Charters Towers 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

At Charters Towers State High School, we are committed to creating a learning community where we provide:

- a world class education
- a safe, supportive and challenging learning environment
- relevant and engaging curriculum programs
- quality teaching and learning practices
- access to learning technologies

so that all students achieve success and are prepared for the complex, challenging, ever-changing but exciting world of the 21st century.

The model for school improvement has a strong focus on working in teams. Our leaders have facilitated school improvement planning by engaging the whole school community - staff, parents and students, in the development of these improvement priorities. Specifically, our teams have:

- used collaborative inquiry cycles to support the planning, implementation and review processes; and
- supported stakeholder conversations to develop the plan, including identifying the key impact measures and change-indicators for improvement.

At Charters Towers State High School we are focused on systemic curriculum delivery (what students learn), effective pedagogical practices (how we teach) and building an expert teaching team. Our strategies are based on: effective and aligned curriculum design, effective lesson design, effective instructional strategies and effective management strategies, underpinned by the research of Hattie, Fullan, Marzano and Sharratt. This model ensures that our classes have consistent practice across the school that are clearly visible in all classes. Underpinning this explicit improvement agenda is our whole-school Positive Education program as we believe wellbeing is at the heart of education. The school is large enough to offer a comprehensive range of subjects which enables students to pursue diverse educational pathways yet small enough to provide the personalised and individualised support for every student to succeed. The school also provides a wide choice of activities for students to participate in including cultural pursuits, community activities and sporting and academic pursuits.

In the 21st century young people will need to be innovators, entrepreneurs, lifelong learners and responsible global citizens. It is important to recognise that this change in teaching and learning has an impact across all year levels. For this reason, we transitioned our school from junior and senior teaching teams to key learning area curriculum teams of teachers from Year 7 to 12. This will ensure that students are being introduced to the visible thinking strategies that improve their thinking skills and capabilities from Year 7 through to Year 12.

Successful and sustainable change to practice requires an intentional approach that involves professional learning for teachers. Our instructional coaching model (which we received the 2017 Showcase Award) will involve walking alongside teaching teams. These teachers will be working with coaches to implement our Quality Teaching for Quality Learning pedagogy around 'Making Learning Visible'. A collaborative approach to professional learning is the preferred way at State High and to ensure its successful implementation will have employed additional teaching and support staff under the Investing For Success Agreement.

School progress towards its goals in 2018

The Annual Implementation Plan for Charters Towers State High School for 2018 was based around the following three target areas and actions:

1. Writing

Using Collaborative Inquiry embed quality teaching and learning through a targeted and intensive approach focused on assessment literate learning which represents a clear alignment of achievement standards, learning intentions, success criteria, marking guides and assessment tasks to improve the quality of student learning and achievement.

- Review and strengthen school pedagogical framework prioritising writing.

- PLC/KLA collaborative teams will drive school pedagogy development using cycle of inquiry and co-learning.

- Use instructional coaching model to support teacher professional learning and collective efficacy focused on innovative teaching and learning.

- Establish primary/secondary cluster to identify and strengthen high yield strategies for writing improvement.

- Consolidate these high yield writing strategies as a cross curricular focus for whole school.

2. Lifting our top students

Strengthen whole school approach to implementing *Quality Teaching Quality Learning* practices by incorporating *Visible Learning* high yield strategies.

- School leaders engage in research review and book study as part of team's PL journey.

- Prioritise professional learning and building capability for PLC/KLA collaborative teams.

- Build expert teaching team through effective pedagogical practices focused on clarity with curriculum alignment to enable assessment literate learners.

3. 21st Century Learners

Build teacher capability and confidence to prepare students for a changing world requiring 21st century skills.

- Engage teachers in positive education and growth mindset culture through **Habits of Mind** and **Flourish** frameworks.

- Engage teachers in professional learning in *critical and creative thinking pedagogies.*

- Prepare students and teachers for new QCE system.

- Engage teachers and support staff in *trauma-informed and restorative practices (PBL).*

- Engage teachers and support staff in **Flourish** framework.

- Create and implement the Wellness Hub practices.

- Provide opportunities for ongoing professional learning and collegial practices between teaching and non-teaching staff

To prioritise these actions, school funds were allocated to:
- Employing two additional teachers (1.0 FTE) to support building teacher capability specifically related to QTQL (clarity, evidence-driven instruction, gradual release of responsibility and monitoring learning)
- Providing TRS for instructional coaching model of co-plan, co-teach, co-assess and co-reflect.
- Purchasing teacher aide for Indigenous Academic Mentoring program
- Purchasing teacher aide for data literacy and intervention support
- Employing an AAEP to support transition to new QCE system including new QCAA school portal.
- Purchase support materials for instructional coaching, collaborative learning and inquiry.

Future outlook

The 2019 Explicit Improvement Agenda for Ingham State High School is based around the following three target areas and actions:

1. Develop positive relationships within our school community for a strong positive culture for learning.
   - Engage teachers and support staff in
     - *trauma-informed practices*
     - *restorative practices*
     - *inclusive practices*
   - Engage teachers in positive education and growth mindset culture through Positive Education *Flourish* framework (positive psychology + inclusive practices)

   - Engage students, teachers and support staff in Positive Education *Flourish* framework through weekly Strength Circles and Wellbeing lessons.

- Enhance the Wellness Hub practices and facilities.

- Provide opportunities for ongoing professional learning and collegial practices between teaching and non-teaching staff regarding wellbeing.

2. Improve school-based Junior Certificate of Education (JCE) attainment to 85% and maintain 100% Queensland Certificate of Education (QCE) attainment.

- School leaders engage in research review and book study as part of team's PL journey.

- Prioritise professional learning and building capability for PLC/KLA collaborative teams.

- Support students and teachers during implementation of the new QCE system with updated school processes and procedures that alignment with system requirements.

- Implement whole school Academic Success Process
    - Student Learning Journals
    - Student Success Conferences
    - Case Management and Individual QCE / JCE Attainment Action Plans

3. Improve Writing in Year 7, 8 and 9
    - Review and strengthen school pedagogical framework and school curriculum plan prioritising writing.

    - Build expert teaching team through systemic curriculum delivery focused on clarity with curriculum alignment to enable assessment capable visible learners using instructional coaching model.

    - PLC/KLA collaborative teams will drive systemic curriculum delivery, effective pedagogical practices and expert teaching teams using cycle of inquiry and collaborative learning.

    - Establish primary/secondary cluster to identify and strengthen high yield strategies for writing improvement.

To prioritise these actions, school funds were allocated to:
- Employing an additional teacher (1.0 FTE) and Head of Department (1.0 FTE) to support building teacher capability specifically related to Positive Culture for Learning (restorative practices, trauma-informed practices, inclusive practices).
- Providing TRS for instructional coaching model of co-plan, co-teach, co-assess and co-reflect.
- Purchasing Indigenous support worker for Indigenous Academic Mentoring program
- Purchasing teacher aide for data literacy and intervention support
- Employing an AAEP to support transition to new QCE system including new QCAA school portal.
- Purchase support materials for instructional coaching, collaborative learning and inquiry.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	412	437	448
Girls	197	204	213
Boys	215	233	235
Indigenous	102	111	112
Enrolment continuity (Feb. – Nov.)	83%	89%	90%

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

Overview

Our school enrolment is drawn from the three primary partner schools located within the Charters Towers. Charters Towers State High students come from a mix of rural and urban backgrounds. Most families are involved with employment relating to the major industries of agriculture, light industry and mining. The population of Ingham is multicultural with people originating from many countries with several Indigenous groups. There are many blended and single parent families with the school community. The student population is mostly stable, however enrolment continuity is affected by seasonal work and the economic status of the Charters Towers Regional area which is in decline. The community has a low socioeconomic indicator of 892.

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	18	18	20
Year 11 – Year 12	16	15	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

Charters Towers State High School has developed and implemented an innovative program of study for students across Year 7 to 12 to ensure that students have access to a diverse range of curriculum opportunities and that our students are challenged to not only reach, but exceed their potential. The curriculum allows for student progression based on an individual student's career objectives. The senior secondary curriculum provides an outstanding and comprehensive range of choices which mean our students have the best pathway offerings in the Charters Towers Region. Our students have access to study University subjects (SUN programs), Certificate II, III, IV and Diploma level courses. The school also has a growing number of students completing school-based traineeships and apprenticeships.

Co-curricular activities

- Extensive sporting opportunities including team sports and individual competitions. Inter-school sport played between the other three secondary schools encompasses cricket, tennis, rugby league, netball, basketball, soccer, touch football, swimming, athletics and cross country for all age groups. North Queensland, State and National sporting representative pathways.

- Student Leadership and Structure that includes representatives for all year levels and Indigenous Leaders. The Student Representative Council (SRC) provides leadership and community engagement supporting Local, State, National and International charities and organisations.
- Instrumental Music Program that participates successfully in local and regional competitions in affiliation with local primary schools
- Back on Track Program for homework and tutoring time
- Year 11 Leadership Conference and Camp
- Careers Expo
- Year 7 Fun and Friendship Day
- High School Experience Days for Year 5 and 6 students
- Transition Program for Year 6 students
- Curriculum-based excursions and camps such as the Year 8 Canberra Trip; Year 11/12 Biology; Music Camp; University Experience Days
- Breakfast Program
- Wellness Programs such as Drumbeat, Salvation Army, Deadly Choices Youth Program, PCYC Blue Edge, Girls with Purpose.
- NAIDOC Celebrations
- National Academic Competitions such as ICAS
- Public Speaking, Language and Debating Competitions. For example, Lions Youth of the Year and Rostrum Youth Speaks competitions
- Annual Combined Schools Ball
- Defence Force Army Cadets are based at the school and some students engage in Air Force Cadets

How information and communication technologies are used to assist learning

The school's information and communication technologies have developed to a level with wireless networks operating across the school, a range of fully equipped computer laboratories and sets of laptop trolley for easy student access across the school. Students are able to participate in the Bring Your Own Device (BYOD) program. Every classroom is fitted with a roof mounted data projector so that teachers can deliver their lessons from their laptops. All computers and tablets utilize the up-to-date operating systems and software to successfully integrate new and better approaches to learning and teaching across the curriculum.

Social climate

Overview

Charters Towers State High School is focus on 'Developing the individual in a caring community' where our school values of positive regard, respect and kindness permeates all aspects of school life. The school values are founded in our inclusive approach to embrace all student groups and diversity within the student population. The wellbeing of each individual form the basis of our positive culture for learning built on a strong restorative, trauma-informed community focused on a strengths-based approach. A Positive Education program engages students in the development of active global citizenship and 21st century skills through a lifelong learning and wellbeing lens. Charters Towers State High is a uniform school where our belief that wearing the correct uniform assists students to identify a sense of belonging with the school and feel positive about engaging in our learning community to make the most of their opportunities. Student leadership is fostered through a very active Student Leadership Council including Junior and Senior School Captains, Indigenous Leaders, Student Representative Council Executive and House Leaders.

At Charters Towers State High School, students are supported with a range of services including:

- Wellbeing Team – Youth Co-ordinator, School-based Youth Health Nurse, School-based Police Officer, Chaplain, Community Education Counsellor.

- Year Level Mentors

- Academic Mentors – Indigenous, Senior Secondary, Students with Disabilities

- Heads of Department

- Guidance Officer

- Deputy Principals

- Principal

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)	84%	84%	87%
• this is a good school (S2035)	68%	83%	69%
• their child likes being at this school* (S2001)	84%	84%	77%
• their child feels safe at this school* (S2002)	79%	95%	80%
• their child's learning needs are being met at this school* (S2003)	84%	79%	83%
• their child is making good progress at this school* (S2004)	84%	89%	90%
• teachers at this school expect their child to do his or her best* (S2005)	89%	100%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	89%	70%
• teachers at this school motivate their child to learn* (S2007)	84%	94%	73%
• teachers at this school treat students fairly* (S2008)	72%	68%	62%
• they can talk to their child's teachers about their concerns* (S2009)	79%	89%	71%
• this school works with them to support their child's learning* (S2010)	84%	94%	66%
• this school takes parents' opinions seriously* (S2011)	83%	78%	56%
• student behaviour is well managed at this school* (S2012)	61%	72%	31%
• this school looks for ways to improve* (S2013)	79%	82%	79%
• this school is well maintained* (S2014)	84%	94%	80%

* 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
• they are getting a good education at school (S2048)	83%	83%	76%
• they like being at their school* (S2036)	75%	73%	67%
• they feel safe at their school* (S2037)	78%	68%	70%
• their teachers motivate them to learn* (S2038)	80%	77%	76%
• their teachers expect them to do their best* (S2039)	94%	85%	86%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	80%	81%
• teachers treat students fairly at their school* (S2041)	72%	73%	58%
• they can talk to their teachers about their concerns* (S2042)	71%	70%	56%
• their school takes students' opinions seriously* (S2043)	66%	68%	43%
• student behaviour is well managed at their school* (S2044)	53%	58%	30%
• their school looks for ways to improve* (S2045)	75%	79%	68%
• their school is well maintained* (S2046)	68%	70%	57%
• their school gives them opportunities to do interesting things* (S2047)	71%	72%	68%

Percentage of students who agree# that:	2016	2017	2018

* 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
• they enjoy working at their school (S2069)	71%	67%	73%
• they feel that their school is a safe place in which to work (S2070)	78%	75%	67%
• they receive useful feedback about their work at their school (S2071)	64%	53%	69%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	63%	70%	79%
• students are encouraged to do their best at their school (S2072)	80%	81%	84%
• students are treated fairly at their school (S2073)	84%	66%	80%
• student behaviour is well managed at their school (S2074)	64%	53%	34%
• staff are well supported at their school (S2075)	52%	50%	48%
• their school takes staff opinions seriously (S2076)	52%	49%	58%
• their school looks for ways to improve (S2077)	75%	83%	80%
• their school is well maintained (S2078)	78%	78%	59%
• their school gives them opportunities to do interesting things (S2079)	64%	58%	61%

* 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

Charters Towers State High School greatly values the input and contribution made by the parents and carers of our students. Parents are encouraged to participate in the school through membership of the Parents and Citizens Association. The school recognises the importance of parent involvement and holds a range of activities including morning teas, parent teacher interviews and information sessions to encourage parents into the school to foster a strong relationship between parents and staff. Parents and community are invited to all ceremonies and events such as Leadership Induction, ANZAC Day Ceremony, NAIDOC activities, Making the Difference Awards, Aussie of the Month, STAR Awards, Awards Evening, Graduation Ceremony and Valedictory Dinner. We foster a team approach to the education and well-being of each student through parent and stakeholder discussions. Consideration is given to each individual's circumstances in making any adjustments necessary for attendance and academic success. Through the school and Trade Training Centre we make community connections with local businesses who provide opportunities for work experience/placement, traineeships/apprenticeships and trainer/assessors for the various RTOs delivering certificate courses.

Respectful relationships education programs

Charters Towers State High School delivers a respectful relationships curriculum through a renewed Positive Education Program that is delivered to all students across Year 7 to 12 in weekly Positive Education Classes (140 minutes). These sessions are central to building our strong restorative community with a weekly Strength Circle a key aspect in developing respectful and positive relationships. These Strengths Circles currently focus on the VIA Character Strengths to build a strengths-based approach to learning and wellbeing. These sessions are augmented by participation in a range of workshops, seminars and community events that cover an extensive range of topics including Love Bites, Sexual Health, Mental Health, Leadership, Career Development, Goal Setting, Positive Relationships, National Day of Action Against Bullying, Alcohol and Other Drugs Education, Let's Get the Party Started, Digital Ambassadors – Cyberbullying and Cybersafety, and RUOK Day. Our Positive Education program is delivered by trained school staff including teachers, Guidance Officer, Chaplain, Youth Support

Coordinator, with involvement from external providers who host activities associated with particular Government and community awareness-raising initiatives. Students are given the opportunity for social and emotional learning regarding self-awareness, self-management, social awareness and social management. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine the nature of their relationships and reflect on the personal and social skills needed to maintain a positive lifestyle and community outlook.

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	240	237	440
Long suspensions – 11 to 20 days	4	10	14
Exclusions	3	7	5
Cancellations of enrolment	8	0	8

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

In an effort to reduce the school's environmental footprint, Charters Towers State High School has the following protocols and practices in place: lights and air conditioning are turned off when exiting a room, the use of air conditioning is reduced in cooler months, doors and windows are closed when air conditioners are in use, reticulated water is not used for watering grounds and gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	359,891	378,420	288,194
Water (kL)		51,176	3,330

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.
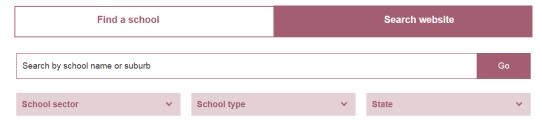
School funding

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* website at.

How to access our income details

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	43	29	5
Full-time equivalents	42	23	<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.*	0
Bachelor degree	43
Diploma	0
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 $48195.67

The total funds expended on non-teaching professional development in 2018 was 2457.70

The major professional development initiatives are as follows:

- Building a Strong Restorative Community - Restorative Practices (Real Schools Partnership)
- Berry Street Education Model Course – Positive Education & Truama-informed Practices
- Classroom Profiling and Essential Skills for Classroom Management
- Visible Learning (Hattie)
- Curriculum alignment and clarity
- New QCE System – QCAA Workshop, Senior Networked Learning Communities
- Vocational Education and Training
- Workplace Health and Safety
- School-based Professional Learning Community

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% 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	84%	85%	83%
Attendance rate for Indigenous** students at this school	76%	75%	73%

* 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	88%	87%	86%
Year 8	86%	85%	82%
Year 9	84%	86%	81%
Year 10	82%	84%	81%
Year 11	79%	84%	81%
Year 12	86%	86%	83%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

At Charters Towers State High School, attendance rolls are marked in Roll class at the beginning of the day and at the beginning of each lesson (5 times per day) and parents of students not accounted for on the roll are contacted by the attendance officer using direct phone contact or Oneschool SMS message. Parents are called if a student has 3 consecutive days absence and year co-ordinators send home Oneschool absence records for parents to verify absences regularly.

Students who fail to comply with compulsory schooling are managed through parent/student counselling with HODs and Deputy Principal while Compulsory Participation students who fail to comply after student/parent negotiation may have their enrolment cancelled for up to one school year.

The CEC and YSC make home visits to support parents in getting students to school while the Guidance Officer, HODs, DP and Principal work with students on career pathways relevant to their SET-P.
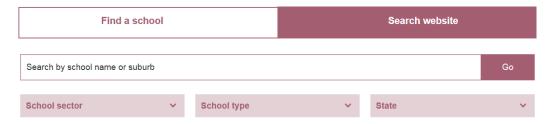
The school uses an Attendance Incentive Strategy based on 95% attendance. This strategy involves end of term reward activities for all students in each year level who achieved 95% attendance and those who fall under the 95% are precluded from any extra curricula activity. A major end of year reward (trip to Townsville) for those who attain 95% attendance for the year is promoted.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	57	49	56
Number of students awarded a QCIA	6	0	4
Number of students awarded a Queensland Certificate of Education (QCE) at	51	49	52

Description	2016	2017	2018
the end of Year 12			
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	78%
Number of students who received an OP	12	7	15
Percentage of Indigenous students who received an OP	17%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	52	49	51
Number of students awarded a VET Certificate II or above	52	48	51
Number of students who were completing/continuing a SAT	0	8	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	83%	86%	87%
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	96%	100%	93%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

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	1	0	1
6-10	1	1	4
11-15	8	5	8
16-20	2	1	2
21-25	0	0	0

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	0	2	22
Certificate II	52	48	51
Certificate III or above	1	0	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).

The types of VET qualifications completed by students were Certificate II in Kitchen Operations, Certificate II in Hospitality, Certificate II in Skills for Work and Vocational Pathways, Certificate II in Visual Arts, Certificate II in Engineering, Certificate II in Automotive Servicing, Certificate II in Agriculture and Certificate III in Business.

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	73%	61%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	60%	52%	58%

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. This school works closely with a range of external agencies to support students who leave school early. Our Principal, Deputy Principal, Regional Transitions Pathways Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment. A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training, education or employment pathways within our local community.

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.charterstowersshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx