directly to the workplace.

Conclusion

Shailer Park State High School is a positive school moving in a positive direction.

We are a school where students can find belonging through involvement in our CAST (Clubs, Academies, Societies and Tutorials) activities. We are also incredibly lucky to have our NEXUS Academy catering to gifted students in Mathematics and Science.

Ours is a school committed to students, committed to improvement, and committed to doing our best each and every day. We believe that things such as our sustained NAPLAN improvement reflect that commitment.

With great results, and a place for all students to find belonging, we are a school on the move!