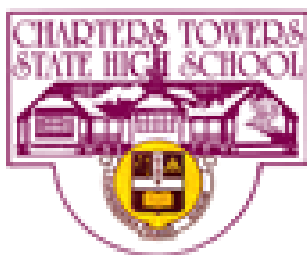


# Charters Towers State High School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

Charters Towers State High School is a Year 8 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 2013

The school's 2013 Annual Implementation Plan priorities were;

- **Literacy and numeracy enhancement program** – the outcome saw Literacy and Numeracy enhancement embedded into the timetable for all students once a week in the Senior School and twice a week for Junior School students
- **Junior Secondary Implementation - Transitioning years 5, 6 and 7** – the outcome was a successful Years 5, 6 and 7 transition program with all cluster feeder schools which saw 97% of state school students transitioning to high school with similar projections expected in 2015 from years 5 and 6 when Year 7 commences high school.
- **Develop teacher capacity to collect, analyse and apply data to individual student improvement** – the outcome was the implementation of Data Walls allowing teachers to identify and engage with their student data. There is more work to do in terms of unified collection and individual analysis in 2014
- **Develop a peer coaching / observation program to enhance teaching practice** – the outcome has seen teachers observing their peers and providing constructive professional feedback toward improving professional practice. The next step is to better align observations and feedback to the school's Pedagogical Framework.

### Future outlook

The following are the key priorities identified in the school's Annual Implementation Plan for 2014;

- Implement Reading and Writing Improvement Action Plan aligned with Great Results Guarantee (GRG)
- Focus Junior Secondary Transition on Community Engagement
- Align teacher capability with National Professional Standards for Teachers
- Improve teacher capability using walkthrough observations and feedback

# Our school at a glance

## School Profile

### Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	353	178	175	85%
2012	379	202	177	84%
2013	387	200	187	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. Compared to the general community our school has a 10% higher population of Indigenous students. Population movement into/out of and within the communities is quite high. **The school has an ICSEA score of 876**

The region is supported by rural and mining industries, retail trade, service industries and accommodates a Trade Training Centre, School of Distance Education, 5 feeder primary schools and 3 private/independent schools. The school experiences a transient population based on employment movements

### Average Class sizes:

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	20	22
Year 11 – Year 12	19	20	18

### School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	182	147	159
Long Suspensions - 6 to 20 days	13	20	24
Exclusions	2	0	1

# Our school at a glance

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Cancellations of Enrolment	3	5	10
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## Curriculum offerings

Our distinctive 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 (Certificates I, II and III) subjects coupled with Work Experience, Work Placement and School Based Apprenticeships or Traineeships (SATS) aimed at having students leave school with the best opportunity for a successful future. Students also engage in TAFE courses not offered through the school including RSA, White Card, RSG and Food Handling to supplement employability skills.

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,
- Junior and Senior debating teams,
- Public speaking eg Lions Youth of the Year,
- 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
- The school has an extensive Instrumental Music Program that participates successfully in local and regional competitions in affiliation with local primary schools.
- Annual Valentines Dance

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, and Youth pathways aligned with TAFE. 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. 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.

## Parent, student and staff satisfaction with the school

While the percentages have both up and down fluctuations in most categories from year to year it must be remembered that the survey for parents and students is random sampled and therefore not truly comparative

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

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Percentage of parents/caregivers who agree that:	2012	2013
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## Our school at a glance

their child is getting a good education at school (S2016)	88%	92%
this is a good school (S2035)	96%	88%
their child likes being at this school* (S2001)	88%	92%
their child feels safe at this school* (S2002)	96%	84%
their child's learning needs are being met at this school* (S2003)	92%	83%
their child is making good progress at this school* (S2004)	88%	80%
teachers at this school expect their child to do his or her best* (S2005)	96%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	88%
teachers at this school motivate their child to learn* (S2007)	96%	84%
teachers at this school treat students fairly* (S2008)	100%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	95%	91%
this school takes parents' opinions seriously* (S2011)	100%	88%
student behaviour is well managed at this school* (S2012)	87%	76%
this school looks for ways to improve* (S2013)	96%	96%
this school is well maintained* (S2014)	100%	96%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	78%	81%
they like being at their school* (S2036)	69%	83%
they feel safe at their school* (S2037)	75%	86%
their teachers motivate them to learn* (S2038)	80%	85%
their teachers expect them to do their best* (S2039)	90%	94%
their teachers provide them with useful feedback about their school work* (S2040)	81%	83%
teachers treat students fairly at their school* (S2041)	61%	67%
they can talk to their teachers about their concerns* (S2042)	63%	75%
their school takes students' opinions seriously* (S2043)	61%	71%
student behaviour is well managed at their school* (S2044)	34%	54%
their school looks for ways to improve* (S2045)	81%	82%
their school is well maintained* (S2046)	63%	74%
their school gives them opportunities to do interesting things* (S2047)	73%	74%

### Performance measure

Percentage of school staff who agree that:

2013

## Our school at a glance

they enjoy working at their school (S2069)	84%
they feel that their school is a safe place in which to work (S2070)	87%
they receive useful feedback about their work at their school (S2071)	73%
students are encouraged to do their best at their school (S2072)	94%
students are treated fairly at their school (S2073)	92%
student behaviour is well managed at their school (S2074)	57%
staff are well supported at their school (S2075)	57%
their school takes staff opinions seriously (S2076)	60%
their school looks for ways to improve (S2077)	91%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	73%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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

As evidenced below, the environmental footprint has remained constant in terms of water usage and the increase in electricity consumption can be directly attributed to the addition of the Dalrymple Trade Training Centre being built and added to our account.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	301,227	44,099
2011-2012	197,468	240
2012-2013	319,354	240

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Our staff profile

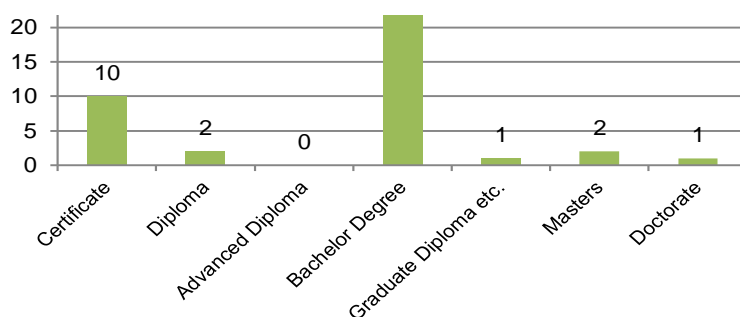
## Staff composition, including Indigenous staff

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.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	24	<5
Full-time equivalents	34	18	<5

## Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	1
Masters	2
Doctorate	1
<b>Total</b>	<b>51</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 2013 were \$ 23,5040.00. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Pedagogical Framework
- QSA senior school workshops - QCE
- Panel training
- In house peer observation and coaching
- In house curriculum differentiation
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

## Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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

From the end of the previous school year, 76% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	83%	85%	81%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

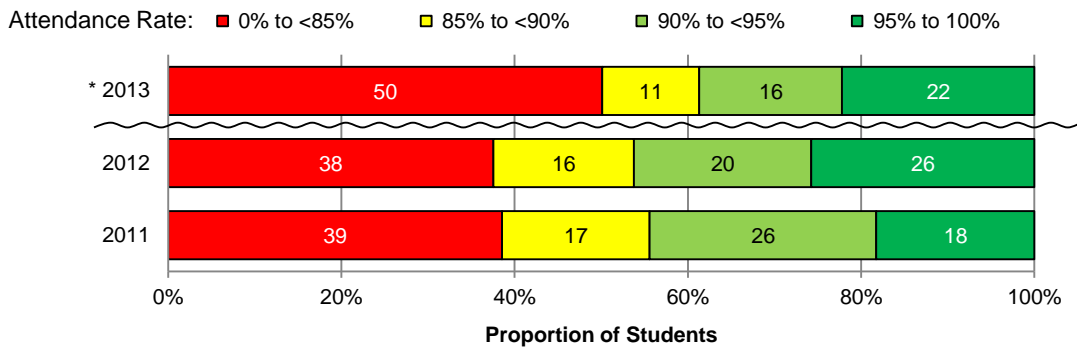
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	85%	82%	78%	81%
2012	88%	86%	83%	82%	82%
2013	86%	83%	79%	75%	82%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

# Performance of our students

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 may have their enrolment cancelled for up to one 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.

In 2013 the school introduced **Student of the Week** which recognises and rewards **on** assembly those students who are being **Safe, Respectful** and a **Learner**

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 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.

**Find a school**

Search by school name

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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 71.5% down from 77.1% in 2012. In 2013 the retention gap increased from 10.5% in 2012 to 59.1%. The 2013 NAPLAN Year 9 data (14 students) indicates the gap for reading decreased from 10% in 2012 to 5%, the gap for writing stayed the same at 23% while the gap for numeracy increased from 8% in 2012 to 22% in 2013. It should be noted that the NAPLAN data is comparing 2 different groups of students

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	52%	80%	74%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	47	50	62
Number of students awarded a Queensland Certificate Individual Achievement.	0	2	1
Number of students receiving an Overall Position (OP).	17	9	16
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	6	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	39	37	50
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	17	40
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	27	28	51
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.	82%	89%	81%
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%	82%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	71%	76%

As at 5 May 2014. 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
2011	2	3	9	3	0
2012	1	4	3	1	0
2013	1	5	7	3	0

As at 5 May 2014. 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
2011	24	27	1
2012	29	16	2
2013	34	39	3

As at 5 May 2014. The above values exclude VISA students.

Students participated in Certificate 1 Construction and Certificate 1 Engineering

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 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 the mining industry. Most students leave the school to relocate to coastal schools due to parental work situations while others leave to take up employment opportunities including apprenticeships and traineeships. The school's support personnel including Guidance Officer and the In-Step program are heavily involved in supporting at risk students to be work ready. All students in Year 10 undertake Certificate II in Workplace Practices, Work Experience and Work Placement to develop work readiness skills and a qualification. As part of the Career Education program completed in association with developing their SET-P.