

Queensland State School Reporting – 2011

Chinchilla State High School (2087)



Postal address	PO Box 195 Chinchilla 4413
Phone	(07) 4672 9333
Fax	(07) 4672 9300
Email	the.principal@chinchilshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mrs Judith Guzzwell

Principal's foreword

Introduction

This report records the 2011 school outcomes. Chinchilla State High School continues to embody the motto "Learning together for a happy and productive future". Whilst academic excellence continues to be the main aim of teachers, staff members also strive to provide opportunities for students to excel in the sporting, cultural and citizenship areas.

School progress towards its goals in 2011

Improved Literacy and Numeracy results for year 9 students – especially in the top three band levels.

Spelling and Literacy activities incorporated in all classes across all curriculum areas

Indigenous students with individual learning programs, classroom support, other opportunities and monitored progress

Continuation of Certificate 1 in Work Readiness for year 11 students

Improved QCS preparation for year 12 students

Continuation of the use of ICTs across the school

Opportunities for students becoming embedded with the QMEA partnership

Continued development of close links with the community through partnerships with service clubs and community organisations.

Timetable to incorporate 7 @ 35 minutes for English and Mathematics in years 8, 9 & 10. This was reviewed in term three with decision to go to 30min/1 hour lessons in 2012.

Staff undertook First Steps in Reading professional development

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Future outlook

Continued Improvement in School and student performance in Numeracy and Literacy as indicated in NAPLAN results

Professional development in LemPhonics and Comprehension for teachers and teacher aides – following on from “First Steps in Reading” in 2011

Expectation that each teacher teaches a spelling list for each unit and works on vocabulary, grammar and punctuation in every subject in every class.

Literacy tips each staff meeting. Literacy Hints and Literacy Tips published in fortnightly newsletter

Learning support in years 8 & 9 English and Mathematics – where needed

Exemptions from LOTE for students with low literacy levels – students undertake extra literacy classes

Free after school tutoring in English, Mathematics & Science

Improved year 12 outcomes

Intensive QCS preparation for year 12 students

All year 11 students undertake certificate 1 in Work Readiness as part of General Studies

Deputy Principal with specific role of monitoring and supporting senior students.

Improved achievement for Indigenous students

Deputy Principal to continue to monitor, support and encourage Indigenous students – Individual IEPs, attendance checks, homework support, tutoring etc.

Continue to encourage and support Indigenous students wishing to undertake alternative pathways

Employment of Indigenous Teacher Aide to assist students in class, liaise with parents and community and to monitor attendance.

Participation in the Titans “Live Learn Legend” Program

All staff to continue working with supervisor to develop & review personal performance plan

Involve staff in the planning of professional development sessions in lieu of SFD

Implementation of special afternoon teas before PD sessions (3.30pm – 6.00pm)

Ensure staff social club remains active and supportive

Strive to include articles in local newspapers on a regular basis

Publicise students’ achievements.

Invite community members to school assemblies.

Continue Professional Development on fortnightly basis – sharing best practice

Improved use of technology in classrooms especially with year 9 & 10 classes where students have own laptop.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
466	225	241	89%

Characteristics of the student body:

The school is an integral part of the community and its traditions and history is firmly embedded in the culture of the area. Generations of the same family have attended the school and value education and community involvement in the school.

Students come to the high school from six feeder primary schools including two private schools. Generally all students from those schools transition to the high school, although occasionally one or two families opt to send their children to boarding schools. The school is enrolling an increasing number of students from the coastal areas due to the presence of gas and mining industries in the area. There are also more enrolments during the year with a more transient population. The transient nature of some of the students with enrolments occurring throughout the entire area is a different aspect for Chinchilla. This is creating changes within the student body and poses challenges to preserve the traditional values of the school.

Students have generally come from a rural or urban background. Approximately half of the students live in the town and the others live in surrounding areas. There are 14 buses that provide service to the students.

There are approximately 30 students who live on properties in the surrounding districts e.g. from Durong and Wandoan who choose to stay in the student hostel, Leichhardt House. Those students board there during the week and return home each weekend.

A policy and culture of exclusivity exists with special needs students generally part of mainstream classes. In practical areas these students have the extra support of a teacher aide and they are provided with assignment support.

The school has about 6% Indigenous students. These students come from a variety of backgrounds and domestic situations. There is no local recognised Indigenous group and one quarter of the Indigenous students are from transient families.

The 2010 school ICESA is 963. The 2010 School ICSEA Percentile is 31.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	21.1
Year 11 – Year 12	14.8
All Classes	18.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	95
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings provide students with the opportunity to study five separate subjects in each of the Arts and Technology Departments:

Dance, Drama, Media Studies, Visual Art, and Music within the Arts

Computer Studies, Graphics, Manual Arts, Business Studies, Textiles and Food Studies within the Technology Department.

In year 10, students are asked to nominate two electives and the timetable lines are set accordingly. In most subject areas, students in semester two, commence subjects to prepare them for their senior studies.

Chinchilla State High School offers a large range of choices in the senior school to cater for the academic and vocational students. All students undertake General Studies for three periods each week. A significant number of students undertake a school-based traineeship or apprenticeship. Students are provided with the flexibility to undertake a course that caters to their individual needs, including TAFE and University subjects.

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Our school at a glance

Extra curricula activities

Students at Chinchilla State High School were able to undertake a large range of extra curricula activities. These included:

Instrumental Music – Concert Band, Stage Band and music groups (quartets, duos etc)

Choir

Drum Line

Dance Troupe

Opti-Minds

Sports trials and competitions

Personality Quest

Student Council

Debating

Public Speaking Competitions

Interact Club

How Information and Communication Technologies are used to assist learning

ICTs are used to assist learning by providing a tool for research, presentation and submission of work. Many classes are utilising The Learning Place to post work and projects. Multimedia subjects, Graphics, Computer Studies utilise ICTs continually to undertake their work.

Other subjects use the ICTs to extend students and provide enrichment activities. Students may borrow laptops from the Resource Centre for class or individual use.

Social climate

All students are assigned a form teacher who meets with the students on a daily basis. Once a week each year level cohort meets together for a year level assembly in place of form class. The form teacher takes the Pastoral Care lessons which occur on a regular basis throughout the year. The school subscribes to the ARROW Program which is facilitated by Peer Power and is linked to the camp program for each year level.

The school's social activities are organised through by the Student Council. This organisation provides school members from all year levels an opportunity to develop and demonstrate leadership skills as each form class nominates a representative to be on the council. The Personality Quest Ball continues to be the students' social highlight and the biggest fund raising activity for the students.

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85% (62% in 2010)
Percentage of students satisfied that they are getting a good education at school	85%(69% in 2010)
Percentage of parents/caregivers satisfied with their child's school	85% (72% in 2010)
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	73%

Involving parents in their child's education

Parents are encouraged to be involved with their child's education at all levels.

Individual interviews are conducted when students enrol in the school and parents are encouraged to contact the school if there are ever any concerns or questions. Heads of Department and teachers contact parents to report very positive results or behaviour and also when there have been incidents occurring at school

Fortnightly newsletters, assessment planners and assignment letters are all posted home to ensure parents receive the information.

Parents accompany their children at SEP meetings, Meet the Teacher evenings, subject information evenings and parent teacher consultations.

Our school at a glance

Reducing the school's environmental footprint

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

The P&C association obtained grants from QGC to install a large tank to capture the rainwater from the roofs of the school buildings. This water would then be pumped to another large holding tank to store the water for use on the oval.

The school's environmental footprint has decreased.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	218,435	8,968
2010	227,020	18,020
% change 10 - 11	-4%	-50%

Our staff profile

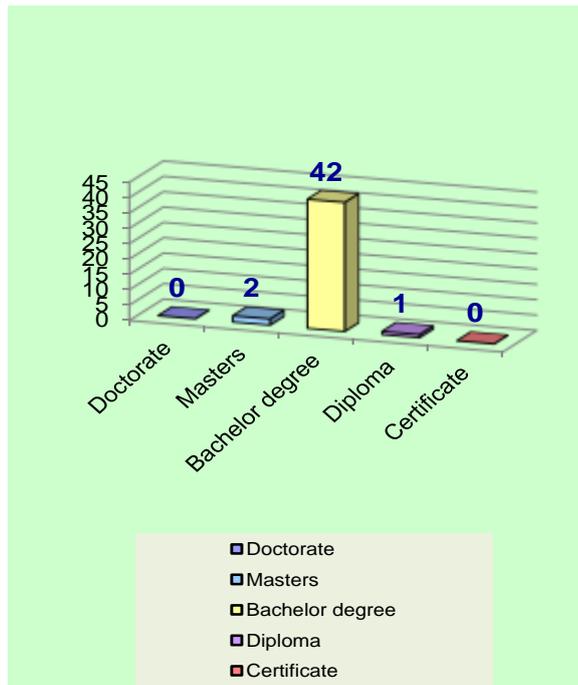
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	23	0
Full-time equivalents	40	17	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	42
Diploma	1
Certificate	0



Our staff profile

PRINCIPAL

Mrs J A Guzzwell, BEd, CertT

DEPUTY PRINCIPALS

Mr B A C Bowman, BD&T, DipT(ManArts)

Mrs A E Young, BEd, AssocDipFineArts

HEADS OF DEPARTMENT

Miss J M Beck, BEd - Mathematics/Science

Mrs A Conroy, DipTeach(Prim&SpecEd), BEd, DipBibSt - Special Education

Mrs M P Etheridge, BEd, CertT - Technology

Mr P K Gerke, BEd(Sec)VisualArt,Film&Television, AssocDipGraphicDesign - The Arts

Mrs K M Otto, BA, DipEd - English/Humanities

Mr M J Weller, BEd – Health&Physical Ed

TEACHING STAFF

Mrs C A Bartlett, B Ed, DipTEd,

Miss S E Bates, B Ed

Mrs M Benson, M Ed, BA, ProfTeachingCert,

Mr F G Buya, B AgSc, B Ed

Miss S J Cooper, B Ed

Mr C J S Cox, B Ed, BA

Mr N R Deacon, DipT

Miss C Dillmann, B Ed

Mr B J Hubbard, M EdSt B AppSc, Dip Ed,

Mrs H J Hubbard, B Mus, Dip Ed, A MusA

Miss K Johnson, B A, Grad DipEd

Mrs B J Jones, B Ed

Mrs J M Keating, B Ed

Mr A J Kirby, B Technology Ed

Mr J M Kratzmann, B Ed

Mrs W J Lord, B AppSc, Grad DipEd

Mrs H M MacLean, B Ed

Mrs K McKenzie, B Creative Industries, B Ed

Mr C S McEvoy, B AppSc, B Ed

Mrs C Nickson, B A, Grad DipEd

Mrs J M R Nicolson, B ExSc, B Ed

MS L Pujol, B VisArt, B Ed, Cert Hos

Miss K M Radunz, B Ed

Miss M R Radunz, B Ed

Mr C J A Rodger, B Ed

Miss V M Savage, B TechnologyEd

Miss R M Smit, B A, B Ed

Miss L A Strahley, B A, B Ed

Miss S J Taylor, B Ed

Miss S C Ventouri, B Comm, Dip T

Miss C M Ward, B Creative Industry, B Ed

Mrs M M Zischke, B Visual Arts, B Ed

TEACHER LIBRARIAN

Miss L E Wenham, B A, B Teach

INSTRUMENTAL MUSIC TEACHER

Miss K A Holmes, B CreativeArts, A MusA

GUIDANCE OFFICER

Mrs S E Weedon, M Ed, B Sc, Dip T, B Ed

ADMINISTRATIVE OFFICERS

Mrs M Dallmann

Mrs M Keating

Mrs M L Smith

Mrs E M Turner, CertIIIIBus

AGRICULTURAL ASSISTANT

Our staff profile

Mr D B Powell, CertIIIHort

BUSINESS SERVICES MANAGER

Mrs P L Widdon, CertIIIBus

CLEANERS

Mrs L Bateman

Mrs M S Hammermeister

Mr N Nimo

Mr R C Polzin, CertIIIASsetMain

Mrs B Richters

Mrs J F Sheridan, CertIIIASsetMain

FACILITIES OFFICER

Mr D M Kanowski

GROUNDSPERSONS

Mr G Sheridan

Mr K Young

SCIENTIFIC OPERATIONS OFFICER

Mrs S M Wolens, B AppSc

TEACHER AIDES

Miss J S Barrett, ADipAppSc,CertIVBus,

Mrs D J Horswood

Mr L Lord,
AssDipElecEng,AssDipMaths&Comp

Mrs L D Moy, CertIIIEducationSupport

Mr R Otto

Mr S A Schuster

Mrs G O Sheridan,JP(Q),Dip
Ed,CertIV,Cert3Lib

Mrs M Sims

Mrs C Staib, B GenSt, B Teach

Mr N D Stanley

Miss A L Summerville, NCAS Coach

Mrs T A Wolski

SCHOOL CHAPLAIN

Mr J Buchanan, CertIV YouthMinistry

YOUTH HEALTH NURSE

Mrs T P Bender, B AppSci,CNL2

TUCKSHOP CONVENOR

Mrs L Scott, CertIIIBakerPastryChef

PARENTS AND CITIZENS' ASSOCIATION

Mrs C Grimes - President

Mrs J Keating - Vice President

Mrs A L Nothdurft - Secretary

Mrs J D Irwin - Treasurer

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$32718.

The major professional development initiatives are as follows:

- QSA Conferences & Workshops
- First Steps in Reading
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences, eg Hospitality; Music; VET
- Ancillary Staff network meetings

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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.

Our staff profile

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

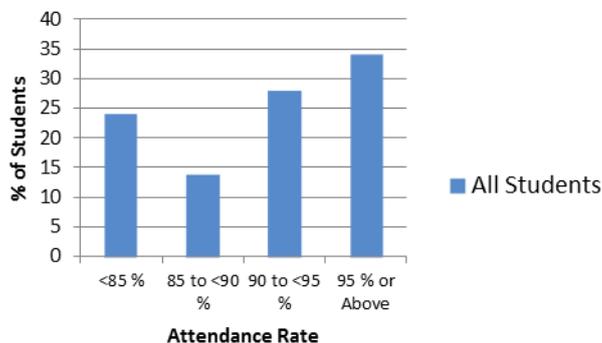
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
93%	89%	87%	89%	89%

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.

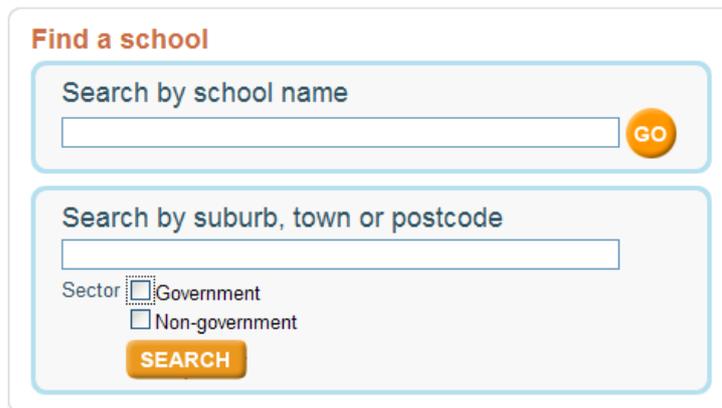
A Deputy Principal has the responsibility of monitoring the students' absence. If the school has not been notified of a student's absence, the parents are called and the responses recorded. A teacher aide collates the rolls which are marked at the beginning of the day and at the beginning of period 5 which is immediately after lunch.

Performance of our students

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, and a "Non-government" checkbox. Below these options is a yellow "SEARCH" button.

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 community is working hard to close the gap between the performance of Indigenous and Non-Indigenous students in the school. Whilst there are some wonderful success stories eg the female School captain was an Indigenous student, the overall data displays room for improvement in all areas of attendance, attainment and retention. The school has employed an Indigenous teacher aide to work with the students and the Deputy Principal has set up individual learning programs for each student.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 80%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	77
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	48
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	16
Number of students awarded one or more Vocational Educational Training qualifications.	75
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	67
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	71%
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.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%

Performance of our 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
5	9	20	12	2

- Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
70	16	4

Students in year 11 General Studies undertake Certificate I in Work Readiness. This is to hopefully assist in their transition to the work force.

- Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 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 students who are early leavers generally transition to a full time apprenticeship or full time employment.