



# Charters Towers State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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

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## School Overview

Established in 1912, Charters Towers State High School caters for students in Years 7 to 12 providing Tertiary, Vocational and Employability pathways in accordance with its mission statement of "**Quality Teaching for Quality Learning**". The school is committed to providing flexible pathways for all students with curriculum combinations tailored to individual needs. Our curriculum focuses on enhancing the literacy and numeracy levels of students as well as preparing them for life beyond school. The school has three expectations that underpin our values - **I AM SAFE, I AM A LEARNER and I AM RESPECTFUL**. The school's **Instrumental Music Program**, which features a Wind Symphony, Wind Ensemble, Big Band and Stage Band is a key feature of the school. Students have access to a wide variety of sporting and cultural activities through the co- and extra-curricular programs facilitated by the school. The curriculum complex is located on Towers Street while the Friemann Oval Sports Complex and Ag Farm are located on Prior Street. We are also the lead school for the Dalrymple Trade Training Centre located on MacPherson Street.

<https://schools.myschool.edu.au>; <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

## Principal's Foreword

### Introduction

This report identifies the school's performance against a number of measurable goals over the 2016 year as well as an outline of the school's dynamic and future direction.

### School Progress towards its goals in 2016

Our school improvement agenda priorities identified in our Annual Implementation Plan 2016 are identified below including progress toward attainment.

Priority	Progress Toward Attainment
Case manage QCE/QCIA students to ensure 100% attainment	100% attainment
Create a feedback culture using walkthroughs/observations	100% engagement with teachers walking beside administration

### Future Outlook

The school's explicit improvement agenda for 2017 embedded in our Annual Implementation Plan identifies below our priorities and progress toward attainment.

Priority	Progress Toward Attainment
Teaching with a literacy focus, embedding the reading and writing demands of the Australian Curriculum	90% of teachers 90% of the time
Embedding Quality Teaching & Learning pedagogical practices in every classroom every day	98% of teachers every day

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	369	187	182	96	84%
<b>2015*</b>	439	221	218	112	87%
<b>2016</b>	412	197	215	102	83%

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

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

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

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

## Characteristics of the Student Body

### Overview

Charters Towers State High School is the only State High School in a 200km radius comprising a rural and remote community supported by agriculture, light industry and mining. The community has a low socioeconomic indicator of 892. 25% of our student body are indigenous students with 1% comprising other cultures including Asia and New Zealand. We have a Special Education Unit comprising 35 students with a variety of disabilities catered for. There are many blended and single parent families within the school community.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	20	18
Year 11 – Year 12	17	16	16

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Dimensions of Teaching and Learning is our pedagogical framework which underpins our pedagogical practice of Quality Teaching and Learning. This sees every teacher having clarity of the curriculum delivered which in turn creates assessment literate learners and enhanced outcomes for students.

- Our **Whole School Curriculum Plan** can be accessed on the school's website at [https://chartoweshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/CDocuments/Curriculum%20Plan/2016\\_Charters%20Towers\\_SHS\\_Curriculum\\_Plan.pdf](https://chartoweshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/CDocuments/Curriculum%20Plan/2016_Charters%20Towers_SHS_Curriculum_Plan.pdf)
- The Junior Secondary Curriculum Years 7 – 9 is based on the C2C units derived from the Australian Curriculum and optimises the Junior Secondary staffing model whereby students and teachers have minimal movement and teaching disruptions
- The Senior School Curriculum for Year 10 is a combination of C2C - English, Mathematics, Science, History, Technology, HPE and a variety of electives
- Senior School Curriculum Years 11 – 12 is derived from QCAA approved Authority, Authority Registered and Vocational Education and Training Programs
- The school is a Registered Training Organisation for 6 VET courses
- Through the Dalrymple Trade Training Centre students are able to access 7 Cert II courses
- We also facilitate School Based Traineeships/Apprenticeships

## Co-curricular Activities

- Inter-school sport played between the town's 3 private schools encompasses cricket, tennis, rugby league, netball, basketball, soccer, touch, swimming, athletics and cross country for all age groups,
- Junior and Senior debating teams
- Public speaking eg Lions Youth of the Year and Rostrum Youth Speaks competitions
- Student Representative Council provides leadership and community engagement supporting Local, State, National and International charities and organisations
- Defence Force Army Cadets are based at the school and some students engage in Air Force Cadets
- Instrumental Music Program that participates successfully in local and regional competitions in affiliation with local primary schools
- Annual Valentines Dance
- A 4 year rotation to host the Combined School's Formal

## How Information and Communication Technologies are used to Assist Learning

The school boasts 6 computer labs as well as 10 class set trolleys of laptops throughout the various buildings for easy student access. Every classroom is fitted with a roof mounted data projector so that teachers can deliver their lessons from their laptops. There are 3 interactive whiteboards located throughout the school and all teachers have iPads. The entire school has wireless connectivity including on the ovals. There is a 3D printer for graphics students to create their graphic designs. These ICT devices are integrated into our digital pedagogy within the STEM program (Science, Technology, Engineering and Maths) to develop student expertise in coding and robotics as well as App development.

## Social Climate

### Overview

The school's curriculum has a timetabled Pastoral Care Lesson (Life Choices) each week which deals with social and emotional Learning and Wellbeing. This program is supported in the school by a number of pastoral care personnel including; Guidance Officer, Chaplain, School Based Youth Health Nurse, School Based Police Officer, Youth Support Coordinator and Community Education Counsellor. The school's values are based on 3 expectations - I am Safe, I am Respectful and I am a Learner which coupled with the School's Responsible Behaviour Plan for Students addresses strategies for positive behaviour and responds to bullying. There is a Welfare Committee that addresses issues for individuals on a referral basis and in liaison with parents refers on to outside agencies. Positive promotion of Bullying No Way and other social initiatives are fostered as whole school events coupled with motivational speakers and presentations including The Mathew Stanley Foundation's **One Punch Can Kill** message.

### Parent, Student and Staff Satisfaction

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	70%	72%	84%
this is a good school (S2035)	80%	72%	68%
their child likes being at this school* (S2001)	70%	90%	84%
their child feels safe at this school* (S2002)	70%	80%	79%
their child's learning needs are being met at this school* (S2003)	70%	76%	84%
their child is making good progress at this school* (S2004)	80%	83%	84%
teachers at this school expect their child to do his or her best* (S2005)	80%	90%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	71%	84%
teachers at this school motivate their child to learn* (S2007)	80%	75%	84%
teachers at this school treat students fairly* (S2008)	60%	70%	72%
they can talk to their child's teachers about their concerns* (S2009)	90%	79%	79%
this school works with them to support their child's learning* (S2010)	89%	76%	84%
this school takes parents' opinions seriously* (S2011)	70%	63%	83%
student behaviour is well managed at this school* (S2012)	44%	54%	61%
this school looks for ways to improve* (S2013)	78%	82%	79%
this school is well maintained* (S2014)	100%	79%	84%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	86%	91%	83%
they like being at their school* (S2036)	80%	78%	75%
they feel safe at their school* (S2037)	81%	87%	78%
their teachers motivate them to learn* (S2038)	84%	85%	80%
their teachers expect them to do their best* (S2039)	95%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	83%	91%	84%
teachers treat students fairly at their school* (S2041)	74%	81%	72%
they can talk to their teachers about their concerns* (S2042)	69%	72%	71%
their school takes students' opinions seriously* (S2043)	67%	77%	66%
student behaviour is well managed at their school* (S2044)	53%	69%	53%
their school looks for ways to improve* (S2045)	78%	93%	75%
their school is well maintained* (S2046)	74%	75%	68%
their school gives them opportunities to do interesting things* (S2047)	71%	76%	71%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	64%	91%	71%
they feel that their school is a safe place in which to work (S2070)	71%	82%	78%
they receive useful feedback about their work at their school (S2071)	49%	52%	64%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	56%	50%	63%
students are encouraged to do their best at their school (S2072)	76%	88%	80%
students are treated fairly at their school (S2073)	82%	84%	84%
student behaviour is well managed at their school (S2074)	38%	66%	64%
staff are well supported at their school (S2075)	40%	42%	52%
their school takes staff opinions seriously (S2076)	45%	48%	52%
their school looks for ways to improve (S2077)	70%	82%	75%
their school is well maintained (S2078)	87%	67%	78%
their school gives them opportunities to do interesting things (S2079)	42%	48%	64%

\* 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

Parents are involved in celebrating success at weekly assemblies for Student of the Week, Student Led Conferencing, reporting evenings, transition evenings, subject selection evenings, open house invitations, positive post cards, Q School App, newsletters, SMS messaging, telephone or face to face communications. A careers expo is presented for the community at the Dalrymple Trade Training Centre with a focus on local industry and employment as well as further tertiary studies. Parents are notified through the assessment calendar as to when assessment items are set and due. Parents are invited to all ceremonies eg; Leadership Induction, Awards Night, Graduation and ANZAC Day plus the enjoyment of the music ensemble practice performances. All school information including enrolment packages is available on the school website.

We foster a team approach to the education and well-being of each student through parent and stakeholder discussions. Consideration is given to each individual's circumstances in making any adjustments necessary for attendance and academic success.

Through the school and Trade Training Centre we make community connections with local businesses who provide opportunities for work experience/placement, traineeships/apprenticeships and trainer/assessors for the various RTOs delivering certificate courses.

## Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. This program "**Life Choices**" includes a focus 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. The inherent messages are delivered by organisations such as the Morcombe and Mathew Stanley Foundations as well as Bullying No Way and Domestic Violence supplemented by DET resourced programs.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	149	283	240
Long Suspensions – 6 to 20 days	15	14	4
Exclusions	7	1	3
Cancellations of Enrolment	2	6	8

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

While every effort has been made to reduce the school's environmental footprint external factors such as consumption at the trade training centre and drought impact on the Ag Farm have been contributing factors

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	305,217	0
2014-2015	331,825	
2015-2016	359,891	

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	33	<5
Full-time Equivalents	43	24	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	0
Bachelor degree	39
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$17,492.33

The major professional development initiatives are as follows:

- In house QT&L pedagogical practice skills development
- QCAA workshops for Senior School work programs
- Panel monitoring, moderation, verification
- Mentor training
- Take the Lead
- Subject specific skilling

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.



# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	84%	86%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	78%	76%

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

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

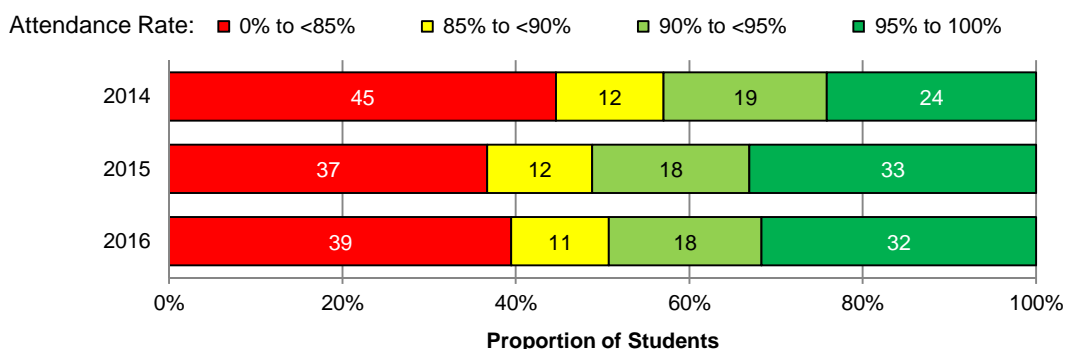
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	84%	83%	80%	84%
2015								90%	89%	85%	83%	83%	84%
2016								88%	86%	84%	82%	79%	86%

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

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

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

At Charters Towers State High School, attendance rolls are marked in Roll class at the beginning of the day and at the beginning of each lesson (5 times per day) and parents of students not accounted for on the roll are contacted by the attendance officer using direct phone contact or Oneschool SMS message. Parents are called if a student has 3 consecutive days absence and year co-ordinators send home Oneschool absence records for parents to verify absences regularly.

Students who fail to comply with compulsory schooling are managed through parent/student counselling with HODs and Deputy Principal while Compulsory Participation students who fail to comply after student/parent negotiation may have their enrolment cancelled for up to one school year.

The CEC and YSC make home visits to support parents in getting students to school while the Guidance Officer, HODs, DP and Principal work with students on career pathways relevant to their SET-P.

The school uses an Attendance Incentive Strategy based on 95% attendance (reflecting workplaces which allow 10 sick days a year). This strategy involves end of term reward activities for all students in each year level who achieved 95% attendance and those who fall under the 95% are precluded from any extra curricula activity. A major end of year reward (trip to Townsville) for those who attain 95% attendance for the year is promoted.

## NAPLAN

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

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

### Find a school

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	44	55	57
Number of students awarded a Queensland Certificate of Individual Achievement.	2	4	6
Number of students receiving an Overall Position (OP)	7	9	12
Percentage of Indigenous students receiving an Overall Position (OP)	14%	0%	17%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	3	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	38	52	52
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	50	52
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	40	51	51
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	86%	89%	83%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	98%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	4	2	1	0
2015	1	5	2	1	0
2016	1	1	8	2	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	21	34	2
2015	14	50	3
2016	0	52	1

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

The following VET qualifications were completed by our students:

- Cert II Workplace Practices
- Cert II Business
- Cert II Retail Services
- Cert II Information and Digital Media Technology
- Cert II Agriculture
- Cert II Visual Arts
- Cert II Engineering Pathways
- Cert II Health Support Services
- Cert II Hospitality Operations
- Cert II Electro Technology
- Cert II Automotive Underbody
- Diploma of Business

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	66%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	53%	30%	60%

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

## Student Destinations

### Post-school destination information

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

The report will be available at:

<https://chartoweshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

### Early leavers information

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

Due to the transient nature of employment within the community many students are early leavers to attend schools in other areas associated with their family's work. Some students leave early to take up employment opportunities eg full time apprenticeships. Career counselling is provided for those students who become disengaged as a means of ensuring a sense of purpose in education and instilling an end point goal in a bid to retain student to year 12 completion.

## Conclusion

Charters Towers State High School continues to have student outcomes at the forefront of our improvement agenda.

