

# Charters Towers State High School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Charters Towers State High School is a Year 7 to 12 school with a Curriculum Campus on Towers Street, a Sports Complex (Friemann Oval) and Agricultural Farm off Prior Street and is the Lead school in the Dalrymple Trade Training Centre on MacPherson Street. This report outlines the school's goals past and future, curriculum offerings and performance, student and parent satisfactions and staff composition.

### School progress towards its goals in 2015

Major goals achieved for 2015 included :

- the successful transition of Year 7 into secondary which was achieved by timetabling teachers to 2 classes within the cohort specialising in an English/Humanities or Maths/Science focus
- developing Individual Curriculum Plans for those students with literacy/numeracy deficits targeting their ability level toward improvement
- implementing Student Led Conferencing as a reporting format to parents
- attaining 100% QCE/QCIA for exiting Year 12s
- reducing the attendance gap between indigenous and non-indigenous students
- Improvement in NAPLAN which will continue to be a work in progress.

### Future outlook

Major improvement goals for 2016 include:.

- engaging all teachers in the Quality Teaching and Learning Framework (Sharratt & Fullan) on a fortnightly basis with a view to enhanced student outcomes
- increasing attendance through parent engagement and student incentives
- embedding classroom walkthroughs to provide constructive feedback toward improved student outcomes
- using trained mentors to support beginning teachers
- introducing Student Led Conferencing into the Senior School

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	387	200	187	87	84%
2014	369	187	182	96	84%
2015	439	221	218	112	87%

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.

### Characteristics of the student body:

Charters Towers State High School is the only State High School in a 200km radius comprising a remote and rural community supported by agriculture, light industry and mining. The community has a low socioeconomic indicator of 869. 26% of our student body are indigenous students with 1% comprising other cultures including Asia and New Zealand. We have a Special Education Unit comprising 38 students with a variety of disabilities catered for. There are many blended and single parent families within the school community.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	22	22	20
Year 11 – Year 12	18	17	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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	159	149	283
Long Suspensions - 6 to 20 days	24	15	14
Exclusions	1	7	1
Cancellations of Enrolment	10	2	6

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

- 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 The Arts
- Senior School curriculum Years 11 – 12 is derived from QCAA approved Authority, Authority Registered and Vocational Education 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, 2 Cert III courses and 1 Diploma course

### Extra curricula 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
- 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
- 4 year rotation to host the Combined School's Formal

### How Information and Communication Technologies are used to improve 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.

## Social Climate

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. We also have an alliance with the Neighbourhood Centre to deliver Men's and Women's Business for indigenous students. The school has an active School Wide Positive Support Program focusing on the three principles of 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.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	70%	72%
this is a good school (S2035)	88%	80%	72%
their child likes being at this school (S2001)	92%	70%	90%
their child feels safe at this school (S2002)	84%	70%	80%
their child's learning needs are being met at this school (S2003)	83%	70%	76%
their child is making good progress at this school (S2004)	80%	80%	83%
teachers at this school expect their child to do his or her best (S2005)	92%	80%	90%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	90%	71%
teachers at this school motivate their child to learn (S2007)	84%	80%	75%
teachers at this school treat students fairly (S2008)	84%	60%	70%
they can talk to their child's teachers about their concerns (S2009)	96%	90%	79%
this school works with them to support their child's learning (S2010)	91%	89%	76%
this school takes parents' opinions seriously (S2011)	88%	70%	63%
student behaviour is well managed at this school (S2012)	76%	44%	54%
this school looks for ways to improve (S2013)	96%	78%	82%
this school is well maintained (S2014)	96%	100%	79%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	81%	86%	91%
they like being at their school (S2036)	83%	80%	78%
they feel safe at their school (S2037)	86%	81%	87%
their teachers motivate them to learn (S2038)	85%	84%	85%
their teachers expect them to do their best (S2039)	94%	95%	96%
their teachers provide them with useful feedback about their school work (S2040)	83%	83%	91%
teachers treat students fairly at their school (S2041)	67%	74%	81%
they can talk to their teachers about their concerns (S2042)	75%	69%	72%
their school takes students' opinions seriously (S2043)	71%	67%	77%
student behaviour is well managed at their school (S2044)	54%	53%	69%
their school looks for ways to improve (S2045)	82%	78%	93%
their school is well maintained (S2046)	74%	74%	75%
their school gives them opportunities to do interesting things (S2047)	74%	71%	76%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	84%	64%	91%
they feel that their school is a safe place in which to work (S2070)	87%	71%	82%
they receive useful feedback about their work at their school (S2071)	73%	49%	52%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	56%	50%
students are encouraged to do their best at their school (S2072)	94%	76%	88%
students are treated fairly at their school (S2073)	92%	82%	84%
student behaviour is well managed at their school (S2074)	57%	38%	66%
staff are well supported at their school (S2075)	57%	40%	42%
their school takes staff opinions seriously (S2076)	60%	45%	48%
their school looks for ways to improve (S2077)	91%	70%	82%
their school is well maintained (S2078)	93%	87%	67%
their school gives them opportunities to do interesting things (S2079)	73%	42%	48%

# '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, telephone or face to face communications and a Community Fair which showcases Cert II Workplace Practices students applying their knowledge in a practical setting. 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.

## Reducing the school's environmental footprint

The school staff makes a conscious effort to minimise electricity and water usage by not leaving lights, air conditioners and taps running unnecessarily. There is also an expectation that computers are turned off at the end of day. Extra classes have coincidentally increased electricity consumption with the addition of 4 year 7 classes.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	319,354	240
2013-2014	305,217	0
2014-2015	331,825	

\*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.

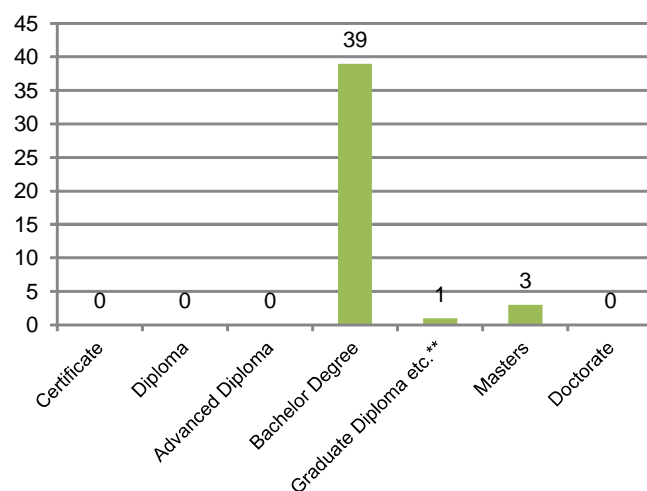
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	29	<5
Full-time equivalents	42	21	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
<b>Total</b>	<b>43</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$10,649.94

The major professional development initiatives are as follows:

- In house behaviour management skills development
- QCAA workshops for Senior School work programs
- Panel monitoring
- Mentor training
- Take the Lead
- Subject specific skilling

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income 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 says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	81%	84%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	72%	76%	78%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

### Student attendance rate for each year level (shown as a percentage)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	N/A	86%	83%	79%	75%	82%
2014	N/A	89%	84%	83%	80%	84%

**Student attendance rate for each year level (shown as a percentage)**

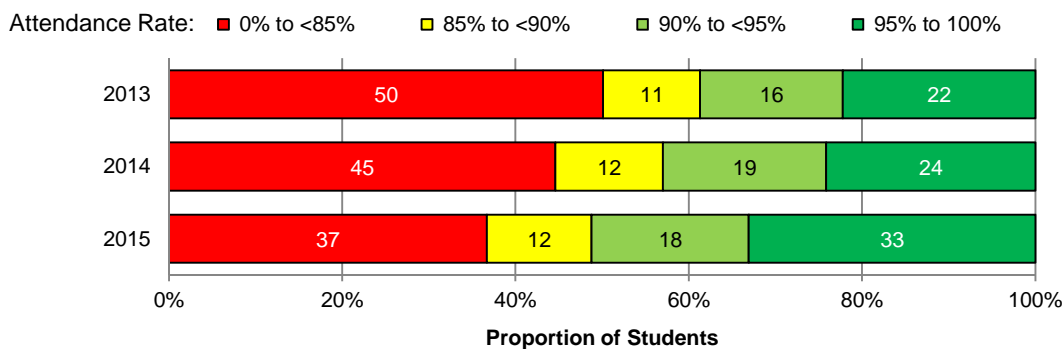
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	89%	85%	83%	83%	84%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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. 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 involved 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.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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

GO

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	61%	66%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	29%	53%	30%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	62	44	55
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	4
Number of students receiving an Overall Position (OP)	16	7	9
Percentage of Indigenous students receiving an Overall Position (OP)	17%	14%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	5	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	50	38	52
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	34	50
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	51	40	51
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	86%	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.	81%	86%	89%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
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.	92%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	76%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	1	5	7	3	0
2014	0	4	2	1	0
2015	1	5	2	1	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	34	39	4
2014	21	34	2
2015	14	50	3

As at 16 February 2016. The above values exclude VISA students.

Students attained completion in the following VET qualifications:

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

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

Due to the transient 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.