



Chinchilla State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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## School overview

Chinchilla State High School is a large rural school that opened in 1963 and is situated in the Darling Downs / South West Region of Queensland. The student population has continued to increase in recent years and was 658 in 2017.

The school motto, 'Learning together for a happy and productive future,' underpins a positive culture that has been forged upon a strong sense of community support and high standards of uniform and personal discipline. The school implements a 'Positive Behaviour for Learning program' to regularly reinforce the school's TEAM Core Values.

"Every student succeeding" is a very high priority at Chinchilla State High School and our highly-committed staff make a significant contribution to the development of our students. High quality teaching is a daily focus at our school with an expectation that 'every student can and must be learning'. Outstanding student achievements in the academic, citizenship, cultural, public speaking, sporting and trade-industry domains, are evidence of the positive influence of our caring, highly-capable and supportive staff. Our staff members are very enthusiastic in their work and there is a strong focus on student wellbeing and a supportive school environment.

The school offers a very broad curriculum that caters for a broad range of student learning needs within the following faculties: English/Humanities, Health and Physical Education / LOTE, Maths / Science, Technology, the Arts and Special Education. Adding further diversity to the senior phase of learning, students are also able to access other training options within Vocational Education, School-Based Apprenticeships and Traineeships, Distance Education, TAFE and the Work Experience program.

The school enjoys an extensive extra-curricular program which creates a wide range of learning opportunities and learning for many students. Activities include: various academic competitions, a broad range of school and representative sports opportunities; an outstanding instrumental music program, including concert band, stage band and various ensembles; school musical productions; 'trades skills' programs and public speaking.

The school is proud of its long association with the school hostel, Leichardt House, which provides a residence for approximately 30 students each year.

## School progress towards its goals in 2018

This report is a summary of some of the 2017 school outcomes and presents to our community a summary of key information collected throughout the year.

Priority	Target	Strategies	Outcomes
Reading in the Junior School	<b>Yr7: 93.1 (Reading)</b> <b>Yr7: 83.6 (Writing)</b>  <b>Yr9: 95 (Reading)</b> <b>Yr9: 73 (Writing)</b>	<ul style="list-style-type: none"> <li>- HOD JS, Master Teacher and Ehg HOD to continue to review reading and writing program.</li> <li>- Intensive literacy intervention program for targeted students</li> <li>- Sharing of pre and post diagnostic data</li> <li>- Employ additional TA to assist instruction in targeted groups.</li> </ul>	<b>Yr7: 86.7 (Reading)</b> <b>Yr7: 79.4 (Writing)</b>  <b>Yr9: 90.3 (Reading)</b> <b>Yr9: 69.9 (Writing)</b>
High Quality Teaching	100% teaches using Explicit Instruction  Improve student outcomes	<ul style="list-style-type: none"> <li>- PD – school wide strategies</li> <li>- APR Process</li> <li>- Expand classroom Mentor processes</li> <li>- Mapping of V8 Australian Curriculum to promote alignment</li> <li>- Backward mapping of cognitive verbs</li> </ul>	Improved A – E data  Improved QCE results – 99%

Teachers are continuing to refine the implementation of a common 'Explicit Teaching Lesson Structure' and the policies from the school-wide Pedagogical Framework. Under an 'Excellence in Teaching' focus, teachers will continue to engage in Professional Development. Teachers engage in 'Collegial Sharing' within the school and across other schools within the region, to ensure that they are implementing best practices and maximizing student outcomes. Staff participate in ongoing training in strategies to improve the teaching of reading and key literacies. There is annual training in the 'Essential Skills of Classroom Management' to assist in the establishment of productive learning environments in classes.

The school staff are continuing their commitment towards embedding a common language around expectations to achieve the School's Improvement Agenda. Knowledge of key school compliance processes, and how to articulate and action the 'Four Pillars' to improve teacher performance and improve the learning outcomes for all students, will continue to be intensive areas of focus for all levels within the school.

The ongoing consolidation of the school's TEAM Core Values – 'Together, Excellence, Acceptance and Motivation', continues to be a priority. These values provide a common language to promote high standards and wellbeing for all students and staff across our wider community. The school community has embraced the idea of providing TEAM Player Awards for students and staff who have demonstrated high standards and positive behaviours.

The Student Wellbeing Team continues to identify and provide high quality support for a breath of students and their families.

## Future outlook

Priority	Target	Strategies
Reading / Writing	<b>Yr7: 93.1 (Reading)</b> <b>Yr7: 83.6 (Writing)</b> <b>Y 7: 95.3 (Numeracy)</b>  <b>Yr9: 95 (Reading)</b> <b>Yr9: 73 (Writing)</b> <b>Yr9: 97 (Numeracy)</b>	Formalise and Implement revised Reading and Writing Improvement Strategy of Chinchilla SHS.  Extend reading practice in Junior Secondary curriculum.  Additional focus 2019: Use of cognitive verbs in the wording of classroom writing activities.

Pedagogical Practice	<b>Junior Secondary A-C Data (2018)</b> <b>Sem1 =83.5</b> <b>Sem 2 = 86%</b>  <b>Whole School</b> <b>Sem 1 =83%</b> <b>Sem 2 = 87.5</b>	Embed DOTaL across school and promote consistent, school wide planning and teaching practices.  Update school Curriculum Plan  Additional focus 2019: <ul style="list-style-type: none"> <li>- Further development of targeted use of ICP and development of evidence checklist to assist staff</li> <li>- NCCD Moderation</li> </ul>
Engagement	Whole-School = 90%	Ongoing implementation of PBL and ESCMs. Continued dialogue with school and wider community regarding importance of attendance. Formalise data analysis and reporting of data to key staff. Ongoing programmes of support for Indigenous students to close the gap. Continued Case Management of students with low attendance.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	640	648	654
Girls	321	330	328
Boys	319	318	326
Indigenous	63	72	87
Enrolment continuity (Feb. – Nov.)	92%	91%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### The Overview

Chinchilla State High 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 transition to the high school from six local primary schools, including one independent school, 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 Taroom 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 local mining industry has transitioned to an Operations and Maintenance Phase which has created a reduction in employment opportunities and an increase in local housing availability. There are numerous enrolments throughout 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.

In 2018, students with verified disabilities made up 10% of the student population and Indigenous students made up 13% of the student population. There were a small number of students (6%) from other countries who meet the 'English as another Language or Dialect' (EAL/D) criteria.

Yr12 students transition to a variety of post-school pathways; including university study, vocational training and employment.

The 2018 school ICSEA is 941.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	21
Year 11 – Year 12	18	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

**Senior Secondary:** Chinchilla SHS strives to offer a broad range of senior curriculum offerings and learning opportunities for all of our students. All students are required to study two Core subjects; a Mathematics and an English subject, and then select from a variety of Elective subjects. Students are provided with the flexibility to undertake a course that caters to their individual needs, including TAFE, Vocational Education options and School-Based Apprenticeships / Traineeships and University subjects.

**Junior Secondary:** Year 7, 8 and 9 students study Core subjects (English, Mathematics, Science, Geography/History, Physical Education) and rotate through a breadth of Elective subjects (the Arts and Technology).

**Pastoral Care Program:** All students are engaged in weekly lessons that aim to develop important life skills and foster our positive school TEAM Core Values and student wellbeing. This program includes ongoing themes and lessons that strongly supports the national Respectful Relationships program.

### Co-curricular activities

- Instrumental Music (Concert and Stage Band)
- Choral items
- Dance Troupe
- Various external competitions
- Sporting activities

- Personality Quest Ball
- Student Council
- Public Speaking / Debating
- Year level camps
- Community Events
- Interact Club

## How information and communication technologies are used to assist learning

ICTs are used to assist learning by providing a tool for research, creation of projects and for the 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. 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. Data projectors are available in most classrooms to enhance the quality of instruction with ICTs. Many students communicate via email with their teachers to submit assessment drafts and gain valuable feedback and scaffolding of tasks. Class sets of i-Pads are available within the school and are a valuable teaching resource, with interactive programs to assist learning for students of all ability levels.

## Social climate

### Overview

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.

'Students at Risk' are carefully monitored through a breadth of processes and supportive staff, including the work by the Student Wellbeing TEAM, comprising the School Chaplain, Guidance Officer, Youth Support Co-ordinator, HOSES and the Principal/Deputy Principals.

Students continue to excel in a range of academic, sporting and cultural fields which is proof of the high quality education that occurs at Chinchilla SHS. There are also a range of Senior and Junior Leadership roles to provide students with extra opportunities.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	94%
• this is a good school (S2035)	92%	95%	92%
• their child likes being at this school* (S2001)	86%	95%	90%
• their child feels safe at this school* (S2002)	90%	95%	90%
• their child's learning needs are being met at this school* (S2003)	90%	91%	90%
• their child is making good progress at this school* (S2004)	94%	97%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	86%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	86%
• teachers at this school treat students fairly* (S2008)	84%	85%	85%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	96%
• this school works with them to support their child's learning* (S2010)	94%	91%	90%
• this school takes parents' opinions seriously* (S2011)	93%	89%	84%
• student behaviour is well managed at this school* (S2012)	76%	83%	68%
• this school looks for ways to improve* (S2013)	98%	94%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> <li>this school is well maintained* (S2014)</li> </ul>	88%	94%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> <li>they are getting a good education at school (S2048)</li> </ul>	97%	97%	93%
<ul style="list-style-type: none"> <li>they like being at their school* (S2036)</li> </ul>	92%	92%	85%
<ul style="list-style-type: none"> <li>they feel safe at their school* (S2037)</li> </ul>	95%	97%	90%
<ul style="list-style-type: none"> <li>their teachers motivate them to learn* (S2038)</li> </ul>	93%	94%	91%
<ul style="list-style-type: none"> <li>their teachers expect them to do their best* (S2039)</li> </ul>	99%	98%	97%
<ul style="list-style-type: none"> <li>their teachers provide them with useful feedback about their school work* (S2040)</li> </ul>	93%	95%	94%
<ul style="list-style-type: none"> <li>teachers treat students fairly at their school* (S2041)</li> </ul>	80%	80%	83%
<ul style="list-style-type: none"> <li>they can talk to their teachers about their concerns* (S2042)</li> </ul>	82%	75%	73%
<ul style="list-style-type: none"> <li>their school takes students' opinions seriously* (S2043)</li> </ul>	84%	92%	79%
<ul style="list-style-type: none"> <li>student behaviour is well managed at their school* (S2044)</li> </ul>	76%	73%	71%
<ul style="list-style-type: none"> <li>their school looks for ways to improve* (S2045)</li> </ul>	93%	96%	91%
<ul style="list-style-type: none"> <li>their school is well maintained* (S2046)</li> </ul>	95%	92%	89%
<ul style="list-style-type: none"> <li>their school gives them opportunities to do interesting things* (S2047)</li> </ul>	95%	93%	88%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> <li>they enjoy working at their school (S2069)</li> </ul>	94%	95%	96%
<ul style="list-style-type: none"> <li>they feel that their school is a safe place in which to work (S2070)</li> </ul>	98%	97%	86%
<ul style="list-style-type: none"> <li>they receive useful feedback about their work at their school (S2071)</li> </ul>	77%	79%	74%
<ul style="list-style-type: none"> <li>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</li> </ul>	72%	73%	74%
<ul style="list-style-type: none"> <li>students are encouraged to do their best at their school (S2072)</li> </ul>	100%	97%	96%
<ul style="list-style-type: none"> <li>students are treated fairly at their school (S2073)</li> </ul>	90%	94%	91%
<ul style="list-style-type: none"> <li>student behaviour is well managed at their school (S2074)</li> </ul>	73%	75%	58%
<ul style="list-style-type: none"> <li>staff are well supported at their school (S2075)</li> </ul>	87%	83%	79%
<ul style="list-style-type: none"> <li>their school takes staff opinions seriously (S2076)</li> </ul>	88%	85%	81%
<ul style="list-style-type: none"> <li>their school looks for ways to improve (S2077)</li> </ul>	98%	97%	91%
<ul style="list-style-type: none"> <li>their school is well maintained (S2078)</li> </ul>	90%	91%	82%
<ul style="list-style-type: none"> <li>their school gives them opportunities to do interesting things (S2079)</li> </ul>	83%	90%	89%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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.

Parents are involved in discussions and planning around individualised curriculum programs required to meet the needs of certain students with diverse learning needs.

'QSchools App' Alerts, 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 Staff events, Subject Area events and assorted Information evenings.

In 2018, a number of school tours, a Junior Secondary Showcase and specialised transition evenings were implemented, to increase the connection between the parents and the school. These were strongly attended and very positive feedback was received. Attendance at P&C Meetings is positive.

The school is exploring Social Media as an innovative way to communicate with parents and the wider community.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include:

- Years 7-9 have a strong Anti-Bullying focus within Pastoral Care programs including; self-reflection, respect for self and others, social media and cyber bullying, conflict resolution, effective relationships, gender stereotypes and resilience
- Years 10-12 focus on key life skills contributing to personal and relationship wellbeing, respect for self and others, social media and cyber bullying

The school also engages external parties to assist in the delivery of motivational presentations around setting high personal standards and respect for self and others.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	84	53	106
Long suspensions – 11 to 20 days	1	2	5
Exclusions	2	3	1
Cancellations of enrolment	6	5	12

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Staff and students are regularly encouraged to minimise heating, cooling and lighting use. In a school with extreme temperatures in both winter and summer, this is critical to manage overall usage. The school also captures rainwater in large tanks which is then used on gardens and the school oval.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	160,531	207,118	266,862
Water (kL)	31,275	22,653	18,872

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au) website at.

#### How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	64	30	<5
Full-time equivalents	57	22	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	18
Bachelor degree	42
Diploma	2
Certificate	0

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$41574

The major professional development initiatives are as follows:

- Mentoring Beginning Teachers,
- New Curriculum/Senior Syllabus initiatives
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	88%
Attendance rate for Indigenous** students at this school	79%	81%	76%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

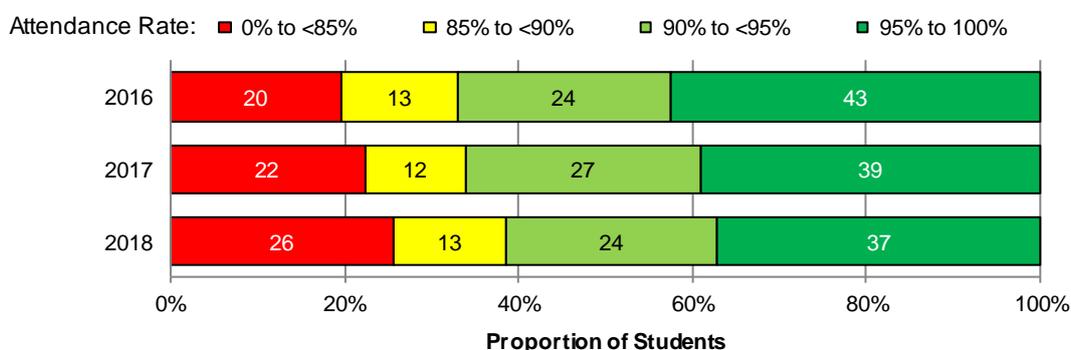
Year level	2016	2017	2018
Year 7	89%	92%	90%
Year 8	91%	89%	89%
Year 9	89%	90%	87%
Year 10	88%	89%	86%
Year 11	89%	88%	87%
Year 12	91%	91%	87%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

The school uses the electronic IDATTEND system to record and monitor student absences. Members of the school office staff, administration team, guidance officer and year coordinators work together to monitor and support students who are having difficulties in attending school. Student Engagement is a key strategy that the school is working towards improving.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	99	94	100
Number of students awarded a QCIA	3	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	95	88	98
Percentage of Indigenous students awarded a QCE at the end of Year 12	80%	86%	78%

Description	2016	2017	2018
Number of students who received an OP	47	46	48
Percentage of Indigenous students who received an OP	20%	14%	22%
Number of students awarded one or more VET qualifications (including SAT)	95	85	97
Number of students awarded a VET Certificate II or above	60	62	56
Number of students who were completing/continuing a SAT	9	12	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	62%	85%	73%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	97%	99%
Percentage of QTAC applicants who received a tertiary offer.	83%	97%	92%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	13	7
6-10	8	8	11
11-15	14	18	17
16-20	13	7	12
21-25	5	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	81	66	78
Certificate II	59	61	54
Certificate III or above	2	2	3

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018, Chinchilla State High School had students enrolled in the following certificate courses:

- Cert I Business
- Cert I IDMT
- Cert I Construction
- Cert II Hospitality
- Cert II Engineering Pathways
- Cert II Rural Operations
- Cert II Health Support Services
- Cert II Tourism
- Cert III Children Services

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	97%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	71%	100%	90%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The school, in certain circumstances will endorse early leaving from school, if the student and their family have established a meaningful work option as a pathway. For those students, the school would consider entry to work to be a more suitable option than continuation of formal schooling. For other students who are at significant risk of disengaging with their learning, a pathway is developed in consultation with an external agency for the completion of an alternate program.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.chinchillashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

## CONCLUSION

Chinchilla State High School's mission statement is "Learning together for a happy and productive future." This mission statement is supported across the community by the school's TEAM Core Values:

T – Together - Empowering the community  
E – Excellence - Be the best you can be  
A – Acceptance - Embracing diversity  
M – Motivation - Striving to Achieve

The school staff demonstrate outstanding commitment every day in the delivery of a high-quality learning environment where all students can experience success. Chinchilla SHS – a proud Queensland State school.