

Chinchilla State High School

Queensland State School Reporting

2013 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 2013 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 within a safe and supportive school environment. The students are provided access to excellent teachers within a breadth of curriculum offerings and numerous opportunities to excel in the sporting, cultural and citizenship areas.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

The school implemented a number of key priorities in 2013. There was strong progress made within each priority and there continues to be development within these areas.

- Implement the Australian Curriculum in English, History, Mathematics and Science
- Implement consistent whole school pedagogical practices
- Using data to inform daily teaching practice
- Develop instructional leadership with a focus on workforce performance and explicit feedback to all staff
- Develop productive partnerships with students, staff, P and C executive, parents, and the community
- Improve school performance and quality of learning outcomes for all students
- Develop and implement a Junior Secondary Plan
- Develop stronger connections with local Cluster schools
- Develop staff leadership capability and new opportunities (e.g. Year Coordinator and Indigenous Student Coordinator roles)
- Investigate and implement improved diagnostic processes for Junior Secondary students (PAT testing) to inform teaching practices
- Implement strategies to improve student attendance and engagement
- Develop a 5 year Facilities Improvement Plan
- Improve Financial accountability and mandatory Compliance processes across the school

In addition:

In 2013, the staff continued to work positively towards implementing all of the recommendations outlined in the 2012 Curriculum, Teaching and Learning Audit.

There was a strong focus on Professional Development for staff, with numerous opportunities to enhance skills and share 'best practice' with colleagues. This important work has received significant support from Local Cluster Schools Pedagogy Coach, Mrs Cindy Grimes.

The school continued its strong focus on developing processes to assist the learning needs of all students.

A number of key initiatives aimed at improving Year 12 student outcomes were implemented e.g. intensive QCS preparation, a Deputy Principal monitoring achievement and attendance data and supporting senior students, all Year 12 students meeting with the Guidance Officer, and all students completing a Certificate 1 in Work Education in Year 11.

The school continued to implement various upgrades to its ICT facilities and digital resources and promoted the development of ICT literacies and skills amongst the students and staff.

Queensland State School Reporting

2012 School Annual Report



Future outlook

In 2013 the school registered to implement the School Wide Positive Behaviour Support program. There was 100% support from staff. This program will facilitate the design and implementation of a breadth of school wide processes that will provide clarity around daily expectations and associated processes within the school. It is through this work that the school staff, parents and the wider community will reinforce a strong culture of high-quality learning and positive behaviour, with students focused on achieving their very best education.

There will be ongoing 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 continuation of the new Developing Performance Framework for staff will outline areas of strong performance and those in need of development via high-quality, constructive feedback provided by line managers.

The implementation of a common 'Explicit Teaching Lesson Structure' and the continued implementation of policies from the new 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 a breadth of student data sources (e.g. class results, PAT diagnostic tests, NAPLAN results, QCS results, QCIA / QCE data) to improve the development of Literacy and Numeracy skills and overall achievement in all students.

The appointment of a Learning Needs Coordinator to assist in the tracking of students and the facilitation of individualized programs to meet student needs.

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

In consultation with local schools and parents, our staff will continue to shape a Junior Secondary philosophy that reflects high standards of student wellbeing, curriculum and pedagogy. This Junior Secondary philosophy will be progressively implemented across Year 7, 8 and 9 in 2015.

Student attendance is required to be above 92% (2014) for students to participate in non-compulsory activities.

The continuation of a teacher in an Indigenous Students' Coordinator role 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 (e.g. laptops and i-Pads) 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 local schools, TAFE and community industry groups to provide a breadth of learning opportunities for students.

School Profile

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	466	225	241	89%
2012	471	247	224	89%
2013	485	244	241	91%

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 are 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. Most of the students usually transition to the high school from six local primary schools, including two independent schools, although occasionally a small number of families opt to send their children to boarding schools. Students 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.

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 due to a more transient population. This can create changes within the dynamic of the student body and poses challenges to preserve the traditional values of the school.

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.

In 2013, Indigenous students made up 7% of the student population, with the 'Closing the Gap' data for these students significantly improving. There were a small number of students from other countries who met the 'English as another Language or Dialect' (EAL/D) criteria.

The 2013 school ICESA is 974. The 2013 School ICSEA Percentile is 34.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	21	22	23
Year 11 – Year 12	15	13	14

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	95	92	57
Long Suspensions - 6 to 20 days	5	4	3
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Students at Chinchilla State High School are required to study a number of Core subjects in each year level.
- As the students progress through the year levels they receive more choice of Elective subjects to complete their curriculum program, with students in the Junior School being provided with a host of potential options from the Arts and Technology Departments.
- In the Senior School there are a large range of choices 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, School-Based Apprenticeships and Traineeships, 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

In 2013, 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
- Dance Troupe
- Mathematics/Science Competitions
- Inter-house sports
- Sports competitions and representative sport trials
- School Musical - The Hunchback of Nostradamus
- Personality Quest Ball
- Student Council
- Debating
- Public Speaking Competitions
- Interact Club
- Ski Trip
- Instrumental Music Southern Tour
- Hospitality events

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. Various 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. Class sets of i-Pads are available within the school and are growing in popularity as a valuable teaching resource, with interactive programs to assist learning for students of all ability levels. Students may borrow laptops from the various laptop trolleys positioned in staffrooms around the school or 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 school's TEAM Core Values, key life skills and personal development.

The school subscribes to the ARROW Program which is facilitated by a company called Peer Power and is linked to the school's camp and Pastoral Care programs.

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 team.

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. In 2013, the Personality Quest Ball continued to be one of the social highlights 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	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	92%	95%
their child's learning needs are being met at this school* (S2003)	96%	91%
their child is making good progress at this school* (S2004)	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%
teachers at this school motivate their child to learn* (S2007)	92%	91%
teachers at this school treat students fairly* (S2008)	96%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%
this school works with them to support their child's learning* (S2010)	92%	86%
this school takes parents' opinions seriously* (S2011)	91%	90%
student behaviour is well managed at this school* (S2012)	88%	82%
this school looks for ways to improve* (S2013)	91%	100%
this school is well maintained* (S2014)	100%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	96%
they like being at their school* (S2036)	88%	88%
they feel safe at their school* (S2037)	98%	94%
their teachers motivate them to learn* (S2038)	97%	92%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	91%
teachers treat students fairly at their school* (S2041)	87%	78%
they can talk to their teachers about their concerns* (S2042)	84%	85%
their school takes students' opinions seriously* (S2043)	85%	78%
student behaviour is well managed at their school* (S2044)	89%	73%

Our school at a glance

their school looks for ways to improve* (S2045)	97%	97%
their school is well maintained* (S2046)	97%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	94%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	84%
their school gives them opportunities to do interesting things (S2079)	96%

* 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.

Involving parents in their child's education

Parents are regularly 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, permission forms and assignment letters are all sent home to ensure parents receive all relevant information. Parents accompany their children at Parent-Teacher Interviews, SEP meetings, Meet the Teacher events, Subject Area events and assorted 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 the school's annual utilities return and is reliant on the accuracy of these returns.

The P&C Association has previously 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
2010-2011	218,435	8,968
2011-2012	202,745	0
2012-2013	230,452	112,228

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

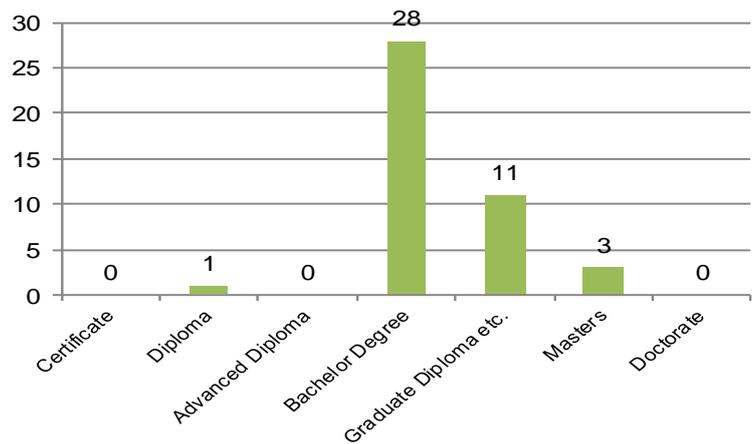
Staff composition, including Indigenous staff

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	43	24	<5
Full-time equivalents	40	18	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.	11
Masters	3
Doctorate	0
Total	43



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

In 2013, a lot of high-quality professional development was able to be implemented at school level with no cost to the school budget. The total amount expended on teacher professional development in 2013 was \$30 759.00.

The major professional development initiatives are as follows:

- Explicit Instruction
- Essential Skills for Classroom Management
- Teacher Collegial Sharing – Observations and Feedback
- QSA Conferences and Workshops
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences e.g. Hospitality; Music; VET; school visits
- Ancillary Staff network meetings
- Finance training for Principal, BSM and Admin staff

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

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

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 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

Our staff profile

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.

Performance of our students

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

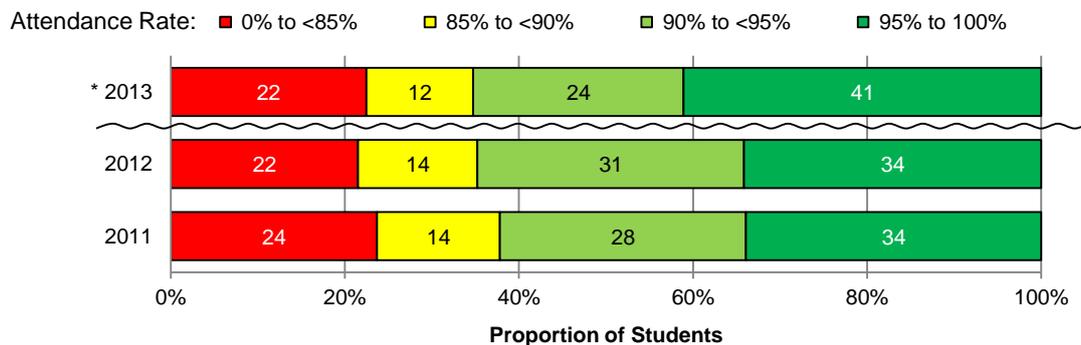
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	89%	87%	90%	90%

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

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 Principals 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 every lesson on ID Attend. Examples of proactive strategies include:

- Promotion of policy of student attendance to be above 90% (2013) to partake in non-compulsory activities.
- Form teachers, Year Coordinators 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.
- Parents are contacted after a student is absent for 2 days.

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.

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" and "Non-government" options, and 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.

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. In 2013, the school appointed an Indigenous Students Coordinator and an Indigenous Teacher Aide to work with the students to monitor attendance, assist students in class and liaise with parents and community. 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. . Indigenous students have received great benefits through their involvement in the Titans "I-Can" and 'Girls' Academy' Programs and they have accessed the 'High Performance Centre' for study. The Titans also employed and Academy Liaison Officer to work in our school for two days per week to mentor quality learning and engagement.

There is still significant room for improvement in the Closing the Gap data in all areas of attendance, attainment and retention. However, the gains experienced in the past 12 months are demonstrating very positive outcomes from the supportive monitoring of students and the new mentoring processes.

Performance of our 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.	80%	69%	83%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	77	65	76
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	2
Number of students receiving an Overall Position (OP).	48	41	39
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	11	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	75	61	74
Number of students awarded an Australian Qualification Framework Certificate II or above.	20	11	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67	53	69
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.	71%	83%	69%
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%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	79%

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	5	9	20	12	2
2012	7	5	22	6	1
2013	3	9	15	12	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	70	16	4
2012	53	8	3
2013	73	12	7

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

In 2013, the Year 11 students studied a 'Certificate 1 in Work Readiness'. This is implemented to assist in their transition to the workforce. Students also have access to a Certificate 1 in Furnishing and/or 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 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.