

Charters Towers State High School Queensland State School Reporting 2014 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 2014

Implement Reading and Writing Improvement Action Plan aligned with Great Results Guarantee (GRG)

The school implement an abridged version of this plan with a view to full implementation in 2015 with the employment of a Reading Coach from GRG funds.

Focus Junior Secondary Transition on Community Engagement

This was fully implemented through a Community Fair, Open House Sessions and various Parent Forums that involved school tours and Q&A sessions. Radio and Newspaper articles were used extensively to keep the community informed.

Align teacher capability with National Professional Standards for Teachers

This was partially implemented with a view to full implementation across 2015 after intensive immersion on student free days

Improve teacher capability using walkthrough observations and feedback

Implementation progressed in phases so as not to overburden staff. This phasing in will continue throughout 2015

Future outlook

The school's priorities contained in the 2015 AIP are as follows:

- Priority 1. Successful Learners
- Priority 2. Great People
- Priority 3. Empowerment
- Priority 4. Engaged Partners
- Priority 5. High Standards
- Priority 6. Reading
- Priority 7. Numeracy
- Priority 8. Writing
- Priority 9. Science
- Priority 10. Retention
- Priority 11. Attainment
- Priority 12. Transition
- Priority 13. Closing the Gap between attendance and outcomes of indigenous and nonindigenous students

Priority 14. Attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	379	202	177	84%
2013	387	200	187	84%
2014	369	187	182	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		
	2012	2013	2014
Year 8 – Year 10	20	22	22
Year 11 – Year 12	20	18	17

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	147	159	149
Long Suspensions - 6 to 20 days	20	24	15
Exclusions [#]	0	1	7
Cancellations of Enrolment	5	10	2

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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 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. Year 8 students have trialed individual tablets this year.

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	92%	70%
this is a good school (S2035)	96%	88%	80%
their child likes being at this school* (S2001)	88%	92%	70%
their child feels safe at this school* (S2002)	96%	84%	70%
their child's learning needs are being met at this school* (S2003)	92%	83%	70%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is making good progress at this school* (S2004)	88%	80%	80%
teachers at this school expect their child to do his or her best* (S2005)	96%	92%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	88%	90%
teachers at this school motivate their child to learn* (S2007)	96%	84%	80%
teachers at this school treat students fairly* (S2008)	100%	84%	60%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	90%
this school works with them to support their child's learning* (S2010)	95%	91%	89%
this school takes parents' opinions seriously* (S2011)	100%	88%	70%
student behaviour is well managed at this school* (S2012)	87%	76%	44%
this school looks for ways to improve* (S2013)	96%	96%	78%
this school is well maintained* (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	78%	81%	86%
they like being at their school* (S2036)	69%	83%	80%
they feel safe at their school* (S2037)	75%	86%	81%
their teachers motivate them to learn* (S2038)	80%	85%	84%
their teachers expect them to do their best* (S2039)	90%	94%	95%
their teachers provide them with useful feedback about their school work* (S2040)	81%	83%	83%
teachers treat students fairly at their school* (S2041)	61%	67%	74%
they can talk to their teachers about their concerns* (S2042)	63%	75%	69%
their school takes students' opinions seriously* (S2043)	61%	71%	67%
student behaviour is well managed at their school* (S2044)	34%	54%	53%
their school looks for ways to improve* (S2045)	81%	82%	78%
their school is well maintained* (S2046)	63%	74%	74%
their school gives them opportunities to do interesting things* (S2047)	73%	74%	71%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		84%	64%
they feel that their school is a safe place in which to work (S2070)		87%	71%
they receive useful feedback about their work at their school (S2071)		73%	49%
students are encouraged to do their best at their school (S2072)		94%	76%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
students are treated fairly at their school (S2073)		92%	82%
student behaviour is well managed at their school (S2074)		57%	38%
staff are well supported at their school (S2075)		57%	40%
their school takes staff opinions seriously (S2076)		60%	45%
their school looks for ways to improve (S2077)		91%	70%
their school is well maintained (S2078)		93%	87%
their school gives them opportunities to do interesting things (S2079)		73%	42%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are involved in Meet & Greet BBQs, reporting evenings, transition evenings, subject selection evenings, open house invitations, positive post cards, skoolbag and Q School App, newsletters and telephone or face to face communications and Community Fair which showcases Cert II Workplace Practices student applying their knowledge in a practical setting. 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 web site.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	197,468	240
2012-2013	319,354	240
2013-2014	305,217	0

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

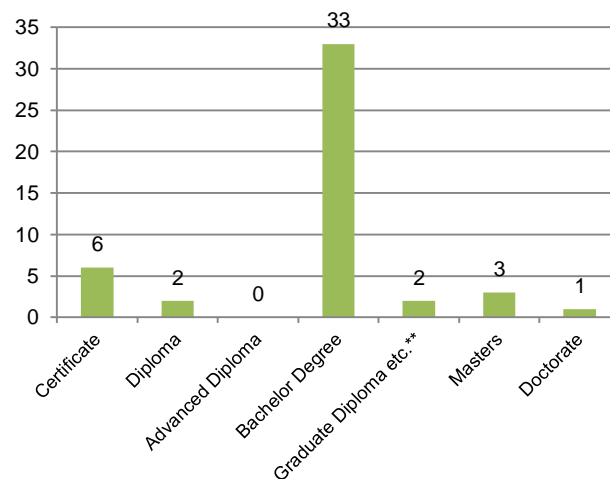
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 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.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	28	<5
Full-time equivalents	32	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Diploma	2
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	2
Masters	3
Doctorate	1
Total	47



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$29,246.02

The major professional development initiatives are as follows:

- Art and Science of Teaching Pedagogical Framework (whole school)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	81%	84%

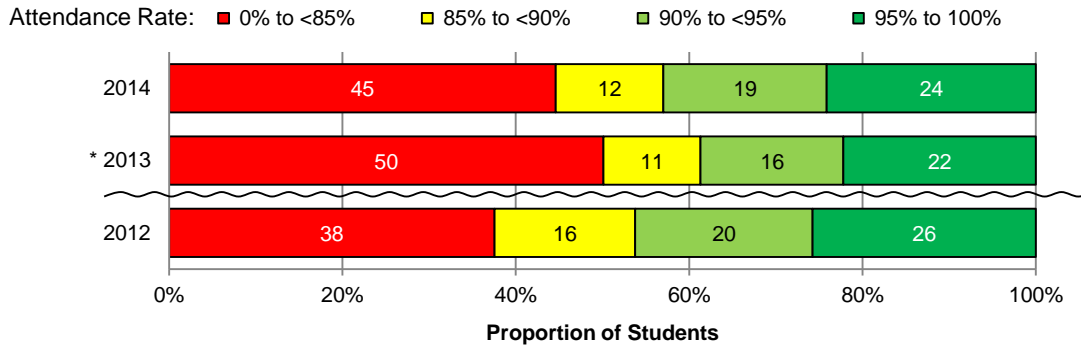
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								88%	86%	83%	82%	82%
2013								86%	83%	79%	75%	82%
2014								89%	84%	83%	80%	84%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

At Charters Towers State High School, 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 regularly.

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 2014 the school introduced 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 for the Junior Secondary students an **AttenDance** was an additional incentive.

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 Year 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

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Search by suburb, town or postcode

Sector Government
 Non-government

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.

Achievement – Closing the Gap

The school has an indigenous population of 26% with 62% of students attending less than 85% of the time. The retention gap decreased from 59.1% in 2013 to 9.2%. The 2014 NAPLAN Year 9 data indicates the gap for reading increased from 5% in 2014 to 32%, the gap for writing increased from 23% to 99% while numeracy was steady at 22% in 2013 and 23% in 2014. It should be noted that the NAPLAN data is comparing 2 different groups of students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	74%	61%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	50	62	44
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	2
Number of students receiving an Overall Position (OP)	9	16	7
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	3	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	50	38
Number of students awarded an Australian Qualification Framework Certificate II or above.	17	40	34
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	28	51	40
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.	89%	81%	86%
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.	82%	92%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	71%	76%	100%

As at 19 February 2015. 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
2012	1	4	3	1	0
2013	1	5	7	3	0
2014	0	4	2	1	0

As at 19 February 2015. 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
2012	29	16	2
2013	34	39	3
2014	21	34	2

As at 19 February 2015. The above values exclude VISA students.

The Vocational Education Courses offered below reflect employability skills aligned with community and industry needs according to the Dalrymple Trade Training Centre Industry Reference Group:

- Cert I Construction
- Cert I Engineering Pathways
- Cert II Kitchen Operations
- Cert II Mining and Infrastructure
- Cert III Aged Care
- Cert III Children's Services
- Cert II Retail Operations
- Cert II Information and Digital Media Technology
- Cert II Business
- Cert II Agribusiness
- Cert II Workplace Practices
- Cert II Contemporary & Visual Arts
- Cert III Business
- Cert II Automotive Servicing Technology
- Cert II Electro Technology

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 school 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 Youth Support Coordinator 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.