Chinchilla State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report records the 2015 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.

School progress towards its goals in 2015

The school implemented a number of key priorities in 2015. There was strong progress made within each priority and there continues to be development within these areas.

- Progressive implementation and raising of awareness of the 'Four Pillars' to help promote the School's Improvement Agenda: 1. High Quality Curriculum, Teaching and Learning. 2. The Purposeful Use of Data. 3. Collegial Support and Development. 4. Safe and Disciplined Learning Environment.
- Continue to develop key processes to support the implementation of Positive Behaviour for Learning
- Implement the Australian Curriculum (in accordance with the national release schedule)
- Continue the development of consistent whole school pedagogical practices
- Continue the focus on staff using data to inform daily teaching practice and school processes
- Development of 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
- Implement a range of Junior Secondary strategies to support the transition of Year 7 into high school and develop a genuine Junior Secondary identity for Years 7 to 9

- Develop stronger connections with local Cluster schools and collegial sharing processes
- Review and design improved transition processes for new students, parents and families
- Investigate and implement improved diagnostic processes for Junior Secondary students (PAT testing) to inform teaching practices
- Implement strategies to improve student attendance and engagement
- Improve Financial accountability and mandatory Compliance processes across the school

In addition:

In 2015, there was a strong focus on Professional Development for staff, with numerous opportunities to enhance skills and share 'best practice' with colleagues. A particular area of focus has been raising awareness amongst staff of the need for more engaging pedagogical practices for students in the Junior School. The Junior Secondary and Learning Support Team has led significant reforms around improving transition processes for new students which has created much improved partnerships with our local feeder schools. The school staff were very proactive in their work with colleagues and parents in the preparation for the arrival of Year 7 and Year 8 in 2015.

The school continued its strong focus on developing processes to assist the learning needs of all students through negotiated learning goals in each subject and providing a differentiated curriculum where necessary.

A key development in 2015 was the formation of the 'Good to Great' Teaching Team. Based on the work by renowned academic, Dr Anita Archer, and led by our Junior Secondary Head of Department, this team is engaged in a regular program of professional development that focuses on engaging pedagogy and active participation. The program is a resounding success with increased student engagement and improved learning outcomes in the classes of the team members.

Future outlook

2016 School Improvement Agenda Key Priority Areas – measurable student outcomes

- **High Quality Teaching** – the 4 Pillars (Ways of Working), common lesson framework based on Explicit Instruction, FLOAMP, front-ended assessment, exemplars, clear student success criteria, feedback, reciprocal relationship with students for success

- **Reading in the Junior School** -   see I4S Plan for individual targets in 2016/17

    - improved A - E Data

    - investing in future success of all students

    - transition to school wide writing focus

  ### 2016 Over-arching School Goals:

  Every student succeeding – All students can learn

  Every staff member succeeding in their respective role

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.

Throughout 2015 the PBL team and Year Co-ordinators worked with staff to design and implement a breadth of school wide processes that provided clarity around daily expectations.

and associated processes within the school. This work continues in 2016 and is assisting school staff, parents and the wider community to reinforce a strong culture of high-quality learning and positive behaviour, with students focused on achieving their very best education.

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.

School leaders are continuing to embed the Developing Performance Framework with staff, which continues to provide high-quality, constructive feedback for staff.

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 and 'Collegial Sharing' in school and across other schools within the region, to ensure that they are implementing best practices and maximizing student outcomes. All teachers completed training in the 'Essential Skills of Classroom Management' and 'the Balance Model' to assist in the establishment of productive learning environments in classes.

The Admin Team and teachers 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.

In 2015, the school's ability to cater for a wide breadth of student learning needs was enhanced through the combined planning and teamwork of a Learning Support Team, consisting of the Junior Secondary HOD, Master Teacher and Learning Support Co-ordinator. This team continues to maintain developments that assist in the tracking of students and the facilitation of individualized programs to meet student needs.

The Student Wellbeing Team continues to identify and provide outstanding support for a breadth of students and their families.

The school continues to implement the Australian Curriculum in accordance with the required release schedule.

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 continue to be progressively implemented across Year 7, 8 and 9 in 2016.

Student attendance is required to be above 90% (2016) for students to participate in non-compulsory activities.

The continuation of a teacher in an Indigenous Students' Coordinator role to monitor attendance, assist in mentoring students and liaise with parents and community.

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.

Our school at a glance

School Profile

Independent Public School: No

Coeducational or single sex: Coeducational

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	485	244	241	31	91%
2014	524	253	271	39	95%
2015	613	297	316	50	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 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.

The local mining industry has transitioned to an Operations and Maintenance Phase which has created a dramatic reduction in employment opportunities and local housing values. 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.
There is an increasing 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. In 2015, students with verified disabilities made up 8% of the student population and were 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 is experiencing evidence of an increasing amount of Youth Mental Health issues with a range of levels of intervention required to support the affected students and their families.

In 2015, Indigenous students made up 8% of the student population. There were a small number of students from other countries who met the 'English as another Language or Dialect' (EAL/D) criteria.

The 2015 school ICSEA is 963.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	23	22	20
Year 11 – Year 12	14	16	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	57	85	87
Long Suspensions - 6 to 20 days	3	0	2
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- 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 2015, junior students were engaged in specialized literacy and numeracy lessons that aimed to build capacity in these key areas.

- In the Senior School there are a large range of academic and vocational choices to cater for a broad range of student needs. 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. A significant number of students undertake a school-based traineeship or apprenticeship

- 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 2015, 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.)
-School Musical –Beauty and the Beast
-Choir
-Dance Troupe
-Mathematics/Science Competitions
-Inter-house sports
-Sports competitions and representative sport trials
-Kokoda TEAM Challenge in Toowoomba
-Personality Quest Ball
-Student Council
-Debating
-Public Speaking Competitions
-Interact Club
-Year level camps –Years7,8,10,12
-Hospitality events
-Community events e.g. School and Town ANZAC Ceremonies.

How Information and Communication Technologies are used to improve 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

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's Pastoral Care and Camping Programs are supported through a range of year level workshops led by a company called Peer Power.

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, School-Based Youth Health Nurse, HOSES and the Principal/Deputy Principals.

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 Captain being a representative on the Student Council. There are also a range of Senior and Junior Committee Chairperson roles to provide students with extra leadership opportunities.

In 2015, the Personality Quest Ball continued to be one of the social highlights and the biggest fund raising focus for the year.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	91%	100%
their child likes being at this school (S2001)	100%	91%	95%
their child feels safe at this school (S2002)	95%	96%	95%
their child's learning needs are being met at this school (S2003)	91%	96%	91%
their child is making good progress at this school (S2004)	91%	96%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	100%	86%
teachers at this school motivate their child to learn (S2007)	91%	100%	95%
teachers at this school treat students fairly (S2008)	91%	87%	82%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	86%
this school works with them to support their child's learning (S2010)	86%	86%	82%
this school takes parents' opinions seriously (S2011)	90%	95%	77%
student behaviour is well managed at this school (S2012)	82%	91%	91%
this school looks for ways to improve (S2013)	100%	96%	95%
this school is well maintained (S2014)	95%	91%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	92%	91%
they like being at their school (S2036)	88%	87%	80%
they feel safe at their school (S2037)	94%	89%	94%
their teachers motivate them to learn (S2038)	92%	88%	89%
their teachers expect them to do their best (S2039)	98%	94%	93%
their teachers provide them with useful feedback about their school work (S2040)	91%	90%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	78%	71%	81%
they can talk to their teachers about their concerns (S2042)	85%	73%	81%
their school takes students' opinions seriously (S2043)	78%	72%	87%
student behaviour is well managed at their school (S2044)	73%	69%	76%
their school looks for ways to improve (S2045)	97%	87%	92%
their school is well maintained (S2046)	95%	90%	92%
their school gives them opportunities to do interesting things (S2047)	94%	87%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	89%	95%
they feel that their school is a safe place in which to work (S2070)	95%	93%	93%
they receive useful feedback about their work at their school (S2071)	89%	80%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	81%	64%
students are encouraged to do their best at their school (S2072)	96%	93%	98%
students are treated fairly at their school (S2073)	95%	96%	86%
student behaviour is well managed at their school (S2074)	91%	93%	74%
staff are well supported at their school (S2075)	89%	78%	86%
their school takes staff opinions seriously (S2076)	89%	87%	85%
their school looks for ways to improve (S2077)	98%	96%	93%
their school is well maintained (S2078)	84%	91%	79%
their school gives them opportunities to do interesting things (S2079)	96%	83%	83%

# '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.

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 2015, a number of school tours, a Junior Secondary Showcase and specialised transition evenings were introduced, to increase the connection between the parents and the school. These were strongly attended and very positive feedback was received.

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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 school captures some of the rainwater in large tanks which is then used on gardens and the school oval. Further investigations around options for catching the water off the Sports-hall roof are continuing. Investigations are underway to increase the level of recycling within the school. This will aim to improve the sorting of recyclable paper and plastics within the school. The quality of operation of some of the school's aging air-conditioners is constantly under review, with a range of new installations occurring in 2015 to improve efficiency.

The school works at minimising its environmental footprint with all staff needing to keep this in their focus.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	230,452	112,228
2013-2014	231,771	16,076
2014-2015	217,707	13,060

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	28	<5
Full-time equivalents	50	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	49
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	**52**
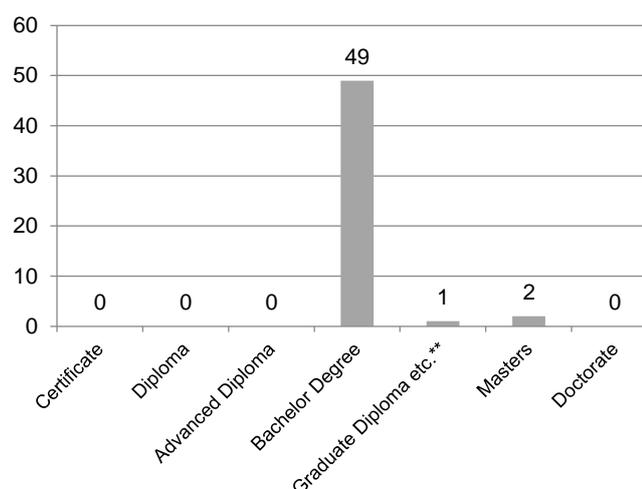
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $40 051.00. A substantial amount of ongoing Professional Development was delivered at school and did not incur significant cost.

The major professional development initiatives are as follows:
- Explicit Instruction
- Dr Anita Archer 'Explicit Instruction / Active Participation' training
- Essential Skills for Classroom Management
- Learning Support and Youth Support
- Positive Behaviour for Learning (SWPBL)
- Teacher Collegial Sharing – Observations and Feedback
- QCAA Conferences and Workshops
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences e.g. Junior Secondary, QCAA, Hospitality; Music; VET; school visits
- Leadership TEAM planning and process development
- Ancillary Staff network meetings
- Finance training for Principal, BSM and Admin staff

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 94% of staff was retained by the school for the entire 2015 school year.

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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

School name   **GO**
Suburb, town or postcode
Sector:
☑ Government
☑ Non-government
SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	81%	82%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

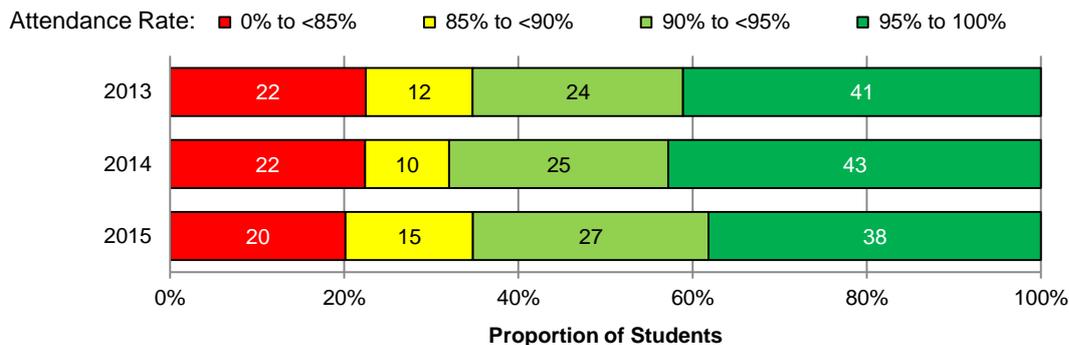| **Student attendance rate for each year level (shown as a percentage)**						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		92%	89%	87%	90%	90%
2014		92%	91%	88%	90%	90%
2015	92%	91%	89%	89%	89%	87%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	22	12	24	41
2014	22	10	25	43
2015	20	15	27	38

Proportion of Students

Description of how non-attendance is managed by the school

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

A Deputy Principal has the responsibility of monitoring the student absence data. 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% (2015) 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, school newsletters etc.
- Rewards processes to encourage students meeting attendance targets.

Parents are contacted after a student is absent for 2 days.

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.**

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	85%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	100%	75%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	76	76	76
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	2
Number of students receiving an Overall Position (OP)	39	38	37
Percentage of Indigenous students receiving an Overall Position (OP)	33%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	11	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	74	71	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	18	7	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	69	68	74
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	100%
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.	69%	79%	78%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	97%	96%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	79%	96%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	3	9	15	12	0
2014	6	9	15	8	0
2015	7	12	10	8	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	73	12	7
2014	70	4	3
2015	75	26	5

As at 16 February 2016. The above values exclude VISA students.

In 2015, Chinchilla State High School had Yr11/12 students enrolled in the following certificate courses:

Cert I IDMT Cert I Business Cert I Furnishing	Cert II Rural Operations Cert II Engineering Pathways Cert II Hospitality Cert II Health	Cert III Children Services	Cert IV Justice Studies

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

There are a variety of 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 qualitywork / training option in place.