

Chinchilla State High School (2087)

Queensland State School Reporting

2012 School Annual Report



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 Queensland Government data website.
Contact Person	Mr Scott Rowan

Principal's foreword

Introduction

This report records the 2012 school outcomes and presents to our community a summary of key information collected throughout the year. Chinchilla State High School continues to embody the motto "Learning together for a happy and productive future" and this is regularly reinforced through the school's TEAM Core Values. Our staff members are very enthusiastic in their work and there is a strong focus on student wellbeing, the development of academic excellence and providing a diverse range of learning opportunities for all students. The students are provided access to a breadth of curriculum offerings and numerous opportunities to excel in the sporting, cultural and citizenship areas.

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School progress towards its goals in 2012

The school continued its strong focus on developing the literacy skills of all students. A number of key initiatives aimed at improving Year 12 student outcomes were implemented – intensive QCS preparation, a Deputy Principal monitoring achievement and attendance data and supporting senior students, all students completing a Certificate 1 in Work Education in Year 11. In October 2012, the school was engaged in a Teaching and Learning Audit to identify curriculum and pedagogy practices within the school. The results affirmed that Chinchilla State High School is a very good school and provided recommendations on improvements to address in the future.

There was a successful implementation of the National Curriculum in English, Mathematics and Science.

The Professional Development of staff was a strong focus with numerous opportunities to enhance skills and share 'best practice' with colleagues.

The school completed numerous upgrades to its ICT facilities and resources and promoted the development of ICT literacies and skills amongst the students and staff.

Future outlook

The consolidation of the school's new TEAM Core Values – Together, Excellence, Acceptance and Motivation. These values provide a common language to promote high standards and wellbeing for all students and staff across our wider community.

The implementation of a common 'Explicit Teaching Lesson Structure' and design of a school-wide Pedagogical Framework.

Under an 'Excellence in Teaching' focus, teachers will continue to engage in Professional Development and 'Collegial Sharing', to ensure that they are implementing best practices and maximizing student outcomes. The provision of differentiated learning experiences to meet the needs of all learners and maximize student outcomes, remain a key priority.

The staff will continue to reflect on student data and NAPLAN results to improve the development of Literacy and Numeracy skills in students.

The successful implementation of the National Curriculum in English, History, Mathematics and Science.

In consultation with local feeder schools and parents, the school will develop a Junior Secondary philosophy to reflect high standards of student wellbeing, curriculum and pedagogy. This Junior Secondary philosophy will be progressively implemented in the transition to Year 7 students starting in 2015.

Student attendance is required to be above 90% for students to participate in non-compulsory activities.

The appointment of a teacher in an Indigenous Students' Coordinator role and the employment of an Indigenous Teacher Aide to monitor attendance, assist students in class and liaise with parents and community. Indigenous students will be able to participate in the Titans "I-Can" and 'Girls' Academy' Programs and access the 'High Performance Centre' for study.

The school will continue to upgrade its ICT resources and promote the development of ICT literacies and skills amongst the students and staff.

The school will continue to strive to create strong partnerships with TAFE and local community industry groups to provide a breadth of learning opportunities for students.

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	483	235	248	93%
2011	466	225	241	89%
2012	471	247	224	89%

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

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 they value education and community involvement in the school. Students come to the high school from six feeder primary schools, including two independent schools. Generally all students from those schools transition to the high school, although occasionally a small number of families opt to send their children to boarding schools. The school is enrolling an increasing number of international students and 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 Dulong and Wandoan who choose to stay in the student hostel, Leichhardt House. Those students board there during the week and return home each weekend.

There is a considerable diversity of learning needs throughout the student body. Students who are unable to connect with the curriculum of their year level are to receive instruction within the age-appropriate curriculum for their learning needs. Students with Special Needs are catered for in a variety of learning environments, including small, specialised groups and 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 5.9% Indigenous students. These students come from a variety of backgrounds and domestic situations. There is no locally recognised Indigenous group and one quarter of the Indigenous students are from transient families.

The 2011 school ICESA is 970. The 2011 School ICSEA Percentile is 34.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	20	21	22
Year 11 – Year 12	12	15	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	90	95	92
Long Suspensions - 6 to 20 days	3	5	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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. 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.

All students participate in a weekly Pastoral Care lesson that aims to develop important life skills and fosters our positive school TEAM Core Values and student wellbeing.

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
- Maths/Science Competitions
- Inter-house sports
- Sports competitions and representative sport trials
- 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 and Computer Studies utilise ICTs continually to undertake their work. Other subjects use the ICTs to extend students and provide enrichment activities. Students within the Special Education Program use i-Pads with interactive programs to assist learning. Students may borrow laptops from the Resource Centre for class or individual use. Many students communicate via email with their teachers to submit assessment drafts and gain valuable feedback and scaffolding of tasks.

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. A Year Coordinator is assigned to each year level to assist in the design of the Pastoral Care Program, manage student behaviour and oversee student well-being. The Form Teacher takes the weekly Pastoral Care lessons which provide students with a breadth of topics that focus on the core school values, key life skills and personal development.

The school subscribes to the ARROW Program which is facilitated by Peer Power and is linked to the school's camp program.

Students at risk are carefully monitored through a breadth of processes and supportive staff e.g. School Chaplain, Guidance Officer, School-Based Youth Health Nurse, Year Coordinators and the school leadership group.

Many of the school's social activities are organised 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 focus for the year.

Our school at a glance

Parent, student and staff satisfaction with the school

The wider school community believes that this is a 'good school' and there is very strong support for the school's values, the staff and the learning opportunities that are provided to the students.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.0%
this is a good school	96.0%
their child likes being at this school*	92.0%
their child feels safe at this school*	92.0%
their child's learning needs are being met at this school*	96.0%
their child is making good progress at this school*	92.0%
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*	92.0%
teachers at this school motivate their child to learn*	92.0%
teachers at this school treat students fairly*	96.0%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	91.7%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	90.9%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.0%
they like being at their school*	87.5%
they feel safe at their school*	98.3%
their teachers motivate them to learn*	96.7%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.6%

Our school at a glance

teachers treat students fairly at their school*	86.7%
they can talk to their teachers about their concerns*	84.2%
their school takes students' opinions seriously*	85.0%
student behaviour is well managed at their school*	89.2%
their school looks for ways to improve*	96.6%
their school is well maintained*	96.6%
their school gives them opportunities to do interesting things*	95.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.2%
with the individual staff morale items	92.0%

* 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 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 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. Teachers, school leaders and key support staff often make contact with parents to report very positive results and behaviour and also when there are concerns with students at school.

Fortnightly newsletters, assessment planners and assignment letters are all sent home to ensure parents receive the information. Parents accompany their children at Parent-Teacher Interviews, SEP meetings, Meet the Teacher evenings, and Subject Information evenings.

Parents are always encouraged to be involved in the Parents and Citizens' Association.

Reducing the school's environmental footprint

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

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The P&C Association obtained grants from QGC to install a large tank to capture the rainwater from the roofs of the school buildings and sheds at the school agricultural farm. This water is then used on gardens and the school oval.

The school works at minimising its environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	227,020	18,020
2010-2011	218,435	8,968
2011-2012	202,745	9,479

Our staff profile

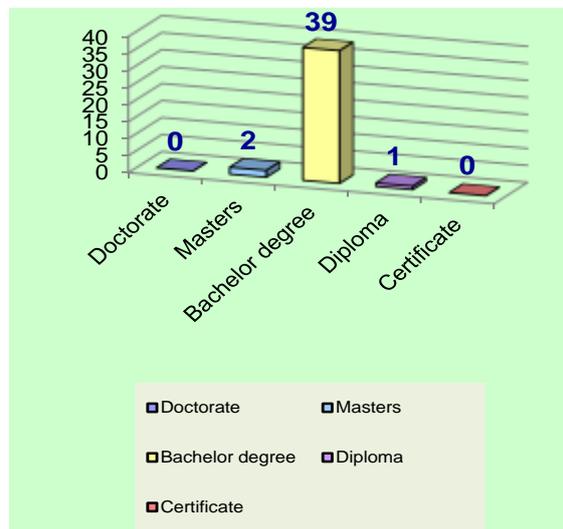
Staff composition, including Indigenous staff

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	42	24	0
Full-time equivalents	41.2	18.7	0

Qualifications of all teachers

Doctorate	0
Masters	2
Bachelor degree	39
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$52 352.84.

The major professional development initiatives are as follows:

- QSA Conferences and Workshops
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences e.g. Hospitality; Music; VET
- Ancillary Staff network meetings
- Teacher Collegial Sharing – Observations and Feedback
- Explicit Instruction

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.1%	96.8%	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.9% 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).	89%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

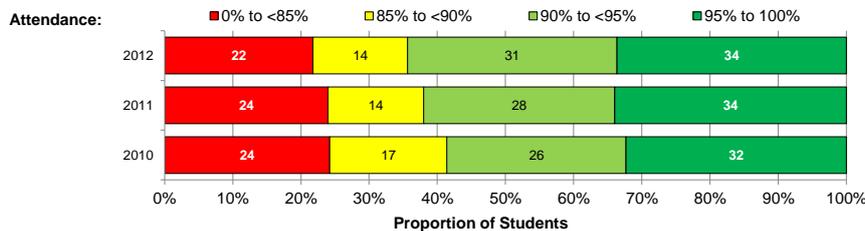
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	89%	88%	89%	90%
2011	93%	89%	87%	89%	89%
2012	91%	91%	89%	88%	88%

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.

A Deputy Principal has the responsibility of monitoring the students' absence. 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. Examples of proactive strategies include:

- Promotion of policy of student attendance to be above 90% to partake in non-compulsory activities.
- Form teachers and office staff to monitor the receipt of notes / phone calls for student absences.
- Publication of year level attendance figures on assemblies and in the school newsletter.

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/>.

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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 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 e.g. one of the female School Captains appointed for 2013 is 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 a Deputy Principal has set up individual learning programs for each student. Through the support of the Gold Coast Titans, the 'I-Can' program (that supports and mentors the development of Indigenous students) continues to develop momentum.

A review of processes occurred at the end of 2012 with new approaches and accountabilities in place for 2013.

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	80%	69%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	77	77	65
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP).	44	48	41
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	16	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	65	75	61
Number of students awarded an Australian Qualification Framework Certificate II or above.	21	20	11
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	65	67	53
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.	73%	71%	83%
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%	99%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	94%	96%

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	4	11	17	12	0
2011	5	9	20	12	2
2012	7	5	22	6	1

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	57	17	5
2011	70	16	4
2012	53	8	3

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

Students in year 11 undertake 'Certificate 1 in Work Readiness'. This is implemented to 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 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 students who are early leavers generally transition to a full time apprenticeship or full time employment. The school Administration team conduct extensive discussions and meetings with prospective 'early leavers' and their parents to ensure that there is a quality work option in place.