

Charleville State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Charleville State High School delivers a quality secondary education for students in Years 7 – 12 and is the only secondary school within the Murweh Shire. Charleville State High School strives to create opportunities for our students so that each one can discover and develop their academic and extracurricular strengths. Charleville State High School has the motto, "The sky's the limit" and we encourage our students to aim high to achieve their potential.

Our school has a proud tradition of offering quality curriculum and vocational education offerings to our students. Charleville State High School prides itself on being able to prepare students for their future upon successful completion of formal schooling. Our staff are second to none and take great pride in ensuring that the curricular and extracurricular aspects that are delivered are of a very high standard. The school prides itself on positive partnerships with the local community and with local business. These positive relationships contribute to the high level of participation in work experience, School Based Traineeships and School Based Apprenticeships.

Charleville State High School continually strives to improve and offer the best learning environment and opportunities. Considering our rural and remote location our students often have access to many more opportunities that are not available to students located in larger centres.

In 2014, we worked in partnership with our feeder schools to ensure that the transition of Year 7's to high school occurs smoothly for all students involved in 2015.

School progress towards its goals in 2014

- Preparation year of SWPBS initiative. The school will complete its first year of SWPBS in 2015
- Development/finalisation of Junior Secondary Framework in preparation for Year 7 students entering high school in 2015.
- Focus on quality teaching practices
- Coaching and Mentoring program implemented
- Pedagogy Coaches trained within the school
- Pedagogy Coaches trained in classroom profiling
- Continue to expand VET offerings in Senior Secondary Department
- Continue to develop SBT and SAT programs
- Revision of Responsible Behaviour Plan for Students to reflect legislative changes
- Development of specific pedagogical expectations for students within the distinct phases of Junior and Senior Secondary

Future outlook

In 2015, Charleville State High School will continue its pursuit of excellence through ensuring our Explicit Improvement Agenda continues to be met. Our Explicit Improvement Agenda dictates everyday practice. The Explicit Improvement Agenda is based on four key areas:

- Literacy and Numeracy
- Student Outcomes
- Quality Teaching
- Positive Partnerships

Key strategies to ensure the achievement of our Explicit Improvement Agenda include:

- 1) Further embedding of our Coaching and Mentoring model aimed at improving the quality of instruction within classrooms to ensure improved student outcomes. Implementation of Pedagogical Minimum Expectations for both Junior Secondary and Senior Secondary departments
- 2) Continue building the leadership capacity within the school and ensure Instructional Leadership is embedded and enacted throughout the leadership team.
- 3) Continued development of partnerships with local community and business organisations to place students wishing to complete a School Based Traineeship or School Based Apprenticeship.
- 4) Implementation of a Pastoral Care program
- 5) Implementation of targeted teaching database and associated processes.
- 6) Further consolidation of "Adopt an Elder" program and employment of Community Education Counsellor
- 7) Implementation of Senior Secondary Accountability Program and the employment of a Youth Support Coordinator to assist our students who are at risk of disengaging from school.
- 8) Consolidation of Junior Secondary practices to accommodate students entering school in both year 7 and year 8.
- 9) Implementation of SWPBS program and saturation of school expectations (4 Be's) and school values (4 V's). Embedding of rewards process
- 10) Employ additional staff to work with students in Years 7 – 11 to reduce class sizes to allow for more targeted support of students. Continue with the expansion of the three-tiered school reading program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	226	97	129	89%
2013	242	106	136	87%
2014	225	99	126	89%

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

Characteristics of the student body:

Our school draws students from five feeder primary schools located within the Murweh Shire. The students of Charleville State High School come from urban and rural backgrounds. In 2014, our student population decreased from 2013 but it is predicted to improve once again in 2015 with the addition of Year 7 into high school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	20	19
Year 11 – Year 12	11	14	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	119	58	114
Long Suspensions - 6 to 20 days	11	6	5
Exclusions [#]	1	0	1
Cancellations of Enrolment	4	3	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offering:

Charleville State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that our students have access to a curriculum that is on par with the curriculum offered in the larger metropolitan areas. The curriculum allows for student progression based on student's career objectives. In particular Charleville State High school offers:

- High participation in School Based Traineeships/Apprenticeships in the Senior Phase
- Full academic program complimented by a range of VET courses
- Agricultural Science program delivered on site.
- Unique Junior Secondary classes

Extra curricula activities

Students of Charleville State High School can participate in a wide range of extra-curricular activities. These include:

- Instrumental Music Program
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- Weekly homework program
- The school runs a number of camps for students in Year 8, 9 and 11 as well as a numerous subject based or enrichment excursions.
- Student participation in leadership activities and community involvement is strongly supported.

How Information and Communication Technologies are used to assist learning

The school's technology facilities continue to develop with wireless networks operating across all buildings within the school. A range of computer banks together with the provision of laptop devices for students within Years 10 – 12. ICT's are integrated across all curriculum areas and also include other technological devices such as Ipad's and mobile apps. School robotic kits are also used in certain subject areas across the school.

Social Climate

Charleville State High School is a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility. Our expectations (4 Be's) and our values (4 V's) program is designed to promote and develop positive relationships between all members of our school community.

Student leadership is fostered through an active Student Council, School Captains (both Junior and Senior Secondary). A valued support team which includes School Chaplain, Community Education Counsellor, Youth Support Coordinator and Guidance Officer ensure that students and school community members are well catered for.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	100%	95%
this is a good school (S2035)	92%	95%	89%
their child likes being at this school* (S2001)	88%	89%	100%
their child feels safe at this school* (S2002)	96%	95%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	89%
their child is making good progress at this school* (S2004)	92%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	95%
teachers at this school motivate their child to learn* (S2007)	88%	95%	95%
teachers at this school treat students fairly* (S2008)	88%	89%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	91%	100%	100%
student behaviour is well managed at this school* (S2012)	91%	95%	89%
this school looks for ways to improve* (S2013)	96%	100%	100%
this school is well maintained* (S2014)	83%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	85%	86%
they like being at their school* (S2036)	77%	78%	67%
they feel safe at their school* (S2037)	80%	84%	79%
their teachers motivate them to learn* (S2038)	80%	85%	83%
their teachers expect them to do their best* (S2039)	94%	97%	93%
their teachers provide them with useful feedback about their school work* (S2040)	93%	83%	84%
teachers treat students fairly at their school* (S2041)	57%	67%	70%
they can talk to their teachers about their concerns* (S2042)	66%	68%	68%
their school takes students' opinions seriously* (S2043)	59%	69%	68%
student behaviour is well managed at their school* (S2044)	48%	70%	60%
their school looks for ways to improve* (S2045)	80%	85%	84%
their school is well maintained* (S2046)	80%	80%	79%
their school gives them opportunities to do interesting things* (S2047)	72%	79%	80%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		90%	94%
students are encouraged to do their best at their school (S2072)		95%	91%
students are treated fairly at their school (S2073)		97%	97%
student behaviour is well managed at their school (S2074)		92%	91%
staff are well supported at their school (S2075)		97%	91%
their school takes staff opinions seriously (S2076)		92%	94%
their school looks for ways to improve (S2077)		97%	94%
their school is well maintained (S2078)		95%	94%
their school gives them opportunities to do interesting things (S2079)		97%	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

Charleville State High School values the input and contributions made by the parents and caregivers of our students. Parents and caregivers are encouraged to participate in the school through membership of the P and C, and other committees. The school recognizes the importance of parent involvement and holds a range of information sessions to encourage parents into the school to build productive working relationships between the parent and staff population of the school.

Reducing the school's environmental footprint

The school aims to reduce our environmental school footprint wherever possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	225,550	100,800,000
2012-2013	223,677	100,800,000
2013-2014	218,306	0

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.

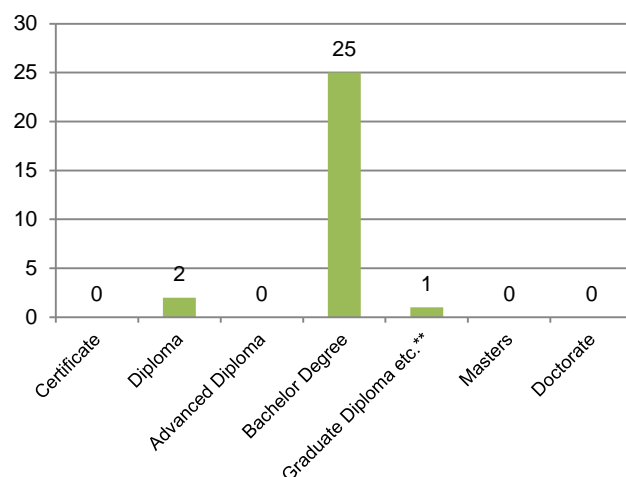
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	20	<5
Full-time equivalents	25	14	<5

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	28



*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 staff professional development in 2014 were \$35 140.84

The major professional development initiatives are as follows:

- Peter Miles Behaviour Management
- First Aid Training
- Anita Archer
- PAT professional learning
- Certificate IV in Education Support for Non Teaching Staff

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	80%	89%	86%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

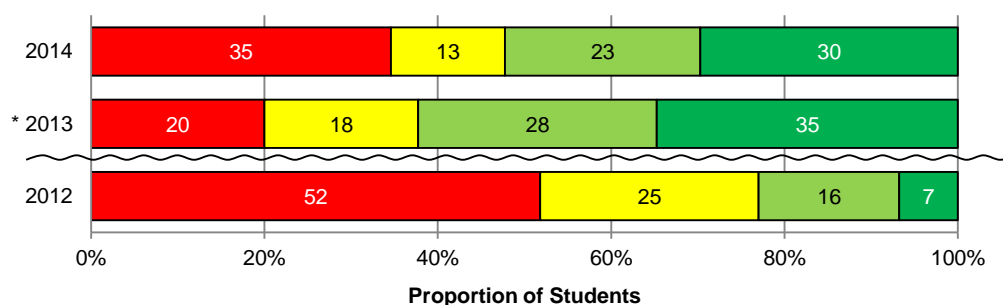
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								84%	82%	78%	74%	82%
2013								93%	90%	89%	85%	88%
2014								88%	89%	83%	81%	86%

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%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

Rolls are marked during each scheduled lesson and at form class/assembly each day. Parents and caregivers are informed of absences via an SMS service. There is a documented daily follow up for students that have not been in attendance with an approved reason.

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

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Sector Government
 Non-government

SEARCH

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

All graduating indigenous students attained qualifications. Attendance of our indigenous students rose in 2014 to 78.5% which was an increase of 3% from 2013.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	54%	61%	72%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	26	30	34
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	14	12	13
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	7	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	26	27	31
Number of students awarded an Australian Qualification Framework Certificate II or above.	12	14	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	19	22	29
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	67%	77%
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.	100%	90%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	89%

As at 19 February 2015. 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
2012	0	2	8	3	1
2013	0	5	3	3	1
2014	0	4	6	3	0

As at 19 February 2015. 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
2012	26	10	5
2013	26	11	3
2014	31	7	4

As at 19 February 2015. The above values exclude VISA students.

In 2014 students attained the following Certificate I qualifications:

- Digital Media
- Business
- Agriculture

In 2014 students attained the following Certificate II qualifications:

- Hospitality
- Agriculture

In 2014 students attained the following Certificate III qualifications:

- Business
- Child Care
- Sport and Recreation

In 2014 students attained the following Certificate IV qualifications

- Justice Studies.

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 school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

In 2014, 54.2 per cent of young people who completed Year 12 at Charleville State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was apprenticeships (29.2 per cent). The combined VET study destinations accounted for 45.8 per cent of respondents, including 16.7 per cent in campus-based VET programs, with 4.2 per cent of Year 12 completers entering programs at Certificate IV level or higher. Bachelor Degree study also accounted for 8.3 per cent of respondents. In addition to the above study destinations, a further 29.2 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

45.8 per cent did not enter post-school education or training, and were either employed (33.3 per cent), seeking work (8.3 per cent) or not in the labour force, education or training (4.2 per cent).

Figure 1: Main destination of Year 12 completers, Charleville State High School 2014

