



Alexandra Hills 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

The mission of Alexandra Hills SHS is to provide education appropriate to the needs of all learners in the school community in a caring environment where students are both challenged and supported. As an Independent Public School we are in a privileged position to be able to work closely with our school community to ensure that these needs are met. A member of the Queensland Minerals and Energy Academy (QMEA), ours is one of the largest high schools in the Bayside. The QMEA partnership has seen an increase in the number of students who have pursued engineering at university as a consequence of the special experiences and learning made available with the co-operation of the Queensland Resources Council. Continued popularity of the school is attributed, to some extent, to this partnership and other strong partnerships with primary schools, universities and TAFEs. A broad curriculum offering 39 academic subjects and 29 nationally-recognised vocational certificates (including Certificate III and Diploma) is in place, enhanced by a rich co-curricular program with notable success in dance, music, public speaking and debating.

Participation in debating and public speaking competitions is encouraged by teachers who coach students with the aim of achieving excellence. Physical activity is valued and students' success is seen through the many teams who win Metropolitan Premierships and individuals who reach State and National competition. The high level of engagement, particularly of Senior students, may be attributed to these extensive curricular and co-curricular programs enhanced by a Leadership Program which creates a broad range of opportunities for students to lead in the life of the school. One of the aims of this program is to promote an ethos of service such that students are encouraged to see our school as part of the local and global community and to explore their role as ethical contributing members. Due to our outstanding results, our Senior Program was recognised with a Queensland Showcase Award for Excellence in the Senior Phase of Learning. Specialist classes in Years 8-10 in Mathematics and Science, Sporting Excellence and a Rugby League Development Program allow students to develop their individual talents.

All students study English and Mathematics and there are extension classes in both of these subjects at all year levels. Languages Other Than English (LOTE) is a particular focus with three languages - Italian, German and Japanese - taught in the school and another six offered through virtual learning modes. Regular study tours to Germany, Italy and Japan support language development and cultural understanding. Annual ski trips to New Zealand, a music tour to Beijing, a study tour to Vietnam with a focus on history and dance classes in the USA all add to the richness of school life at Alexandra Hills State High School.

Student welfare is a high priority and the same key personnel (Deputy Principal, Welfare Head of Department and Year Co-ordinator) work with the students over their five years at the school. A full range of support personnel (guidance officers, chaplains, nurse and youth support co-ordinator) and personal development programs contribute to the well-being of each student. Our school is one of only 20 schools selected to pilot the Queensland introduction of Year 7 into high school and we welcomed our first cohort in 2013.

School progress towards its goals in 2018

Of our Year 12 cohort of 185 students, 3 students received the Qld Certificate of Individual Achievement (QCIA) and 182 students were awarded the Qld Certificate of Education (QCE) demonstrating that each student had a successful conclusion to their senior studies at Alexandra Hills SHS.

We continue to prioritise Literacy for our Junior Secondary students, implementing the Super Six Reading Strategy and the Seven Steps to Successful Writing across the curriculum. This is in addition to Corrective Reading, after school tutoring and other strategies which support students whose literacy skills require development.

We were very excited to learn that Amber Mann, (Year 12) received a T.J. Ryan Medal and Scholarship.

Future outlook

The Centre of Excellence in Automation and Robotics continues to develop. The learning facilitated by the Centre allows students to experience firsthand some of the technology which will play a part in their working lives in the future. We are delighted that the Centre will be housed in a brand new facility opening at the end of 2019.

Strategically, Alexandra Hills State High School continues to explore ways of ensuring the best opportunities are available for the full engagement of the range of students in the school. This includes the expansion of our broad academic and vocational program, TAFE offerings and the extension of our range of co-curricular activities. It also relies on the enhancement of our partnerships with the Queensland Resources Council as a member of the Queensland Minerals & Energy Academy (QMEA) and the three major universities – University of Qld, QUT and Griffith University. The inclusion of our school as one endorsed by Education Queensland to offer places to international students has reinforced our aim to provide an education which prepares students for life as global citizens.

Our processes and curriculum delivery were reviewed in preparation for the future implementation of the Senior Assessment and Tertiary Entrance system.

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	1384	1484	1457
Girls	655	680	641
Boys	729	804	816
Indigenous	79	95	93
Enrolment continuity (Feb. – Nov.)	94%	92%	93%

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

Our students are drawn mainly from Redlands, although a considerable number live in all parts of the greater Brisbane area.

The main occupations of our parents are Technicians and Trades, followed by Clerical and Administrative and Professional. Most of our students were born in Australia and includes a healthy number of Aboriginal and Torres Strait Islander students. Other students come from New Zealand, England and South Africa in relatively significant numbers. Beyond that, we have students who have immigrated from a wide range of countries.

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	22	22	21
Year 11 – Year 12	18	19	18

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

Alexandra Hills State High School offers a wide and diverse range of subjects to cater for the needs of every student. A full range of academic subjects is offered. Specialist classes, beginning in Year 7 are offered to extend the gifts and talents of our students. These include:

STEM Academy – extension Science and Mathematics course.

Sports Academy – for those students who excel in sport and are seeking development and extension.

Rugby League Development – for students who excel in Rugby League. This program is a sport development partnership with Wynnum Manly Seagulls and the Brisbane Broncos.

Enrolment in these classes is selected on merit through an application process.

The Junior Secondary curriculum is built around the ACARA framework. All students study a core of English, Mathematics, Science and History each semester. Health and Physical Education is compulsory until Year 10. Students can choose from a range of more than 20 elective units to complete their curriculum.

Our vocational courses lead to nationally recognised qualifications from Certificate II through to Certificate III in a range of fields such as Business, Children's Services and Fitness.

In the Senior School the following subjects were offered.

ACADEMIC

English

Mathematics A, B, C

Physics, Chemistry, Biology, Engineering Technology/Science21

Modern & Ancient History, Geography

Italian, German and Japanese

Legal Studies, Business Communication & Technology, Business Management

Information Technology Systems, Information Processing Technology

Film, TV and New Media, Art

Dance, Drama, Music, Music-Extension

Physical Education, Health Education

Home Economics

Graphics

Technology Studies

VOCATIONAL

English Communication

Pre-Vocational Mathematics

Recreation Studies

Creative Arts – Media

Creative Arts – Visual

Horticulture

Industrial Skills (Automotive)

Tourism

Hospitality Practices

Recreation Studies – Rugby League

Furnishing Skills

Engineering Skills

Social and Community Studies

Nationally Recognised Certificate (Courses Offered at school)

BSB30115 Cert III in Business

CHC30113 Cert II in Early Childhood Education and Care

AUR21212 Cert II in Automotive Underbody Technology

SIS30315 Cert III in Fitness

SIT20213 Cert II in Hospitality

SIT20312 Cert II in Kitchen Operations

SIS20115 Cert II Sport and Recreation (NRL Specialty) Rugby League

TAFE Brisbane

Cert II Animal Studies

Cert II Auslan

Cert III Beauty Services

Cert III Business Administration

Cert III Micro Business Operations

Cert III Business

Cert III Design Fundamentals – Graphics

Cert III Design Fundamentals – Photo Imaging

Cert III Events

Cert II Health Support Services
Cert II Salon Assistant
Cert II Hospitality
Cert III Information, Digital Media and Technology
Cert IV Crime and Justice Studies
Cert II Manufacturing Technology
Cert III Screen and Media – Film and Television
Cert III Screen and Media - Multimedia
Cert III Music Industry – Music Performance
Cert III Music Industry – Music Business
Cert II Retail Cosmetics
Cert III Makeup
Cert II Rural Operations
Cert II Sampling and Measurement
Cert II Sport and Recreation
Cert III Telecommunications Technology
Cert II Tourism
Cert III Visual Arts
Cert III Accounts Administration
Cert II & III Applied Fashion Design and Technology
Cert II Retail Baking Assistance
Cert III Hospitality

Skills Tech Australia

Cert II Electrotechnology
Cert II Plumbing Service
Cert II Furniture Making Pathways
Cert I Construction
Cert II Engineering Pathways
Cert II Automotive Cylinder Head Reconditioning
Cert II Automotive Electrical Technology
Cert II Rail Infrastructure

Co-curricular activities

Sporting

- Aerobics
- Student and teacher competitions
- School Gym

Arts

- Art Club
- Choir
- Drama Extension
- Drumline
- Guitar
- Instrumental Music
- Music club
- Piano

Recreational

- Chess club
- History club
- Science club
- Afternoon Hangs
- Book Club
- Robotics Club
- Photography Club
- Nintendo Club
- Tabletop Gaming Club
- Card Club

Welfare/Goodwill

- Chill Zone
- Interact Club
- Leo Club
- Student Council
- Taskforce/Buddy Bench

Academic

- After School Literacy
- Language tutoring and Culture Club
- HHQ (Homework Headquarters – a Taskforce initiative)
- Maths tutoring

Promotional

- Alexandra Hills State High School Yearbook/Magazine

Competitive

- Debating
- Dance Troupe
- Armonia

Personal Achievement

- Duke of Edinburgh Award
- School Event Support
- Tech Crew
- Film Crew

How information and communication technologies are used to assist learning

Information and Communication Technologies has reached new heights at Alexandra Hills State High School with the development of the Centre of Excellence (COE) in Automation and Robotics which boasts four specialised computer labs to provide students of Technology subjects opportunities to explore and learn about next generation technology skills in electronics, programming and automation. These computer labs are fitted with specialised technologies and software including laser technologies, 3D printers, drone and Virtual Reality (VR) technologies. The Labs allow teachers to deliver real world projects and further extend the innovative technologies curriculum based around Robotics, Automation & Coding. The COE provides students with an excellent environment that encourages technological creativity and innovative design practice. Projects can be seamlessly developed from imagination to concept and manufacture in a single location.

Our commitment to provide the most relevant and engaging learning opportunities for students and staff has been maintained and enhanced with major investments in infrastructure improvements and increased technical support. The comprehensive IT upgrade of servers, data projectors, internet bandwidth and introduction of multi-function follow-me printing with web print ensures students in all subject areas have access to school wide wireless network, nine fully networked computer laboratories, five laptop trolleys/ cabinets, as well as numerous computer pods, tablets and iPad's. This has both significantly increased student technological expertise as well as supporting the shift in teaching and learning experiences towards an increased focus on flexible delivery, project based and authentic inquiry based learning. Modern education is dependent on efficient, up to date technology that is multifunctional and easy to use.

The overall participation level of the senior laptop program remains strong with 80% of Years 10-12 students taking up the opportunity to successfully participate in the BYO Learning Device program. This program allows students to use a device that they are familiar with, creates awareness and competency of digital capabilities as well as providing them to 24/7 access to technology.

The IT department has also implemented initiatives to reduce our carbon footprint with the introduction of automatic shutdown of all computer labs at the end of each day and auto power sensors are installed on all multifunction devices to reduce power consumption. Double sided printing defaults are also set to reduce paper usage.

As an eSmart accredited school we actively support and promote cyber safety embedding smart, safe and responsible use of ICTs in our school culture. Since 2016 all Year 7 students complete an online digital licence and Year 7 and Year 9 students participate in annual cyber safety workshops.

Our IT department is constantly looking at ways to innovatively and creatively integrate technology that is responsive to student needs, is up to date with real world technological development and working to engage students in ways that will be relevant to their technological futures.

Social climate

Overview

An emphasis on student welfare forms a strong part of our school culture.

In order to ensure that students feel supported in the school the Deputy Principal and Year Level Coordinator stay with their year group for the six years of a student's education. This ensures the continuity of the relationship between the student, parents and these key people.

The specialist Welfare Team, including Chaplains, Nurse, Youth Support Coordinator, Deputy Principal (inclusion) and Guidance Officers, meets regularly to coordinate student support. In addition, the personal development of our students is nurtured through the 'Alex and Me' Program, as well as through school camps and special events days. 'Alex and Me' is an award winning student welfare program which addresses the needs of Junior Secondary students as they transition through the tumultuous years of early adolescence. Our school's approach is to meet students' needs in the broadest context – social, emotional and educational.

As part of the school's anti-bullying strategy, we have introduced My Place. My Place is a confidential database students use to report incidents of bullying and or concern to either themselves or a friend. My Place is accessible from any connected device at school or home and provides another welfare avenue for students to seek support and help.

Alexandra Hills State High School is an accredited eSmart School. This is an initiative of the Alannah and Madeline Foundation with the aim of the program being to enable schools to develop a whole school approach to managing cyber safety and preventing bullying and

cyber bullying. As an eSmart School we also promote the positive use of information and communications technology for students, staff and the Alexandra Hills State High School community.

Student participation in learning is formally recognised through *Quiet Achiever Awards* which are presented at a ceremony for parents and family in second term each year while an Honours Academy program supports our highest achieving Year 11 and 12 students through a mentoring process.

Student leadership is also encouraged through the Student Council, student-led Assemblies, Year 10 Annual Dinner, Year 11 Function, Year 12 Formal, Awards Night and Graduation Ceremony. The school has an excellent formal process for selecting and inducting the student leadership team for the following school year which includes School Captains, Sports Captains, Senior Leaders, Subject Mentors and Literacy Mentors. A Junior Secondary Leadership program is in place to provide leadership roles for students in Years 7-9. This includes a Junior Secondary Leadership Ceremony which is attended by many parents. Junior School and Senior School Captains hold positions on the School Council.

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%	98%	88%
• this is a good school (S2035)	93%	100%	86%
• their child likes being at this school* (S2001)	94%	94%	86%
• their child feels safe at this school* (S2002)	94%	93%	85%
• their child's learning needs are being met at this school* (S2003)	93%	98%	88%
• their child is making good progress at this school* (S2004)	91%	98%	91%
• teachers at this school expect their child to do his or her best* (S2005)	95%	99%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	95%	88%
• teachers at this school motivate their child to learn* (S2007)	90%	92%	85%
• teachers at this school treat students fairly* (S2008)	87%	86%	78%
• they can talk to their child's teachers about their concerns* (S2009)	92%	95%	93%
• this school works with them to support their child's learning* (S2010)	92%	90%	86%
• this school takes parents' opinions seriously* (S2011)	87%	89%	77%
• student behaviour is well managed at this school* (S2012)	86%	86%	68%
• this school looks for ways to improve* (S2013)	92%	97%	87%
• this school is well maintained* (S2014)	96%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	90%
• they like being at their school* (S2036)	94%	88%	80%
• they feel safe at their school* (S2037)	88%	97%	79%
• their teachers motivate them to learn* (S2038)	87%	86%	89%
• their teachers expect them to do their best* (S2039)	98%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	86%	84%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	68%	76%	72%
• they can talk to their teachers about their concerns* (S2042)	77%	72%	65%
• their school takes students' opinions seriously* (S2043)	75%	72%	65%
• student behaviour is well managed at their school* (S2044)	65%	71%	60%
• their school looks for ways to improve* (S2045)	91%	96%	89%
• their school is well maintained* (S2046)	93%	95%	88%
• their school gives them opportunities to do interesting things* (S2047)	92%	97%	89%

* 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%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	94%
• they receive useful feedback about their work at their school (S2071)	85%	82%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	87%	86%
• students are encouraged to do their best at their school (S2072)	96%	97%	96%
• students are treated fairly at their school (S2073)	97%	94%	90%
• student behaviour is well managed at their school (S2074)	87%	66%	63%
• staff are well supported at their school (S2075)	87%	80%	67%
• their school takes staff opinions seriously (S2076)	85%	85%	80%
• their school looks for ways to improve (S2077)	88%	91%	91%
• their school is well maintained (S2078)	96%	96%	94%
• their school gives them opportunities to do interesting things (S2079)	91%	91%	92%

* 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

Alexandra Hills State High School values our place in the community and our relationship with the parents of our students. Our active Parents & Citizens Association is a very important part of our school community. It provides a forum for parents and the opportunity to participate in constructive debate about school issues. Parents may also choose to be involved in the All Music Program Support Group (AMPS) or as a volunteer in the Tuckshop or Uniform Shop.

The School Council is representative of the school and wider community and is invaluable in providing strategic advice to inform the school's direction.

Communication from the school aims to ensure that parents are well informed. The newsletter is published online and written reports of students' progress are provided three times per year. Parents are invited to access teachers for interviews at any time but particularly after the distribution of the Term 1 and Semester 1 Reports. Parent/Teacher evenings allow for the discussion of issues relevant to those students at the time and also afford parents the opportunity to meet with teachers and other parents and to ask questions. The 'Q Parents' app was introduced to help improve communication between the school and families. Facebook and text messaging are important communication tools.

Regular performance events provide opportunities for the community to enjoy the work of our students. Open Day allows parents of prospective students to talk with teachers, learn about the range of subjects offered, extra-curricular activities available and enjoy student performances in a warm and welcoming atmosphere.

Year 7 parents are invited to a 'Meet and Greet' evening at the start of the year to welcome our new students and their families. Parents meet key staff in their child's education as well as the administration team.

Respectful relationships education programs

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

Our school Alex & Me! Wellbeing Program incorporates units of work on respectful relationships in Years 7, 8, 9 & 10. The Respectful Relationships program was designed and written utilising the Queensland Government's education program. It focuses on influencing behaviour change to prevent undesirable social consequences such as family and domestic violence and focuses on developing and maintaining respectful relationships, respecting self and gender equality.

In Years' 11 and 12 these programs form part of the weekly Personal Development Program.

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	444	416	422
Long suspensions – 11 to 20 days	22	26	30
Exclusions	13	10	19
Cancellations of enrolment	5	11	5

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	568,404	620,585	554,508
Water (kL)	6,741	7,536	2,448

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.

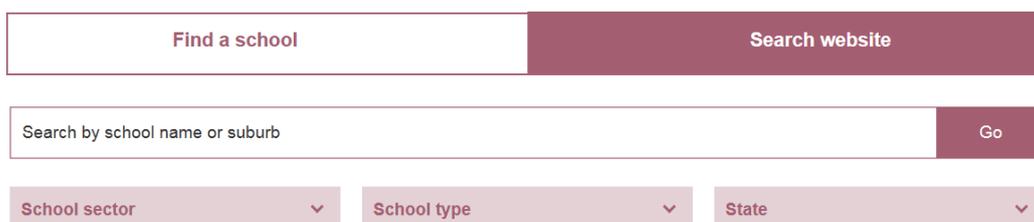
School funding

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.



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



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



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	123	57	<5
Full-time equivalents	116	42	<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	2
Masters	16
Graduate Diploma etc.*	58
Bachelor degree	132
Diploma	28
Certificate	20

*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 \$44, 980.00.

The major professional development initiatives are as follows:

- Preparation for the new Senior Assessment and Tertiary Entrance System
- Supporting students with trauma backgrounds
- Critical and creative thinking
- Behaviour management through classroom routines
- Positive Behaviour in Learning

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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%	90%
Attendance rate for Indigenous** students at this school	88%	85%	87%

* 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			

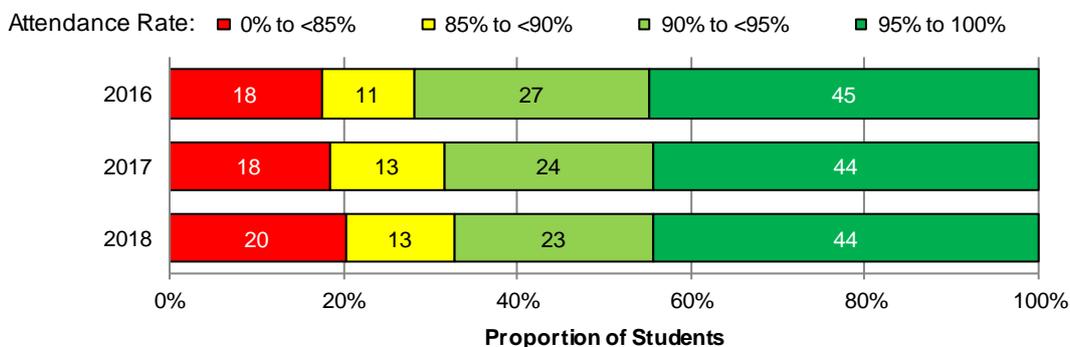
Year level	2016	2017	2018
Year 7	94%	90%	93%
Year 8	90%	91%	89%
Year 9	90%	89%	88%
Year 10	89%	88%	87%
Year 11	91%	92%	93%
Year 12	92%	93%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 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.

Alexandra Hills State High School is committed to providing a safe and supportive learning environment for all students which facilitates their educational needs.

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Alexandra Hills State High School will take the following actions:

- The parent or carer will be contacted by the Attendance Officer (by phone or mail /email) to determine if there is a reasonable excuse for the absence/s
- All contact and attempted contact with parents regarding student absences will be recorded in One School attendance. This includes (where deemed necessary by the Principal) the reporting of persistent and/or unexplained absences to Education Queensland, the Queensland Police Service and the Department of Child Safety. Referral to relevant staff (Deputy Principal Yr 7, 8, 9, 10, 11, 12, Guidance Officer, Head of Department Student Welfare)

When a student is absent without explanation for 3 consecutive days, 5 consecutive days or where a pattern of absences has been identified, the Attendance Officer (in conjunction with Deputy Principal) will take the following actions:

- Run a consecutive day absence report and forward to all members of the attendance team for advice to guide next actions
- Maintain an attendance follow-up spreadsheet to identify student that receive consecutive days absence letters
- Produce relevant letters for consecutive days absences. Email letter to relevant carers where possible and mail where no active email address exists.
- Record all outgoing correspondence in One School.
- Maintain an "Attendance follow up folder" to retain copies of all 3 / 5 day letters sent, for use by the attendance team when supporting the student return to school process
- Record any carer responses to correspondence into contacts through One School. Where absences re explained change absence codes as required and remove the relevant 5 day letters from the follow-up folder
- Produce the Attendance Enforcement letters (Notice Form 4 – Failure to attend and Warning Notice Form 5 – Failure to attend) as requested by relevant Deputy Principals
- Specifically inform the Deputy Principal where 5 consecutive days of absence have occurred after the Form 5 process has been instigated.

Where a pattern of absences has been identified the Attendance Team will apply the Department of Education procedure – Managing Student Absences and Enforcing Enrolment and Attendance at State Schools – Process for enforcing parental obligation that a child of compulsory school age attends on every school day, for the education program in which the child is enrolled and meet to identify support strategies to be put in place to re-engage student.

Where the above processes have not resulted in improved attendance the Deputy Principals will commence attendance enforcement processes

At Alexandra Hills State High School the consequences of unexplained / unauthorised absences might include the following:

- Carer contact through a member of the Attendance team
- 3 and 5 days consecutive pattern of absence letters
- Home visits to seek information and offer support to families and as appropriate after 10 days of consecutive absence provision of Exemption Applications and advice regarding this process
- Receipt of Enforcement letters (Form 4 and 5) where parents are not meeting their parental responsibilities as identified under the Education Act
- Possible cancellation of enrolment (for students in the post-compulsory phase of education)

Roll Marking Processes:

Use of ID Attend to record lesson by lesson attendance (including Form Class/Assembly) monitoring and recording following the electronic roll marking procedures during the school day. If electronic rolls unavailable, paper version would be expected to be completed and handed to Rolls Officer who contacts parents / guardians via a text message before 11.30am when a student is absent from school

Daily monitoring and reviewing of cohort daily attendance data is undertaken by the Deputy Principals' of each year level.

The Attendance Officer will record student late arrival and early leave requests. Students arriving late for school are to report to the attendance window with student ID card and a signed parent note for a printed Late Slip which is to be presented to the classroom teacher. Students requiring an early departure must present a note from their parent /guardian outlining the reason for the early departure to the

relevant Deputy Principal before school. The note which will be signed by the Deputy Principal must be presented at the attendance window (with a student ID card) when signing out for early departure.

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.

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

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

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	193	198	186
Number of students awarded a QCIA	4	7	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	189	191	183
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	67	89	95

Description	2016	2017	2018
Percentage of Indigenous students who received an OP	20%	25%	22%
Number of students awarded one or more VET qualifications (including SAT)	160	134	137
Number of students awarded a VET Certificate II or above	131	98	116
Number of students who were completing/continuing a SAT	40	61	71
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	78%	81%	76%
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	98%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	98%	98%

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	10	12	12
6-10	20	27	28
11-15	22	33	32
16-20	15	15	22
21-25	0	2	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	103	41	10
Certificate II	103	72	72
Certificate III or above	71	51	73

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).

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%	82%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	91%	81%	71%

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.

The most significant proportion of students who leave the school in Years 10, 11 and before completing Year 12 are those students whose families move away from the area and who enrol at another secondary school. A number of students also opt to continue their education at TAFE. Students who have completed Year 10 sometimes opt for full time work and the school utilises both internal and external resources to assist students achieve their goals to enter full time employment. Each year, several international students and study-abroad students return to their home countries to complete their education.

In the case of students whose enrolment is cancelled, Deputy Principals and the Guidance Officers work with the student and parents to assist with transition.

A small number of students need the resources of the school and outside agencies to help maintain their engagement with school. When extended absences remain unexplained, the Compulsory Attendance policy of the Education Act is followed.

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

<https://alexandrahillsshs.eq.edu.au/support-and-resources/forms-and-documents/documents>