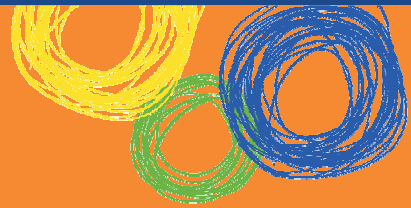


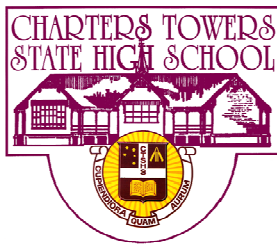
# Charters Towers State High School (2006)

## Queensland State School Reporting

### 2012 School Annual Report



## *“Developing the Individual in a Caring Environment”*



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## Principal's foreword

### Introduction

Charters Towers State High School is the lead school in partnership with Charters Towers School of Distance Education, Columba Catholic College and All Souls St Gabriels School in the construction and management of the Dalrymple Trade Training Centre which will be operational in 2014.

This report provides the parents and community of Charters Towers State High School with a synopsis of the school's performance against identified targets for the past 12 months in relation to our 2012 Annual Implementation Plan, supported by statistical data. There is also information about curriculum offerings and the school goals for 2013.

### School progress towards its goals in 2012

2012 Goals	Achievement / Progress
<ul style="list-style-type: none"> <li>Literacy Enhancement including; Reading Comprehension and Writing Conventions (spelling, grammar and punctuation)</li> </ul>	Employed a Support Teacher Literacy /Numeracy for 2013 as a Reading Coach. Staff trained in 2012 and classes timetabled for enhancement in 2013.
<ul style="list-style-type: none"> <li>Deliver Australian Curriculum for years 8 – 10 English, Maths and Science while preparing for 2013 History</li> </ul>	Curriculum delivered to all years 8 – 10 students as C2C.
<ul style="list-style-type: none"> <li>Develop a whole school Pedagogical Framework to enhance teaching practice</li> </ul>	Developed Dimensions of Teaching and Learning as Pedagogical Framework for implementation in 2013.
<ul style="list-style-type: none"> <li>Retention, attainment and transition of students at key junctures of schooling by aligning Vocational Education with community employability needs</li> </ul>	The retention rate for all students rose from 50 % in 2011 to 80% in 2012 with indigenous students rising from 38% to 70% and non indigenous students from 60% to 82%.

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<ul style="list-style-type: none"><li>• Closing the Gap between attendance and outcomes for Indigenous and non-Indigenous students (Every Day Counts) through: Pastoral Care Program 100% QCE Attainment and NAPLAN Improvement – moving bottom 2 bands up and increasing top 2 bands</li></ul>	<p>Attendance has seen Indigenous students improve from 75% to 77.1% while non indigenous students improved from 85.4% to 86.3%.</p> <p>The Pastoral Care Program focuses on the social and emotional wellbeing of all students with guest speakers including Mr Stanley from The Michael Stanley Foundation (One Punch Kills) and Bruce &amp; Denise Morcombe from Te Daniel Morcombe Foundation coupled with presentations from The Neighbourhood Centre, In-Step, Queensland Ambulance, Red Frog Foundation, Queensland Police and Queensland Fire and Rescue Service.</p> <p>QCE attainment rose from 79.5% to 82.4% and in NAPLAN the Gap in Numeracy is closed as it is in Reading.</p>
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### Future outlook

The following are the 2013 Annual Implementation Plan goals for Charters Towers State High School. The full Plan can be accessed on the schools website at [www.chartoweshs.eq.edu.au](http://www.chartoweshs.eq.edu.au)

- Literacy and numeracy enhancement program
- Junior Secondary Implementation - Transitioning years 5-7
- Develop teacher capacity to collect, analyse and apply data to individual student improvement
- Develop a peer coaching / observation program to enhance teaching practice

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	343	171	172	85%
2011	353	178	175	85%
2012	379	202	177	84%

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

### Characteristics of the student body:

The communities of Charters Towers and its surrounding region have populations of approximately 8 492 and 3 514 respectively with approximately 8.5% of this population being of Indigenous origin. In terms of multi-ethnic composition, the population is relatively homogenous with over 94% claiming Anglo Celtic ethnicity and the vast majority of this group being born in Australia. Population movement into/out of and within the communities is quite high.

In terms of non-school qualifications, approximately 2% of the population holds a postgraduate degree, graduate diploma or graduate certificate while approximately 16% of people hold an advanced diploma, diploma or certificate. Education is valued within the majority of the community.

Employment rates are quite high with 91.3% of the labour force in employment and 8.7% unemployed. 64.6% of the population is in full time employment. The industries providing significant employment are those associated with mining, retail trade, primary industries and service industries. The median weekly income for people aged 15 years and over is \$300 - \$399 with median weekly family income ranging from \$800 to \$999.

Traditional two-parent households form the majority of family units (44.5%) however there are significant one-parent family units within the community (17.5%)

Access to technology, computers and the Internet appears to be growing. Currently 31.3% of the families across the local authority areas use a personal computer within their home. Young people, 0 – 19 years of age, are the major users of this technology.

Compared to the general community our school has a 10% higher population of Indigenous students.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	23	21	20
Year 11 – Year 12	20	19	20

# Our school at a glance

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	244	182	147
Long Suspensions - 6 to 20 days	29	13	20
Exclusions	6	2	0
Cancellations of Enrolment	4	3	5

## Curriculum offerings

Our distinctive curriculum offerings

Curriculum offerings are aligned with community needs and future pathways for students – (Tertiary, Trade and Employability) through any combination of Authority (OP), Authority Registered (Non-OP) and Vocational Education (Certificate I and Certificate II) subjects coupled with Work Experience, Work Placement and School Bases Apprenticeships or Traineeships (SATS) aimed at having students leave school with the best opportunity for a successful future.

### Extra curricula activities

Students engage in a variety of extra curricula activities as follows;

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,

Students have the opportunity to participate against the private schools as part of our successful Junior and Senior debating teams,

Senior students choose to participate in public speaking eg Lions Youth of the Year,

The Glee Club is a popular extra curricula activity,

Defence Force Army Cadets are based at the school and some students engage in Air Force cadets associated with one of the private schools,

The school has an extensive Instrumental Music Program that participates successfully in local and regional competitions in affiliation with local primary schools.

### How Information and Communication Technologies are used to assist learning

The school boasts 6 computer labs as well as 10 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 a class set of iPads.

## 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. The school also has a Youth support Program delivered by In-Step. We also have an alliance with the Neighbourhood Centre to deliver Men's and Women's Business for indigenous students. The school has a Learn Earn Legend alliance with the Cowboys NRL franchise toward indigenous employment pathways, Youth pathways aligned with TAFE and JAYS Project through a police grant. The school has an active School Wide Positive Support Program focusing on the three principles of I am Safe, I am Responsible 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. The school also has a Welfare Committee that addresses issues for individuals on a referral basis and in liaison with parents refers on to outside agencies as applicable.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Overall, parent satisfaction with the school has risen by approximately 30% since 2011 to put this school above the state average. Staff morale has risen 7.6% and student satisfaction indicates a 10% rise in their belief they are getting a good education.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	87.5%
this is a good school	95.8%
their child likes being at this school*	87.5%
their child feels safe at this school*	95.8%
their child's learning needs are being met at this school*	91.7%
their child is making good progress at this school*	87.5%
teachers at this school expect their child to do his or her best*	95.8%
teachers at this school provide their child with useful feedback about his or her school work*	95.7%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.5%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	87.0%
this school looks for ways to improve*	95.7%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	78.4%
they like being at their school*	68.8%
they feel safe at their school*	75.0%
their teachers motivate them to learn*	80.3%
their teachers expect them to do their best*	89.6%
their teachers provide them with useful feedback about their school work*	81.5%

## Our school at a glance

teachers treat students fairly at their school*	60.6%
they can talk to their teachers about their concerns*	62.9%
their school takes students' opinions seriously*	60.8%
student behaviour is well managed at their school*	33.6%
their school looks for ways to improve*	80.8%
their school is well maintained*	63.5%
their school gives them opportunities to do interesting things*	72.6%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	61.7%
with the individual staff morale items	86.2%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents are involved in Meet & Greet BBQs, reporting evenings, transition evenings, open house invitations, positive post cards, newsletters and telephone or face to face communications. 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 .

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As evidenced below, the environmental footprint has been reduced significantly in 2012 due to reduced use of air-conditioning by opening windows instead and turning off lights, fans and air-conditioning when rooms are not in use. Water leaks in underground mains and toilets coupled with poorly regulated watering systems were controlled to return consumption to previous levels.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	317,011	240
2010-2011	301,227	44,099
2011-2012	197,468	240

# Our staff profile

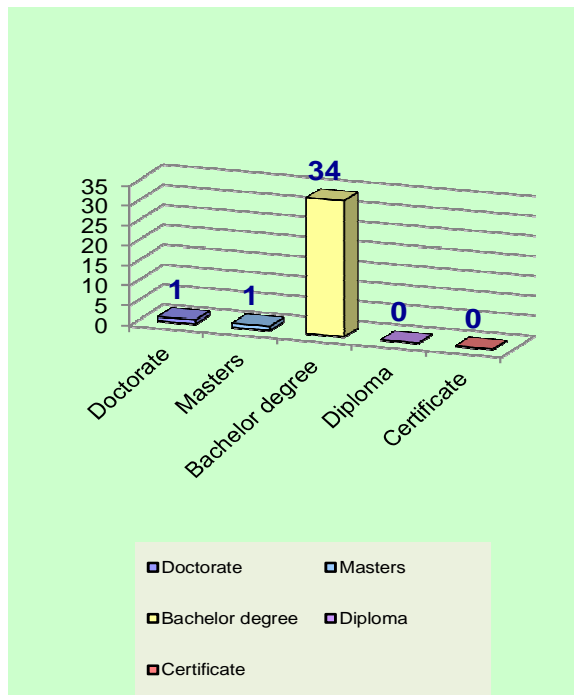
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	24	<5
Full-time equivalents	35.1	17.4	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Bachelor degree	34
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23,946.57.

The major professional development initiatives are as follows:

- C2C workshops
- QSA senior school workshops
- Panel training
- In house peer observation and coaching
- In house curriculum differentiation

# Our staff profile

- In house behaviour management

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	97.1%	96.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 80.1% of staff was retained by the school for the entire 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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



## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	83%	83%	85%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

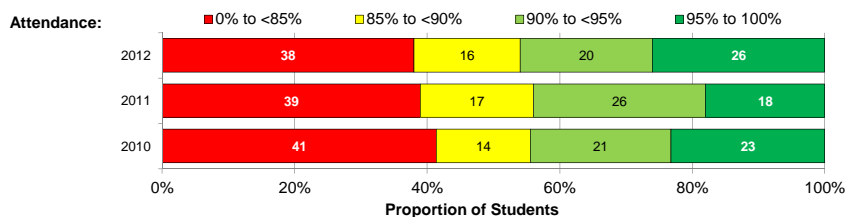
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	84%	82%	84%	82%	83%
2011	88%	85%	82%	78%	81%
2012	88%	86%	83%	82%	82%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance rolls are marked at the beginning of each lesson (4 times per day) and parents of students not accounted for on the roll are contacted by the attendance officer using Skoolbag App or 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 over a term.

Students who fail to comply with compulsory schooling are managed through parent/student counselling with Year Level Coordinators while Compulsory Participation students who fail to comply after student/parent negotiation have their enrolment cancelled for 1 school year.

The CEC makes 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.

# Performance of our students

## 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 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.

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

The school has an indigenous population of 24.59% with an attendance rate of 75% up from 42.7% in 2011. There has been a steady decline in retention for all students and in 2012 the retention remained consistent across year levels for the entire year which is a reversal of previous trends and I am happy to report that the gap in 2012 is to within 10% of being closed.

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	58%	52%	80%

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
Number of students receiving a Senior Statement.	44	47	50
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP).	20	17	9
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	9	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	39	37
Number of students awarded an Australian Qualification Framework Certificate II or above.	15	27	17
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	28	27	28
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.	65%	82%	89%
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.	91%	91%	82%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	71%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	1	7	5	5	2
2011	2	3	9	3	0
2012	1	4	3	1	0

As at 2 May 2013. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	22	15	1
2011	24	27	1
2012	29	16	2

As at 2 May 2013. The above values exclude VISA students.

Students undertook Certificate I in Work Education and Certificate II embedded in Business Communication and Technology.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

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

The school has a transient population due to the itinerant nature of mining. Most students leave the school to relocate due to parental work situations while others leave to take up employment opportunities including apprenticeships and traineeships.