Charleville State High School
Queensland State School Reporting
2015 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.

School progress towards its goals in 2015

- Implementation year of PBL initiative.
- Focus on quality teaching practices
- Implementation of successful three tiered reading program
- Coaching and Mentoring program
- Classroom profiling
- Continue to expand VET offerings in Senior Secondary Department
- Continue to develop SBT and SAT programs
- Establishment of specific pedagogical expectations for students within the distinct phases of Junior and Senior Secondary

Future outlook

In 2016, 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. Continued consistent application 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) Consolidation of our Pastoral Care program
5) Further consolidation of "Adopt an Elder" program and employment of Community Education Counsellor
6) Consolidation of Senior Secondary Accountability Program and the employment of a full time Youth Support Coordinator to assist our students who are at risk of disengaging from school.
7) Consolidation of Junior Secondary practices to accommodate students entering school in both year 7 and year 8.
8) Implementation of PBL program and saturation of school expectations (4 Be's) and school values (4 V's). Embedding of Starbucks rewards process and establishment of common language eg "The Charleville High Way".
9) Employ additional staff and Head of Department 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.
10) Further expansion of our three tiered reading program, Multilit, LLI and DRTA.
11) Continued development of school wide problem solving strategies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	242	106	136	53	87%
2014	225	99	126	49	89%
2015	261	122	139	72	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.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 2015 with the introduction of Year 7 into high school our student population increased and this has been maintained.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	19	19
Year 11 – Year 12	14	17	15

*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	58	114	93
Long Suspensions - 6 to 20 days	6	5	2

Exclusions	0	1	0
Cancellations of Enrolment	3	5	2

* 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

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
- LLI and multilit reading programs
- The school runs a number of camps for students in Year 7, 9 and 11 as well as a numerous subject based or enrichment excursions.
- Sports Tour (Netball/Rugby League) and All Schools Touch Tour
- Student participation in leadership activities and community involvement is strongly supported.
- Beyond Year 10 Camp
- NAIDOC week celebrations
- Plus many more

How Information and Communication Technologies are used to improve 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 to embed STEM into 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, School Based Youth Health Nurse, Community Education Counsellor, Youth Support Coordinator and Guidance Officer ensure that students and school community members are well catered for.

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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%	95%	100%
this is a good school (S2035)	95%	89%	100%
their child likes being at this school (S2001)	89%	100%	100%
their child feels safe at this school (S2002)	95%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	89%	100%
their child is making good progress at this school (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	100%
teachers at this school motivate their child to learn (S2007)	95%	95%	100%
teachers at this school treat students fairly (S2008)	89%	95%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	85%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	95%	89%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	86%	93%
they like being at their school (S2036)	78%	67%	85%
they feel safe at their school (S2037)	84%	79%	93%
their teachers motivate them to learn (S2038)	85%	83%	96%
their teachers expect them to do their best (S2039)	97%	93%	99%
their teachers provide them with useful feedback about their school work (S2040)	83%	84%	95%
teachers treat students fairly at their school (S2041)	67%	70%	79%
they can talk to their teachers about their concerns (S2042)	68%	68%	88%
their school takes students' opinions seriously (S2043)	69%	68%	87%
student behaviour is well managed at their school (S2044)	70%	60%	76%
their school looks for ways to improve (S2045)	85%	84%	96%
their school is well maintained (S2046)	80%	79%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	79%	80%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	94%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	87%	73%
students are encouraged to do their best at their school (S2072)	95%	91%	100%
students are treated fairly at their school (S2073)	97%	97%	96%
student behaviour is well managed at their school (S2074)	92%	91%	98%
staff are well supported at their school (S2075)	97%	91%	93%
their school takes staff opinions seriously (S2076)	92%	94%	98%
their school looks for ways to improve (S2077)	97%	94%	100%
their school is well maintained (S2078)	95%	94%	93%
their school gives them opportunities to do interesting things (S2079)	97%	94%	93%

# '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

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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	223,677	100,800,000
2013-2014	218,306	0
2014-2015	219,937	

*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.
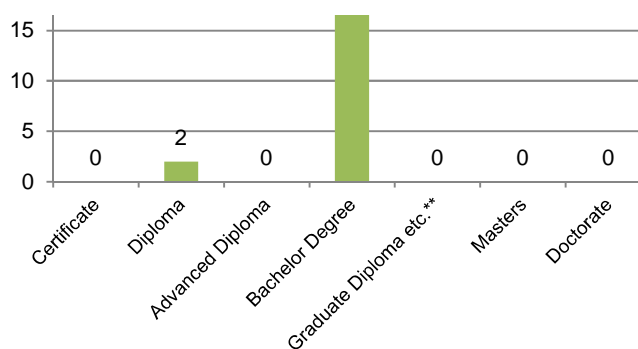
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	19	0
Full-time equivalents	29	14	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**30**

*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 $27775

The major professional development initiatives are as follows:

- DRTA training – Pat Hipwell
- Certificate IV in Education Support for Non Teaching Staff
- NCR Mathematics
- Back to Front Mathematics
- First Aid Training
- Certificate IV in Training and Assessment Courses
- QCAA PD, Moderation and Verification meetings
- Flying Start PD
- Mentor Beginning Teachers PD
- Vocational qualifications and updates
- Explicit Instruction

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.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2015 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

| 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).	89%	86%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	79%	81%

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)**

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									93%	90%	89%	85%	88%
2014									88%	89%	83%	81%	86%
2015								90%	90%	85%	87%	82%	89%

*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.
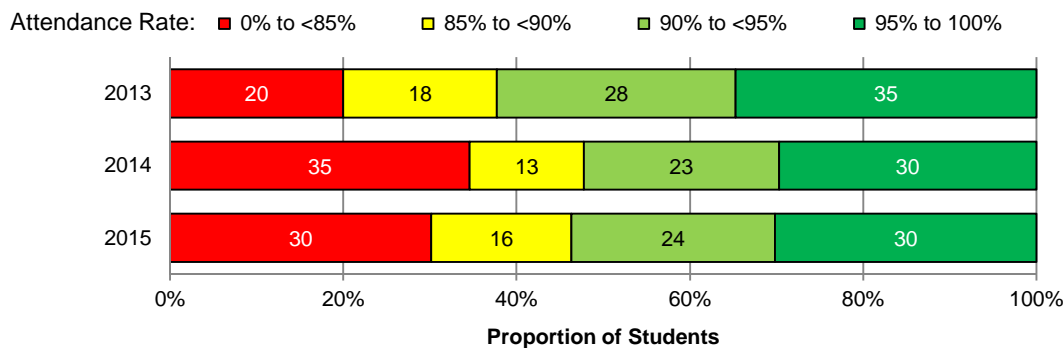
Description of how non-attendance is managed by the school

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.

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

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.	61%	72%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	31%	50%	50%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	30	34	35
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	12	13	14
Percentage of Indigenous students receiving an Overall Position (OP)	0%	40%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	10	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	27	31	34
Number of students awarded an Australian Qualification Framework Certificate II or above.	13	9	14
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22	29	35
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	77%	71%
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.	90%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	89%	92%

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	0	5	3	3	1
2014	0	4	6	3	0
2015	4	1	5	4	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	26	10	3
2014	31	7	4
2015	32	7	8

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

In 2015 students obtained the following Certificate I qualification

- Digital Meida
- Business
- Agriculture
- Construction

In 2015 students obtained the following Certificate II qualification

- Hospitality
- Agriculture
- Retail

In 2015 students obtained the following Certificate III qualification

- Business Administration
- Child Care

In 2015 students obtained the following Certificate IV qualification

- 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

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

In 2015, 52.2 per cent of young people who completed Year 12 at Charleville State High School in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (21.7 per cent). The combined VET study destinations accounted for 30.4 per cent of respondents, including 8.7 per cent in campus-based VET programs.
21.7 per cent commenced employment-based training, either as an apprentice (13.0 per cent) or trainee (8.7 per cent).

In addition to the above study destinations, a further 4.3 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

47.8 per cent did not enter post-school education or training, and were either employed (43.5 per cent) or not in the labour force, education or training (4.3 per cent).

Figure 1: Main destination of Year 12 completers, Charleville State High School 2015