



Earnshaw State College

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

Earnshaw State College is a P-12 Independent Public School located in Banyo amid a vibrant and growing community in Brisbane's northeast. Earnshaw's location and seamless P-12 approach to schooling allows us to deliver unique and exciting learning opportunities for all of our students.

As a P-12 college, students are able to benefit from an uninterrupted curriculum, teaching, learning and personal development throughout their education. We actively foster a culture of high expectations, developing students to become motivated, enterprising young people who strive for personal success in their studies and who embody the college values of diligence, integrity, courage and empathy.

Earnshaw State College offers student-centred learning in its delivery of the Australian Curriculum, providing strong foundations in the early years and building academic skill and rigor in the upper primary and secondary years.

In the Junior School, we prioritise building skills for learning and success, with a particular focus on the explicit and systematic teaching of reading, the cornerstone of later academic achievement. Our Year 6 students benefit from our structured secondary transition program, which provides regular access to specialist secondary staff and facilities, enabling them to continue their secondary education journey with confidence and enthusiasm.

Our senior students have opportunities to engage in university study while completing Years 11 and 12, and students also have access to a wide range of certificate and diploma courses.

In our unique environment, we develop cutting-edge twenty-first century skills through:

- a dedicated STEM learning centre with specialist staff focusing on digital technology, coding and robotics, virtual reality and 3D printing for students of all ages.

- a vibrant extra-curricular culture, providing enrichment opportunities through technology competitions, business and ICAS competitions, interschool debating, choir, band, dance and a number of clubs; (including drama clubs, book clubs, writing clubs, skipping and triathlon clubs).

At Earnshaw State College, we nurture our students to be engaged and motivated to learn in a healthy, happy college culture that achieves results and builds confidence and skills for the future.

School progress towards its goals in 2018

Improvement Priority: Improved Reading Gain	Achievement
<p>Improved Reading Gain</p> <p>Improved QCS Test Scores</p> <p>Improved A – C Achievement Levels</p>	<p>Students achieving National Minimum Standards or above:</p> <p>Year 3: 96% in Reading, 94% in Writing, 92% in Spelling, 96% in Grammar and Punctuation and 100% in Numeracy.</p> <p>Years 5, 7, 9 areas of improvement were seen in areas of Spelling, Numeracy, Reading and Grammar and Punctuation</p> <p>Above 80% A – C in English, Maths and Science in most year levels</p> <p>Improved outcomes in Senior:</p> <p>19.05% achieving an OP 1 – 5.</p> <p>86% of students achieving an OP 1 – 15</p> <p>100% achieved a Queensland Certificate of Education</p> <p>100% achieved a Vocational Education Certificate II</p> <p>100% of students who applied for university were successful in gaining entry</p>
Improvement Priority: Pedagogical Framework	
<p>Pedagogical Framework</p> <p>Peer coaching, Feedback and mentoring engagement</p> <p>Collaborative Data Interrogation</p> <p>Alignment of Australian Curriculum</p> <p>SATE Preparation</p> <p>P – 6 Networks</p>	<p>100% of teaching staff worked on refining our pedagogical framework into four focus areas</p> <p>100% of teaching staff participated in four peer coaching and feedback sessions</p> <p>Collaborative data interrogation occurred in five weekly cycles</p> <p>Alignment of the Australian Curriculum via collaborative planning each term</p> <p>SATE preparation through professional development and completion of online modules</p> <p>Developed networks with other primary schools</p>
Improvement Priority: Wellbeing	
<p>Review and implement Wellbeing Framework</p> <p>Increased Student Voice</p> <p>Pathways/Transition</p> <p>Early Education Cluster</p>	<p>Review of Responsible Behaviour Management Plan completed</p> <p>Improved processes and increased opportunities for student leadership</p> <p>Strengthened transition processes and communication at key junctures; Kindergarten into Prep and year 6 into year 7 and year 10 into 11</p> <p>Provision of opportunities for students to engage in study through university and TAFE and school based traineeships or apprenticeships</p> <p>Early Education Cluster engaged in regular meetings</p>

Future outlook

We are looking forward to continuing improvement in our three priority areas.

Improved Literacy and Numeracy gains	Targets	Timeline
Whole College Writing strategy Whole college Numeracy Strategy A focussed approach to the teaching of reading	Improvement of National Minimum standards or above in reading, writing and numeracy Improvement in number of students in upper two bands in NAPLAN	2019
Teaching Excellence		
Coaching and Observation cycles Classroom profiling Moderation Data interrogation Curriculum refinement through intentional collaboration	Improved A to C and A and B results Continuous cycles of data interrogation, collaborative planning, and coaching and observation	2019
Student Well Being and Futures		
Improved student engagement and attendance Transition program Kindergarten to Prep, year 6 into 7 and year 10 into 11. Increase in Certificate III qualifications Targeted programs in wellbeing	Improved attendance to greater than 87% Increased opportunities for transition at key junctures Increased opportunities for certificate III qualifications Implementation of targeted wellbeing programs	2019

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	724	694	728
Girls	347	322	329
Boys	377	372	399
Indigenous	42	55	56
Enrolment continuity (Feb. – Nov.)	93%	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

The majority of our student population at Earnshaw State College draws from the Banyo, Nudgee area. There is an increasing trend in the number of students travelling from other areas to access our programs. We celebrate a multicultural student body, with students from 14 different cultural groups, including Indian, Chinese, Taiwanese, Japanese, Korean, Vietnamese, Papua New Guinea, and Polynesian cultures, and 29 different language backgrounds. We also welcome a number of international students each year, some of whom come to experience school in Australia for a short time, with an increasing number planning to study at our College for the duration of their schooling.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	26	25	26
Year 7 – Year 10	21	19	20
Year 11 – Year 12	14	15	14

Note:

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

Curriculum delivery

Our approach to curriculum delivery Prep to year 12

Our Prep to year 12 curriculum is innovative, future oriented and focused on engaging and inspiring our students to achieve their best. Our pedagogical framework derives from an explicit teaching model, utilising the gradual release of responsibility. In this research-based model, the responsibility for task completion shifts gradually over time from the teacher to the student.

Our teaching and learning programs align to the Australian National Curriculum. Each term, teachers engage in collaborative planning activities to ensure our differentiated curriculum meets the needs of individual students. Teachers provide learning experiences that provide opportunities to challenge students to do their very best. Through moderation of assessment, provision of feedback, and a culture of self-reflection and continuous improvement are being developed.

Prior to beginning Prep, all prospective students are invited to attend our transition days. These days ensure that students become familiar with their new surroundings, meet and begin to develop relationships with our staff and begin to form new friends with other beginning students. In addition to transition days, students have opportunities to participate in a range of celebrations including our Easter Hat Parade, Under 8s Day and Learning week.

In their first year of school, students learn through teaching interactions with others; experimentation; practice; and play in the classroom and school community. Priority is given to literacy and numeracy development, as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects, but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

At Earnshaw, our Prep students enjoy a separate learning area within the college, complete with its own playground and facilities. Classrooms are supported with teacher aides. On entry to Prep, every student is recognised as a capable and individual learner. Through active and dynamic environments, Prep students learn to solve problems, to communicate and to build creative thinking skills.

Teachers build from each student's diverse prior experience, teaching in ways known to engage young learners and to best support their learning and development. They assess, monitor and respond to each student's learning. This is critical in the early years, when student learning and development of social, physical and cognitive skills occur at such a rapid and variable rate.

The Earnshaw community sets high expectations for student behaviour. Our early years curriculum supports students' social and emotional development. Learning experiences contribute to developing children's positive identity, self-esteem, resilience, personal organisation and independence, as they interact successfully with others and their learning environments.

Junior School Year 1 to Year 6

In Years 1 and 2 priority is given to the important areas of literacy and numeracy development. English and Mathematics are the core subjects for this; however, literacy and numeracy are found in all subjects. By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.

In Years 3 and 4, students become more independent learners. English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas. The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

In Years 5 and 6, students continue to develop independent learning. The development of information and communication technology skills increases across the curriculum at this level. In year 5 we enhance student learning by developing links with the junior secondary program. This allows student access to specialist teachers for Art, Design and Science and specialist facilities including scientific laboratories and workshops.

In year 6, we recognise the developmental needs of early adolescents and support transition from primary to secondary education by offering students in year 6 ongoing opportunities to experience a wider range of subjects provided by specialist teachers in specialist facilities and resources, further enhancing their learning. Students in year 6 will complete one term each of Music, Visual Art, Drama, Digital Design, Graphics, Home Economics, Industrial Technology and Design.

Junior Secondary

At Earnshaw State College, Junior Secondary caters for Year 7 to Year 9. The College provides an environment for teacher-facilitated and student-centred learning where students will continue their development of the core curriculum areas.

In our unique P – 12 environment, we aim to engage our students in a rich seamless curriculum through:

- Connection to life outside school through real life opportunities.
- Experiencing integrated units of work including literacy and numeracy across the curriculum.
- Using problem-solving and decision-making techniques and inquiry processes to investigate learning.
- Improving communication / social / self-management skills.
- Developing an awareness of social and cultural responsibilities.
- Negotiating learning and authentic assessment.
- Having students' diverse needs met through the exploration of learning styles.

Our academic excellence program is offered in Year 7, Year 8 and Year 9 in English, Humanities, Science and Mathematics. Students are engaged in learning with a strong focus on connection to real life applications and have an emphasis on problem solving and investigative learning. The entrance process commences in Term four with the submission of an application. The application must contain NAPLAN results, report cards and other achievement reports from the student. A panel conducts interviews for students prior to offering a place in the extension class.

Senior Secondary

In Senior Secondary (years 10, 11 and 12) Earnshaw State College provides a range of high quality academic and vocational study options. Flexible opportunities are provided for students to ensure they have every opportunity to attain the Queensland Certificate of Education (QCE) and secure a pathway into university, TAFE or an apprenticeship or traineeship or other certificate courses.

In Year 10, students study a range of subjects from the Australian National Curriculum including English, Mathematics, Science, Health and Physical Education, Geography and History. Different subjects are offered each semester to enable students to sample various options and thus make more informed choices about their final selection for Years 11 and 12.

In Years 11 and 12, each student is offered a flexible learning pathway to match their Student Education and

Training Plan goal and provide for successful learning outcomes through the study of general and applied subjects. Vocational Education and Training Certificates; TAFE studies; first year university subjects, and traineeships or apprenticeships are available to all year 11 and 12 students by negotiation. These courses are sourced through both internal and external Registered Training Organisations or universities.

From Prep to Year 12, our education program encourages all students to participate in activities such as swimming (in our college pool), cross country, and athletics, as well as a variety of recreational and interschool sports. Japanese language studies are taught across the college, which has enhanced our connections with Showa School, our Japanese sister school. Every two years the Earnshaw and Showa school students visit travel overseas to visit each other.

Our music program across the college enables students to engage in specialist lessons as well as opportunities to join bands and choirs.

Co-curricular activities

At Earnshaw, students have the opportunity to participate in a range of different Co-Curricular activities, including:

Clubs	Activities
<ul style="list-style-type: none"> • Book Club • Writing Club • Chess Club • Dance Club • Drama Club • Skipping Club • Triathlon Club • Conversation Club • Maths Club • Robotics Club • Homework Club 	<ul style="list-style-type: none"> • Lego Engineering Skills • Yarning Circle • Choir • Instrumental Music (woodwind, brass and percussion) and Band from Year 4 • Interschool Sport • Debating • Academic competitions • Interschool sporting competitions

Throughout the year, our students also have access to a range of events. These include:

- Celebration events such as Under Eights Week, Book Week, Christmas Carols Concert
- Whole college cultural events: ANZAC Ceremony, NAIDOC Week, Harmony Day
- Sporting events, including the Swimming Carnival, Cross Country and Athletics Carnival

How information and communication technologies are used to assist learning

At Earnshaw State College information and communication technologies (ICTs) are embedded in our curriculum. ICTs are allowing students more control over their learning and are utilised for differentiation of student learning, especially through virtual classrooms and other eLearning tools.

The increasing use of ICTs is expanding the learning of students outside the four walls of the classroom to connect to the outside world. A Bring Your Own Device (BYOD) model has been rolled out and is being embedded across the College. The College has also developed Earnshaw Learning Online (ELO), which is a virtual classroom. ELO is accessed by students from home and enables teachers to post work online, deliver feedback and offer support.

Social Climate

Earnshaw State College has the shared belief that school should be a safe and caring environment for all students. Our College operates in a calm environment where diversity is acknowledged and valued in our school community.

The college has a three-house structure, each led by a housemaster. The house system provides a sense of belonging and connection. Year level coordinators add another layer of connection to students and provide a first point of contact for parents and carers.

Our responsible behaviour management plan clearly articulates expectations and processes of restorative justice. There is a strict anti-bullying policy and students and parents are encouraged to communicate with college staff when issues arise.

Our College values of Diligence; Integrity; Courage and Empathy underpin our programs and expectations of the College community.

Wellbeing lessons are taught weekly across our primary classes and in years 7 to 9 in secondary. It is an expectation that all students at Earnshaw State College are engaged in their learning and this is reinforced through the teaching of our college expectations of respect, responsibility and safety. Our 'Wellbeing Hub' provides access to our chaplain, youth worker, school nurse and guidance officer.

Our student leadership program recognises the developmental stages of young leaders and focuses on the educational aspects of student leadership as our student leaders prepare for representative roles in the College. We acknowledge and celebrate student successes regularly through assemblies, awards night, graduation, newsletter and local newspapers.

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)	87%	89%	93%
• this is a good school (S2035)	89%	90%	91%
• their child likes being at this school* (S2001)	89%	90%	88%
• their child feels safe at this school* (S2002)	89%	90%	86%
• their child's learning needs are being met at this school* (S2003)	87%	85%	90%
• their child is making good progress at this school* (S2004)	89%	87%	88%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	90%	91%
• teachers at this school motivate their child to learn* (S2007)	87%	90%	86%
• teachers at this school treat students fairly* (S2008)	88%	89%	78%
• they can talk to their child's teachers about their concerns* (S2009)	89%	92%	94%
• this school works with them to support their child's learning* (S2010)	89%	87%	92%
• this school takes parents' opinions seriously* (S2011)	86%	79%	78%
• student behaviour is well managed at this school* (S2012)	81%	75%	70%
• this school looks for ways to improve* (S2013)	91%	84%	84%
• this school is well maintained* (S2014)	91%	92%	90%

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

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	93%	87%
• they like being at their school* (S2036)	91%	92%	82%
• they feel safe at their school* (S2037)	85%	93%	85%
• their teachers motivate them to learn* (S2038)	92%	93%	85%
• their teachers expect them to do their best* (S2039)	94%	96%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	90%
• teachers treat students fairly at their school* (S2041)	76%	87%	77%
• they can talk to their teachers about their concerns* (S2042)	76%	82%	74%
• their school takes students' opinions seriously* (S2043)	70%	85%	72%
• student behaviour is well managed at their school* (S2044)	69%	81%	64%
• their school looks for ways to improve* (S2045)	86%	93%	88%
• their school is well maintained* (S2046)	80%	92%	80%
• their school gives them opportunities to do interesting things* (S2047)	83%	88%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	95%	93%
• they receive useful feedback about their work at their school (S2071)	92%	89%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	88%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	93%
• students are treated fairly at their school (S2073)	94%	97%	84%
• student behaviour is well managed at their school (S2074)	90%	86%	72%
• staff are well supported at their school (S2075)	92%	83%	88%
• their school takes staff opinions seriously (S2076)	86%	89%	88%
• their school looks for ways to improve (S2077)	96%	97%	95%
• their school is well maintained (S2078)	90%	92%	81%
• their school gives them opportunities to do interesting things (S2079)	88%	90%	90%

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

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Earnshaw State College is committed to increasing and improving the quality of communications between the College and parents. This communication takes many forms, both informal and formal. College newsletters are produced fortnightly and class newsletters in the junior school are issued at least twice per term. Parent/Teacher interviews are offered twice a year following the issuing of reports. These meetings between parents and their child's teachers prove very effective in establishing a meaningful relationship.

Parents are also involved in the key transition points in the College, notably with Prep transitions and information sessions, Year 6 into year 7 information sessions, and Year 10 into Year 11 through the School Education and Training Plan process as well as subject selection evenings.

Parents are invited to college events and to celebrate student success at assemblies. These events include our awards nights, graduation, leadership investiture and sporting days. A significant number of parents support student learning through volunteer work in classrooms, school excursions, and special event days.

Respectful relationships education programs

The College has developed and implemented programs that focus on appropriate, respectful and healthy relationships with the assistance of external organisations. The College also employs a number of personnel who work with staff, students and the wider community to provide a safe and supportive environment. The College, deals sensitively with the identification of, and response to, domestic and family violence, gender equality, and developing our students' skills in being able to resolve conflict without violence.

Earnshaw State College is committed to the implementation of our anti-bullying policy. It is an expectation that students report any instances of bullying. For students from years 4 – 12 there are further opportunities to engage in a program of personal development throughout the year, focussing on health topics appropriate for each phase of learning. Some examples of the programs students have been involved in are Love Bites; The Hurting Game; Human Relationship Education programs; P.A.R.T.Y, and RACQ Docudrama.

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	33	40	85
Long suspensions – 11 to 20 days	1	4	1
Exclusions	0	4	4
Cancellations of enrolment	1	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Monitoring of the school's consumption of energy is carried out by the College's Business Services Manager and the Student Environmental Committee. Efforts are made to reduce electricity consumption by the use of solar panels on roofs, solar heating for the pool, and by educating staff and students to turn off the lights, fans and air conditioners when leaving the classrooms and buildings. Students and staff are aware of the impact of their behaviours on this important issue.

The increase in the use of electricity and water can be attributed to the increased school population, and

the gradual installation of air conditioning into the classrooms. When replacing appliances, we install water efficient items and regularly check for and repair leaks.

Irrigation of the school oval is conducted on an "as needs" basis and additional oval maintenance such as aeration is routinely carried out. Artificial grass has been installed in some areas where there is increased use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	302,496	309,409	375,941
Water (kL)	1,607		

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	67	40	<5
Full-time equivalents	63	27	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	0
Bachelor degree	59
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 65 377

The major professional development initiatives are as follows:

- Tactical teaching of Reading
- Tactical teaching of writing
- Australian Curriculum
- STEM
- Beginning Teachers
- Spelling – Words their Way
- ATAR
- SATE

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%	95%	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 entirety of 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 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%	91%
Attendance rate for Indigenous** students at this school	88%	89%	84%

* 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	93%	95%	93%
Year 1	91%	94%	92%
Year 2	93%	94%	94%
Year 3	90%	93%	94%
Year 4	94%	93%	92%
Year 5	92%	93%	90%
Year 6	93%	93%	93%

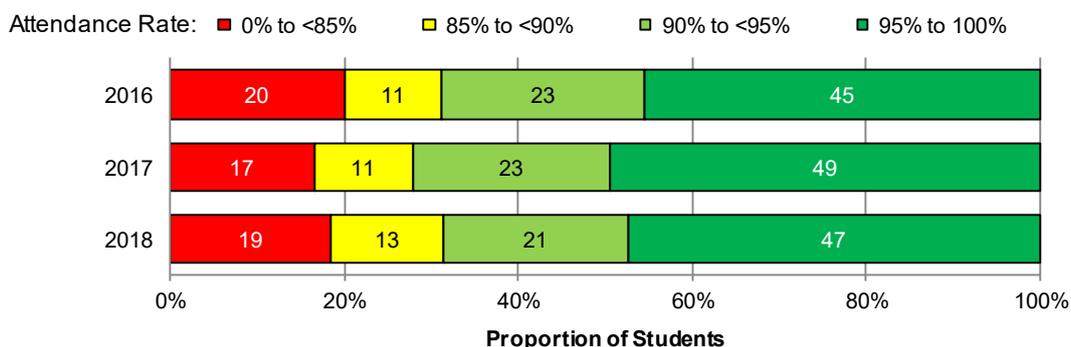
Year level	2016	2017	2018
Year 7	89%	91%	92%
Year 8	92%	88%	87%
Year 9	88%	91%	84%
Year 10	86%	86%	90%
Year 11	86%	89%	87%
Year 12	87%	86%	87%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Earnshaw State College we actively promote that every day counts. Student absences are identified through our housemasters and year coordinators who contact parents. Text messages are sent home each day to every student who has an unexplained absence. Follow-up emails and telephone calls are used to communicate with parents. Deputy Principals work in conjunction with parents on strategies to improve attendance where necessary. The College has a dedicated P – 12 attendance officer who liaises with staff and families to follow up on unexplained and extended student absences.

NAPLAN

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

How to access our NAPLAN results

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

Find a school Search website

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.

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	40	43	55
Number of students awarded a QCIA	2	6	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	38	37	55
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	14	15	21
Percentage of Indigenous students who received an OP	67%	50%	0%
Number of students awarded one or more VET qualifications (including SAT)	39	42	55
Number of students awarded a VET Certificate II or above	31	33	55
Number of students who were completing/continuing a SAT	3	9	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	87%	86%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	95%	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	1	3	4
6-10	6	4	8
11-15	7	6	6
16-20	0	2	3
21-25	0	0	0

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	27	33	39
Certificate II	28	32	55
Certificate III or above	3	1	5

Note:

The values in table 15:

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

The Vocational Education certificates achieved by students in 2018 included certificates in:

<ul style="list-style-type: none"> • Information Technology • Business and Financial Services • Electro Technology • Plumbing • Furnishing • Land management • Automotive • Rural Studies 	<ul style="list-style-type: none"> • Horticulture • Health support • Hospitality • Hairdressing • Crime and Justice • Diploma of Business • Telecommunications
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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	70%	70%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	50%	67%

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

Earnshaw State College works to support families when deciding the most appropriate option for students who leave prior to Year 12. This usually includes connecting families with support such as the Regional Pathways Transition Officer, TAFE or other external organisations. The College also works with a range of external agencies to support students who leave school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaise 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.earnshawsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>