



Nerang 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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School overview

At Nerang State High School where we are focussed on developing your child's personal strengths through the use of technology, innovative teaching, outstanding curriculum, a range of extra-curricular opportunities and real life community projects to ensure their full potential is harnessed and nurtured to meet their individual needs and goals. We cater for all our students by offering a diverse range of programs, from the COMETS Academic Excellence program to the Quality Arts Program, and from University pathways to vocational education programs. Our dedicated staff strive to achieve success for our students in supportive and caring learning environments that cater for every student, every day. We care, we are the right size and we have the right pathway for your child's future.

Our Priorities:

- Every Student Succeeds: Differentiated (personalised) learning lifts the educational outcomes for every student.
- Every Teacher Inspires: Teachers are engaged in collegial learning and coaching to refine high quality teaching practices that engage and inspire students.
- Every Day is Engaging: Students are highly engaged in a curriculum for their future.





School progress towards its goals in 2018








The continuing emphasis over the past year has been to provide an educational setting that gives all students the opportunity to achieve success. We have provided the necessary support so that all of our students make good choices and commit to achieving to their full potential. This has been facilitated by ongoing monitoring of student achievement by all staff and ensuring that parents are involved in their child's education.




The school has improved student academic performance by developing strategies as a result of effective analysis of student data, tracking of student results and targeting the improvement of the work ethic of students, with an emphasis on NAPLAN and QCE performance. Improvement in the skills, knowledge, understanding and delivery of ICTs as an adjunct to teaching and learning has been prominent in our enhancement of pedagogy across all phases of learning.

A strong alliance of Nerang state schools is used to promote Nerang State High School opportunities and build a cohesive pathway for future students.

The school improvement agenda priorities from 2018 and the progress made on these priorities can be summarised as:

1. Every Student Succeeds:	<i>Differentiated (personalised) learning lifts the educational outcomes for every student.</i>	Progress
1A: Literacy & Numeracy Improvement – Implement the whole-school literacy and numeracy strategies to drive U2B improvement and impact of the reading, numeracy and writing outcomes for all students		
1B: Differentiation - Embed Differentiation Action Plans, supported by PLT collegial data analysis.		
1C: Student Feedback – Formalise a consistent, whole-school practice that provides quality, purposeful student feedback on improvement strategies.		
1D: Underperforming students - Expand the current processes into the Junior School and include tracking & responding for SWD.		

2. Every Teacher Inspires:	<i>Teachers are engaged in collegial learning and coaching to refine high quality teaching practices that engage and inspire students.</i>	Progress
2A: Coaching - Expand the coaching model; Include lesson observation; Develop standards for feedback.		
2B: Pedagogical framework - Develop a system for structured feedback regarding the implementation of the pedagogical framework.		
2C: Measured Impact - Develop rigorous processes to measure the impact of programs.		
3. Every Day is Engaging:	<i>Students are highly engaged in a curriculum for their future.</i>	Progress
3A: The new QCE - Action the SATE plan.		
3B: Quality assured curriculum - Develop the capacity of curriculum coordinators to QA curriculum planning.		
3C: Mentoring students - Build a mentoring process to further the development of a growth mindset.		
3D: Attendance - Refine the attendance strategies to maximise impact for improved attendance.		

Significant Progress 	Some Progress 	Limited progress 
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Future outlook

The school's Strategic Plan for 2018 to 2021 and our current Annual Plan can be viewed on the school's website: nerangshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/SchoolPublications

We continue to have high academic expectations for all students in whatever course they have chosen. We look to have 98% of our senior students exit with a QCE. We also aim to have 82% of our OP-eligible students attain an OP in the 1-15 range, along with 80% of our Year 12 students exit with one or more VET qualification in 2019.

We continue with our emphasis on improvement of outcomes for our junior secondary school students, as measured by the percentage of our students at or above the National Minimum Standard (NMS) in all domains of the Year 7 and 9 NAPLAN test. Our aim is to continue to be equal to, or above, the state average for NMS in all 5 domains. With regard to upper level achievement, we track our students achieving in the upper 2 bands of NAPLAN testing (Band 8 or 9 in Year 7 and Band 9 or 10 in Year 9). We expect to continue to have attainment that is equivalent to the state for both cohorts (years 7 and 9) in Reading, Writing and Numeracy. As an ongoing measure of student success, our Junior School student attainment, as reported to parents each term, is monitored for each student. Our target is to have $\geq 86\%$ of our Year 7-9 students attain a C or better, and $\geq 19\%$ being reported at an A level.

Students who are underperforming will continue to be identified and guided on appropriate changes to their course of study and/or application to learning, to ensure they attain the best possible outcomes. Implementation of strategies around early intervention, feedback and high expectations is an ongoing process. Every day counts, and higher levels of attendance allow students to engage in greater learning and the realising of their potential. Responding to students with issues around their attendance is an ongoing priority at Nerang High, where we aim to have a 92% attendance rate in 2019, and 95% by the end of this quadrennium. Engaging students in a variety of learning experiences, included integrated use of ICT's (via BYOD) is a part of the ongoing pedagogical innovation in our school. Clear messages with regard to high expectations, pride and respectfulness are a part of the way we do business.

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	990	1036	1026
Girls	508	529	514
Boys	482	507	512
Indigenous	72	62	74
Enrolment continuity (Feb. – Nov.)	91%	91%	92%

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

Nerang State High School opened in 1986 and is located on the west of the Pacific Highway, servicing the hinterland as well the surrounding suburbs. Our student population is predominantly (82%) drawn from the local suburbs of Nerang, Highland Park, Carrara, Gilston, Worongary and Beechmont. The school has very close links with the neighbouring primary schools, and our Nerang Alliance of State Schools works together to provide a seamless transition for students between the sectors of schooling.

The vast majority (71%) of our students and parents were born in Australia. The next biggest group in our school are the New Zealanders (15%), followed by those from the United Kingdom (4%). The other countries-of-origin for our students and parents are the Philippines, South Pacific Islands, Asia, the Middle East, the Americas and Europe; with each comprising approximately 1% of our student population. We pay specific attention to Indigenous culture, with approximately 7% of our students being from Indigenous backgrounds. In 2018 we had 91 Special Education students receiving support via our Special Education faculty. Most of these students were integrated into our general classrooms for parts of the school day and provided with in-class support.

The parent group has a mere 1.5% that come from a non-English speaking background. Our parents occupations are evenly spread across the spectrum, with 17% working in a profession or manager role and 15% engaging in Associate Professional, Owner Manager or Technician roles. The remaining 68% of our parents are Tradespeople / Skilled Worker (27%), Machine Operators / Hospitality & Retail Workers / Labourers (17%) or not in paid work (Household duties, Student, Seeking work) 24%

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	22	22	22
Year 11 – Year 12	18	17	15

Curriculum delivery

Our approach to curriculum delivery

Throughout 2018 our Senior Curriculum offered 3 broad Pathways - one of these being for the students selecting 5 or 6 Authority subjects with the intention of being OP eligible for tertiary entrance. Those students in the second strand chose a combination of Authority and Authority-Registered subjects, depending on their future needs. Many of these students engaged in a school-based traineeship or apprenticeship as part of their course, and were focused on further study in Vocational Education pathways post-school. Our third pathway is a 'Work Readiness' course of study, for those students intending to enter the workforce directly from school. It is a set course in which students have one elective subject, Certificate II in Skills for Vocational Pathways, a work experience placement (or school based traineeship), English Communications and Pre-vocational Mathematics. Many students participate in Vocational Education and the school is registered to teach and assess an extensive range of vocational subjects.

Year 10 is a transitional year, where students study subjects aligned to the Authority and Authority Registered in the senior curriculum, yet are still a part of the P-10 national curriculum. In Years 7 to 9, students have a smorgasbord of subjects across the KLAs, as well as many extra-curricular offerings. The Junior Secondary phase is designed to ensure the curriculum is aligned with the National Curriculum. The highly successful Comets program nurtures our high level academic performers and leads many into fast-track programs, like GriffBio, that have given our students early entry offers into University. The school's Special Education Program catered effectively for students with special educational needs from Years 7 to 12. These students have a combination of Special Education subjects and integration in to our mainstream program of schooling, aligned to their capability.

Co-curricular activities

The school has a range of extracurricular activities commensurate with a high school of its size. Some of these programs included:

- A strong instrumental music program along with our Concert Band, Funk Band and Drumline.
- Debating and Public Speaking, where the school has been highly successful in the interschool competitions.
- Sport, including interschool sport, athletics, cross country and swimming.
- Our active clubs in the school, which include the student council, interact club, chess club, book club.
- Leadership camps and pastoral care programs that nurture and support the development of our students.

How information and communication technologies are used to assist learning

The school introduced a take-home laptop program for students in Year 9 & 10 at the start of 2012, and expanded this to include years 8 to 12 in 2014. With the cessation of the National Secondary Schools Computer Fund our school has transitioned to a bring your own device (BYOD) program for Years 7 to 12. Wireless connectivity is available throughout the school and provides connection to the internet in all teaching spaces.

The use of IT as a part of student learning (in areas such as research, multi-media presentations and access to online learning tools) is an integrated part of the pedagogical practices at Nerang SHS. There is a systemic production of One-Note notebooks, as learning resources provided to students in all curriculum areas.

The school also uses One-Note as a planning tool, that allows teacher to collaboratively plan and share teaching resources. This level of team planning using IT solutions allows the development of differentiated learning resources for students of differing ability levels, and the subsequent pedagogy to support the delivery of this. Many teaching scenarios involve using IT platforms, like Community Clips and One-Note, to 'flip the classroom' and provide the learning resources to students as a take-home package, such that higher level thinking, students learning in teams and extended 1:1 support are operational in our classrooms. There are specific applications embedded into curriculum areas; a few of the specific subject examples include software in HPE to analyse the student application of sports motor skills, the use of CAD in Graphics, and the digital photography curriculum using Photoshop, Illustrator, Indesign and the Macromedia suite.

Social climate

Overview

The school has a very supportive environment as a result of a well-designed web of factors. The school is divided into 2 sub-schools (Junior and Senior) for curriculum delivery, but is banded into 3 clusters of support for 7-8, 9-10 and 11-12. Each of these is led by a Deputy Principal, working with 2 Deans (who area also under the leadership of the HOD of Engagement). The Deputy Principal and their team will see the students through the next 2 years of their schooling at Nerang High.

These teachers and administrators organise an excellent program of pastoral care, which covers a wide range of issues for our students. This is supplemented by our Responsible Thinking behaviour management process, a student Support Team involving the Guidance Officers, Behaviour Management teachers, the School-based Youth Health Nurse, Chaplain, Youth Support Worker and Indigenous Support Worker. There is also a strong student leadership program in the school through the Student Council, comprising representatives from all Year levels and the Junior and Seniors Captains and Prefects. This provides avenues for students to engage in a variety of activities including leadership breakfasts, activities at school carnivals and fundraisers. The annual swimming and athletics carnivals are both well attended and students have a high level of participation.

The school's methodology for dealing with issues of bullying is known as our TEAM (Together Everyone Achieves More) approach. Students, as witnesses or victims, are supported to report incidences via a TEAM Report. Students designated as "Bully Busters" support other students in reporting incidences of bullying. Students are then able to be supported by key staff in dealing with issues of bullying.

Our 2018 School Opinion Survey, which seeks the views of a sample of our parents and Year 8 & 11 students, shows very high degrees of satisfaction with our school and its climate. Parents, students and staff think very highly of what we do as a school and how we support and treat each other. In short, the vast majority of our stakeholders are highly satisfied with our school.

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)	93%	92%	96%
• this is a good school (S2035)	93%	94%	93%
• their child likes being at this school* (S2001)	93%	93%	89%
• their child feels safe at this school* (S2002)	93%	94%	88%
• their child's learning needs are being met at this school* (S2003)	90%	88%	95%
• their child is making good progress at this school* (S2004)	92%	91%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	93%
• teachers at this school motivate their child to learn* (S2007)	86%	90%	91%
• teachers at this school treat students fairly* (S2008)	89%	88%	83%
• they can talk to their child's teachers about their concerns* (S2009)	92%	93%	100%
• this school works with them to support their child's learning* (S2010)	86%	91%	92%
• this school takes parents' opinions seriously* (S2011)	90%	89%	80%
• student behaviour is well managed at this school* (S2012)	91%	84%	75%
• this school looks for ways to improve* (S2013)	89%	94%	89%
• this school is well maintained* (S2014)	98%	94%	96%

* Nationally agreed student and parent/caregiver items.

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

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	98%
• they like being at their school* (S2036)	89%	84%	90%
• they feel safe at their school* (S2037)	87%	89%	83%
• their teachers motivate them to learn* (S2038)	90%	85%	92%
• their teachers expect them to do their best* (S2039)	97%	98%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	87%
• teachers treat students fairly at their school* (S2041)	74%	70%	72%
• they can talk to their teachers about their concerns* (S2042)	73%	67%	76%
• their school takes students' opinions seriously* (S2043)	73%	71%	71%
• student behaviour is well managed at their school* (S2044)	71%	58%	68%
• their school looks for ways to improve* (S2045)	97%	85%	93%
• their school is well maintained* (S2046)	82%	85%	80%
• their school gives them opportunities to do interesting things* (S2047)	90%	87%	93%

* Nationally agreed student and parent/caregiver items.

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

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	99%	89%
• they feel that their school is a safe place in which to work (S2070)	90%	98%	95%
• they receive useful feedback about their work at their school (S2071)	74%	86%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	83%
• students are encouraged to do their best at their school (S2072)	96%	100%	93%
• students are treated fairly at their school (S2073)	97%	99%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	88%	93%	77%
• staff are well supported at their school (S2075)	85%	94%	81%
• their school takes staff opinions seriously (S2076)	83%	88%	76%
• their school looks for ways to improve (S2077)	99%	98%	94%
• their school is well maintained (S2078)	92%	94%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	91%	86%

* Nationally agreed student and parent/caregiver items.

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

Parent and community engagement

Parents are encouraged at all times to have personal contact with school staff and the Administration. Personal communications, parent meetings and parent information evenings are scheduled to encourage parents to be involved in their child's education. Facebook, sms messaging and email is used to provide parents with ongoing updates on our school and their child's activities.

The school has a strong belief in creating a welcoming environment for Parents as part of our supportive school environment. Parents are actively encouraged to participate in the education of their children. The Parents & Citizens Association provides parents with a venue to interact with other parents and to work with the school staff to develop initiatives within the school.

Parents are also expected to be part of their students' academic planning and are asked to attend Year 10 subject selection interviews and SET planning interviews on a one-to-one basis. Parents are also invited to subject selection evenings and twice a year to Parent-Teacher Meeting evenings, as a follow up to student 'Report Cards'. Written reports are issued to parents four times per year, at the end of each Term. Parents are invited to a number of events each year including: Year 7 Enrolment Evenings, Senior Induction, biannual Principals Awards, Night of Notables, Speaking Out, Awards Nights and Senior Graduation.

The use of an IT-based roll marking system, where rolls are marked every lesson, includes a text-message system to alert parents of student absence and any urgent information. The school website and has the school calendar of current events and news bulletins on the front page, which links directly to the Q-Schools App available free to all parents.

We also foster continuous and open communication with our parents and caregivers by:

- Providing direct email and phone details
- Using Facebook to regularly update parents;
- Providing a Parent emailing system;
- Using sms messaging to regularly update parents
- Posting key messages on 2 electronic signs bordering the school

We also encourage our Indigenous families to participate through our Indigenous Education worker, who assists students and engages in family-liaison activities. Students who require catch up or extension work are provided with intervention to assist their particular learning needs. Some of these students are provided with an Individual Curriculum Plan (ICP) and this is negotiated with the student and parent/carer.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school has a weekly 'Care' program that focuses on healthy relationships as a key program priority. We explicitly teach respectful relationships through our PRIDE* program where time is set aside to teach students how to behave and interact with each other, and in all classes this is reinforced through the issuing of PRIDE (merit) points. (*PRIDE: Persistence, Resilience, Integrity, Diversity, Empathy)

The Care Program explicitly focuses on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This program runs in Years 7 to 12, with the content and context being tailored to be age appropriate.

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	263	270	286
Long suspensions – 11 to 20 days	4	1	4
Exclusions	6	5	8
Cancellations of enrolment	4	3	3

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

Our electricity usage stable and has shown a slight decrease from 2016-2017, whereas the school's water consumption has shown a marked changes over the past 3 annual periods.

Nerang State High strives to bring about a reduction in our environmental footprint by maintaining or adopting the following:

- The use of energy efficient lighting in all areas of the school.
- Our ongoing update to the security light network within the school to reduce the amount of lighting required and the time periods of use.
- Reduced water consumption due to reduced watering of our playing surfaces and flow restrictors fitted to all taps in the school.
- A reduction in the volume of waste that at goes to landfill by continuing to adopt the 'Reduce, Reuse, Recycle' mantra.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	390,196	405,164	395,907
Water (kL)	1,094	3,562	2,967

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

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

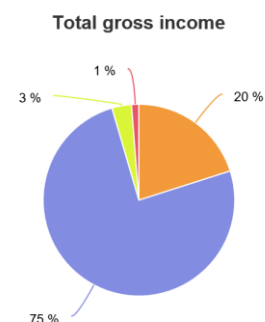
4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

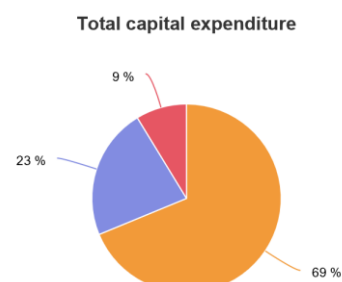
Note:

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

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,930,081	2,828
State / territory government recurring funding	11,001,755	10,618
Fees, charges and parent contributions	481,575	465
Other private sources	179,459	173
Total gross income	14,592,870	14,084
Less deductions	0	0
Total net recurrent income	14,592,870	14,084



Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	1,502,479	1,502,479
State / territory government capital expenditure	492,480	604,249
New school loans	0	0
Income allocated to current capital projects	0	0
Other	190,072	190,072
Total capital expenditure	2,185,031	2,296,800



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	91	41	<5
Full-time equivalents	87	30	<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	1
Masters	10
Graduate Diploma etc.*	38
Bachelor degree	39
Diploma	3
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 \$90 429.

The major professional development initiatives are as follows:

- The major professional development initiatives are as follows:
- Supportive School Environment
- Curriculum Knowledge
- Student Support
- Leadership
- QCAA initiatives
- SATE preparation
- Mentoring Beginning Teacher
- Literacy and numeracy
- Dimensions of Learning pedagogical framework
- IT pedagogy

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.	95%	95%	95%

Proportion of staff retained from the previous school year

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

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	87%	87%
Attendance rate for Indigenous** students at this school	81%	82%	82%

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

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

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

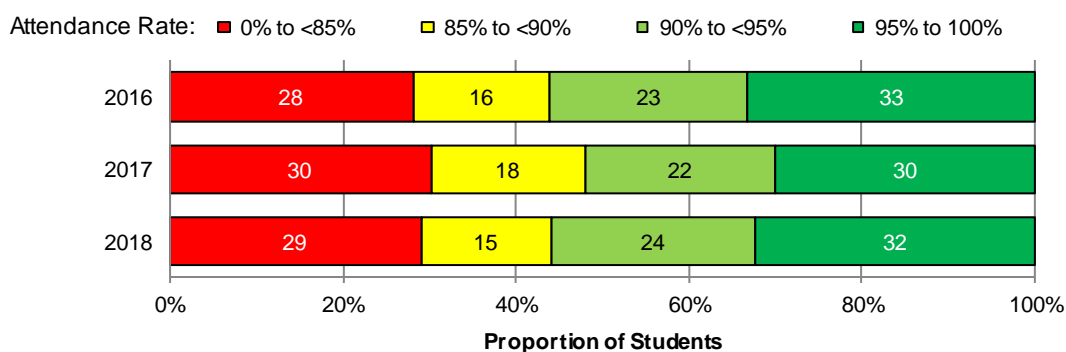
Year level	2016	2017	2018
Year 7	91%	90%	90%
Year 8	88%	89%	88%
Year 9	85%	84%	87%
Year 10	85%	84%	87%
Year 11	88%	86%	85%
Year 12	87%	88%	87%

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.

Student attendance is taken via a network connected software program designed to manage student attendance. Rolls are marked in a Roll marking class at the start of the day, and also marked in every lesson during the day. For students who are absent at the beginning of the day, an sms message is sent in the morning to the parent/caregiver to notify them of the absence and to request an explanation for that absence. Parents who do not provide a reason for absence are contacted by the Attendance Officer, Dean or Head of Student Engagement.

For students who have truanted (been in attendance and then marked as absent during a subsequent lesson in the day), an sms message is sent to the parent/caregiver to notify them of this issue. This truancy is also followed up by the relevant Dean, with punitive consequences instituted. For students with absences that extend over a three day period, parents/caregivers are contacted in writing to seek an explanation for this period of absence, along with any other unexplained absences.

There is a 'Watch List' of students, where the Attendance Officer phones the parents automatically if the student is away. Students involved in fractional truancy are put on an attendance card to track their attendance in each class. Information is also provided to parents via the total number of days absent recorded on the end of term report. Students with ongoing issues regarding absenteeism are managed via the DET process for Persistent Truancy or Absenteeism.

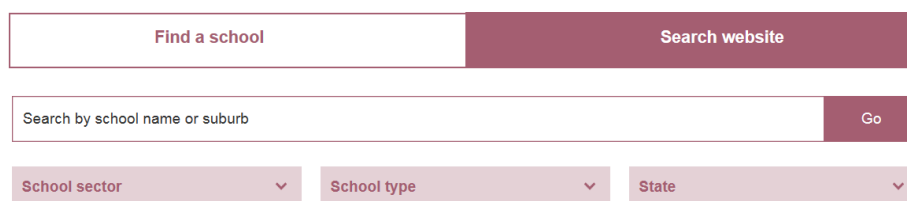
Our long term target for attendance is 95%. This expectation of students having less than 5% absenteeism, equates to no more than 2½ days of absence each term. Students with 95% attendance are recognised each term and join the ranks of 'Club 95'. To be in 'Club 95', students also need to have all absences explained and a no more than 3 days of lateness to school. As a reward, our 'Club 95' members attend 'Lunch with the Principal' at the end of each term.

NAPLAN

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

How to access our NAPLAN results

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



Find a school Search website

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 '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.

NAPLAN Mean Scale Scores by Strand for Year 7 Test - 2016, 2017, 2018

For Nerang State High School Students

Strand	Year	Nerang SHS				Like Schools			
		n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag
Reading	2016	174	507	517	527	524	526	528	
	2017	171	517	527	536	525	526	528	
	2018	148	503	514	524	523	525	526	
Writing	2016	182	463	476	489	488	490	492	
	2017	178	478	490	502	483	485	487	
	2018	149	452	467	481	475	477	479	
Spelling	2016	182	519	529	540	527	529	531	
	2017	178	525	535	545	531	533	535	
	2018	149	517	528	538	531	532	534	
Grammar and Punctuation	2016	182	503	516	528	524	526	528	
	2017	178	516	527	539	522	523	525	
	2018	149	507	521	534	528	530	532	
Numeracy	2016	176	515	524	534	530	531	533	
	2017	172	525	535	545	531	533	534	
	2018	153	513	523	532	526	527	529	

NAPLAN Mean Scale Scores by Strand for Year 9 Test - 2016, 2017, 2018

For Nerang State High School Students

Strand	Year	Nerang SHS				Like Schools			
		n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag
Reading	2016	94	551	565	578	561	563	565	
	2017	134	530	545	560	558	560	561	
	2018	142	543	553	563	565	567	568	
Writing	2016	99	498	513	529	517	519	522	
	2017	134	462	487	512	511	514	516	
	2018	140	493	509	525	506	508	511	
Spelling	2016	100	542	556	570	563	565	567	
	2017	138	544	556	569	564	565	567	
	2018	141	566	577	588	570	572	574	
Grammar and Punctuation	2016	100	534	547	561	553	555	557	
	2017	138	534	550	565	557	559	561	
	2018	141	548	561	574	568	570	572	
Numeracy	2016	94	556	567	578	567	569	571	
	2017	129	551	561	570	570	571	572	
	2018	141	562	571	579	574	575	577	

Colour Key Legend	
	Mean Above Like Schools
	Mean Similar to Like Schools
	Mean Below Like Schools

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	121	144	117
Number of students awarded a QCIA	2	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	118	144	116
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	34	51	33
Percentage of Indigenous students who received an OP	25%	50%	0%
Number of students awarded one or more VET qualifications (including SAT)	100	112	96
Number of students awarded a VET Certificate II or above	56	82	76
Number of students who were completing/continuing a SAT	27	33	26
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	68%	76%	85%
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	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	93%	91%	100%

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	9	9	3
6-10	7	9	13
11-15	7	21	12
16-20	11	12	4
21-25	0	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	72	62	46
Certificate II	44	73	59
Certificate III or above	19	19	29

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).

Vocational Courses Offered by Nerang State High School (National Provider No: 30085) in 2017:

Vocational Training Area: Building, Construction & Manufacturing

- RII20113 - Certificate II in Resources and Infrastructure Work Preparation
- MSA10107 - Certificate I in Manufacturing (Pathways)
- MEM10105 - Certificate 1 in Engineering

Vocational Training Area: Business Services

- BSB10115 - Certificate I in Business

Vocational Training Area: General Education & Training

- FSK20213 - Certificate II in Skills for Work and Vocational Pathways
- FSK20113- Certificate II in Skills for Work and Vocational Pathways

Vocational Training Area: Information Technology

- ICA10111- Certificate I in Information, Digital Media and Technology
- ICT10115- Certificate I in Information, Digital Media and Technology

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	71%	75%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	56%	50%	79%

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.

A small number of students leave school by choice before the age of 17. These students traditionally enter the workforce or attend TAFE. A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers Head of Senior Schooling and Senior School Deputy Principal supported these students into alternative training pathways or into the workforce. There are also a small number of students not suited to traditional schooling who enter alternative education programs.

Students are supported in their desire to leave school and take up other options. This support includes counselling on the options available, connection to support agencies that will provide one-on-one support in up-skilling for entry to work and providing direction on accessing alternative educational institutions. Our Principal, Deputy Principal, Youth Support Coordinator or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

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.nerangshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>