

# Centenary Heights State High School

## Queensland State School Reporting

### 2015 School Annual Report



|                |   |
|----------------|---|
| Postal address | 60 Ramsay Street Toowoomba 4350   |
| Phone          | (07) 4636 7500  |
| Fax            | (07) 4636 7501  |
| Email          | principal@centheigshs.eq.edu.au   |
| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact person | Maryanne Walsh, Principal<br>Carley McCormack, Deputy Principal<br>Jim Brennan, Deputy Principal<br>Ian Insley, Deputy Principal<br>Tracy Soward-Amalfi, Deputy Principal               |

## Principal's foreword

### Introduction

1. **Upgrade of Information Technology infrastructure across the school**
  - Continuous upgrade of Information Technology infrastructure – plans in place to increase school bandwidth to 100 MB
  - Beginning of strategy to move to Bring Your Own Device (BYOD)
2. **Upgrade of physical facilities within the school**
  - 2 new classrooms and staffroom in C Block
  - Beginning of oval refurbishment
  - Completion of an additional building at our Flexi School to support our expanding Mentor relationship with Toowoomba Older Mens Network
3. **Focus on professional development of staff and students as leaders** (*We believe in ongoing investment in our Teachers as Learners. With this ethos students are the beneficiaries*)
  - \$55,673 expended in 2015
4. **Focus on maximizing Investing for Success (I4S) funding:**
  - Continuing investment in Teacher training in literacy. By end 2015 – 87% of staff trained
  - Continuing investment in employment of Teacher Aides to assist students with learning difficulties

## 5. Expansion of our International program

- We had 23 international students last year and we have 59 nationalities in the school, speaking 33 languages
- We hosted four Japanese and one Chinese study tour in 2015.
- We also hosted a professional visit for a group of 10 teachers from the Solomons Islands, interested in exploring Vocational options in high school.
- Planning has continued to expand the school's international program to include Regional Study Abroad students with the school hosting students from Norway and Germany
- Awarded an EQI Grant to refurbish EALD Classrooms in J Block including new furniture and technology.

## 6. Focus on development of curriculum literacies

- Time supported release of Head of English to work as Literacy Coach across all Faculties and in classrooms coaching whole school strategies in reading comprehension, spelling and writing
- Reading, writing and teaching were the focus of whole-school professional development activities. Persuasive Writing and Comprehension sessions were led by internal staff during the Student-Free days at the beginning of the year and ongoing throughout the year.
- 24 more of our staff completed Literacy Training with trained facilitator Mrs Annette Curnow through out Literacy Coach Kathleen Hannant – now 87% have undergone training. This professional direction is an ongoing commitment.

## School progress towards its goals in 2015

1. Improve performance in NAPLAN Target areas of:
  - Year 9 Grammar and Punctuation (NMS) increase from 89.9% in 2014 to 91.4% in 2015
  - Year 7 Grammar and Punctuation (U2B) 38% of students 2015, statistically above the nation
  - Year 7 Numeracy (NMS) 98.3% students 2015
  - Year 7 Reading (U2B) 35.2% students 2015
  - Year 9 Spelling (NMS) 93.3% above state (87%) and National (90.3%)
  - Year 7 Writing percentage of students Band 4 and compared to state below (8.4%) and National (12.8%)
  - Year 7 Numeracy percentage of students Band 4 and below 1.7% compared to State (4.7%) and National (4%)
2. Consolidate performance in NAPLAN Target areas of:
  - Year 9 Reading (U2B) decrease from 26.3% to 20.8%
  - Year 9 Reading continue to be above NMS 94% compared to National (92.6%) and State (83.6%)
  - Year 9 Writing: more students in Band 10 (4.9%) than State (2.9%) and National (3.9%)
  - Year 9 Numeracy: School mean below State and National mean
  - Year 7 Reading: continue to be above NMS (97.5%) compared to State (94.3%) and National (95.3%)
  - Year 7 Writing (NMS) 97.5% compared to State (94.3%) and National (95.3%)
  - Year 7 Numeracy (NMS) 98.3% above State (95.3%) and National (96%)
3. Increase in the % of Year 12 students attaining a QCE: 2015 saw 93.1%

## Future outlook

### I look forward to the year ahead as we continue our progress towards:

- the ongoing refurbishment of classrooms; amenities; outdoor lunch and classroom areas
- cementing our relationships with external providers e.g. TAFE; DISCO; USQ; Downs Group Training, and creating work and accreditation opportunities from year 9 onwards
- our whole school focus on reading and writing
- implementing the BYOD digital delivery strategy at our mainstream and Flexi School Campuses
- review of the delivery of our Year 11 and 12 School to Skills (S2S) program
- growing the Science, Technology, Engineering and Maths (STEM) program

## 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<br>(Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 1354  | 657   | 697  | 67         | 92%                                 |
| 2014 | 1379  | 679   | 700  | 67         | 93%                                 |
| 2015 | 1582  | 775   | 807  | 78         | 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:

- Students stay with the same Pastoral Care class, teacher and Head of Year throughout the years. The only exceptions will be if there are staff changes.
- The school has an ICSEA (Index of Community Socio-Educational Advantage) value of 1015. The school's 2015 percentile is 56.
- International student presence is as per information recorded in the section headed "Social Climate".
- Domestic student excursions abroad – Nil.
- Enrolments will continue to expand given the growth in local infrastructure and the quality reputation of the school and its performance. Thankfully this expansion might be minimal until the current Year 8 cohort 2015 graduates then there is likely to be 1700+ students.
- Bus – 31%. The vast percentages of students walk to and from school and/or are transported by their parents.
- Refugee students within the school - as per information recorded in section heading "Social Climate".
- Trends in student achievement are –
  - consistent and very high percentage of OP achieving students in the 1 – 15 range
  - consistent and very high numbers of students completing school based traineeships
  - increasing percentage of junior school students for whom alternate timetables are designed to incorporate one or more of the following:
    - TAFE programs
    - Work experience
    - Personal development programs
- Changing trends in number of students within each age group – numbers are consistent and have been so over the past five years.

Centenary Heights SHS has an outstanding school culture based around Safety, Respect and Learning with very high engagement in classrooms. Behaviour is respectful within the school community and beyond as students take very seriously their representation of Centenary Heights State High School

## Average class sizes

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2013               | 2014 | 2015 |
| Prep – Year 3              |                    |      |      |
| Year 4 – Year 7 Primary    |                    |      |      |
| Year 7 Secondary – Year 10 | 23                 | 23   | 22   |
| Year 11 – Year 12          | 19                 | 19   | 19   |

\*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 | 202                | 242   | 268    |
| Long Suspensions - 6 to 20 days | 30                 | 7     | 16     |
| Exclusions                      | 6                  | 7     | 5      |
| Cancellations of Enrolment      | 8                  | 38    | 13     |

\* 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

Our distinctive curriculum offerings

Year 7 & 8 Transition Program – significant links are pursued with our Primary Partner Schools to ensure we have sound knowledge of our future students well before they begin Year 7 or 8. Strong research underpins the direction and structure of the program that is based around the learning, social and emotional needs of young people of this age. Each class is therefore characterized by:

- Allocation of a home room
- Main teachers teaching them for more than 1 subject in order to come to know their students well as people and as learners. These teachers are supported with allocated planning time each term to meet and discuss 'who they teach'; 'what they teach'; and 'how they teach'
- Significant parent inclusion and contact
- An aligned curriculum. Deliberate efforts are made to build on primary school learning and link one subject with another in both learning experiences and assessment so students are able to make sense of their learning

**Year 7 Music Specialisation Class (7M)** - this class is comprised of students who have applied for entry and been recommended by staff at their primary school. Students are exposed to more Music instruction throughout the year and in Semester 2 there is specific emphasis on public performance. (See website link for further information.)

**Year 10 Taster program** – Junior school work as such is completed at the end of Semester 1 Year 10 and students are invited to choose from a range of Senior-type subjects for the next 6 months. Again, research into the learning, social and emotional needs of young people of this age support the need at this juncture to expand their choice and experience. Evidence shows a real

engagement in learning. For those students focused on moving into fulltime work, work experience opportunities are provided and employment skills highlighted.

**Work experience & School Based Traineeships (SATs)** – we recognize the dire shortage of tradespeople in our society today and the important learnings that come with the accountabilities of a workplace. 33% of our current Year 10 cohort enjoy work experience with local employers. Our Senior schooling program currently places 104 students in school based traineeships – again, wonderful links with our community.

**Senior school Music Excellence Program (ME)** caters for students with specific abilities in Music. This subject offers specialisation in performance, composing or musicology. It provides students with a developmental path to a more exacting level of experience in the area of specialisation and leads to the acquisition of significant expertise in the field.

Well supported **EALD (English as an alternative dialect) program** – please visit our complete curriculum on our website: <http://centheiqshs.eq.edu.au>

**Headstart Program - a partnership with USQ** - students in Semester 2 Year 11 and/or Semester 1 Year 12 may choose from a wide variety of subject offerings and study one of these on site at USQ. A pass in the subject counts towards tertiary entry should they wish to study at USQ after Year 12 is finished. Our students have enjoyed great success in this program over the past six years.

**Wine Tourism as a subject** - Centenary Heights is one of the inaugural seven schools in Queensland to be in partnership with the Queensland Wine Industry and the University of Southern Queensland. Students at school are directly involved in the maintenance of our vineyard which was constructed by a past Wine Tourism class. The program has expanded in recent years to include a wine science component in Year 12 Chemistry and Vineyard Maintenance in Senior Agricultural Science.

**Our Flexi School** – a campus of CHSHS catering to disenfranchised and/or disengaged youth 15-17 years. Enrolment is through Suitability Interview. Wonderfully successful program re-engaging youth to work and/or tertiary study.

**School to Skills Program (S2S) – do you have a Passion for the Trades?**

- available to students entering Year 11
- students are accepted through a nomination and suitability interview process
- as CHSHS students they study fulltime on the campus of Southern Queensland Institute of TAFE (SQIT)
- 2 days per week students study 4 QCE subjects taught by CHSHS staff
- 1 day per week students study in their TRADE (Hospitality; Beauty; Hairdressing; Automotive; Construction; Diesel fitting; Childcare) under the tutelage of SQIT Instructors
- 2 days per week students work in their School based Traineeship (SAT) or work experience aspiring to be signed into a SAT

**Extra curricula activities**

Instrumental Music (stage band; choir; vocal ensemble)

Year 7 camp

Art show evenings

Full school Musical

Pastoral Care Program 7 – 12 based around social and emotional needs of each age group

Year 6 students linking into high school facilities and programs

Peer mediation program + Peer Support Program

Multiple sports opportunities

Eco Action Group

Debating

**How Information and Communication Technologies are used to improve learning**

In 2014 we maintained our ratio of 1:1 for years 9-12 through the NSSCF (National Secondary Schools Computer Fund) program, and enjoyed our increased Internet bandwidth of 20Mb. This means our students have access, at times relevant to the pedagogy, to high quality computers and internet speeds throughout every classroom. Our teachers throughout this year and onwards have been engaged in ongoing professional development with ICTs [information communication technology] and are increasingly planning and delivering curriculum online. In 2015, with the addition of Year 7, that ratio remained the same and we began making plans for 100 Mb bandwidth.

ICTs at Centenary Heights allow the student to be an active participant in the learning process thus increasing the likelihood that material will be understood, remembered and applied to solve practical problems. To ensure this, we use ICTs to create a fun learning environment. An ICT learning environment has been created where students want to learn, with exciting, hands-on activities. Teachers and students then become co-learners. Quality learning is most likely to occur when students are willing to try new things and to take risks in applying strategies to solve problems in both conventional and creative ways. The students are committed and self-motivated, and able to seek out appropriate resources and help from a variety of electronic sources. Cooperative learning is used whenever possible, where the teacher becomes the mentor and supports the learner to achieve agreed goals.

We believe that by using ICTs in learning, students become more involved in the learning process. ICTs will often offer a desirable pathway to encourage the students to take a greater interest in the curriculum on offer. We find that by using ICTs in the classroom, it allows the students to engage in the learning task at a higher level. We also believe that using a constructivist approach in ICT education helps to maximise the impact of technology in the curriculum. The teachers here serve as a guide and provide students with the tools to learn; teaching is not separate from learning. We have a staff ICT Coach who is time supported to assist our staff with upskilling in digital pedagogy. Learning through ICTs at Centenary Heights is challenging, stimulating, interesting, and rewarding. We aim to integrate the use of ICTs into the everyday curriculum. We use ICTs to encourage higher order thinking and deeper understanding. The students who we are teaching today were born into a world where technology is integral in every aspect of life.

### Social Climate

Our school revolves around the ethos Safety, Respect and Learning. Supply teachers often comment it is a pleasure to work at Centenary Heights. Inappropriate behaviours are met with a relevant consequence quickly and fairly as per our Code of School Behaviour. Equally, when one works to one's capacity it is quickly acknowledged. The Peer Mediation program trains older students in mediation skills and that proves a valuable interventionist process.

Our school is significantly multicultural with 23 international students and 59 Nationalities – this awareness and respect for cultural and social difference has had an extremely positive impact on school climate. Centenary Heights enjoys the diversity of international students – from a range of other countries. These students are supported by our International Student Coordinator and Homestay Coordinator.

We are a preferred school for the relocation of Sudanese refugees, and in support of them, we have a fulltime EALD teacher/teacher aide. Our indigenous students represent 4.5% of our population. Our Community Education Counsellor provides particular support for their social and emotional needs.

The Student Council and Interact committee are active within the school and wider community. The Pastoral Care program for Years 7 – 12 is designed to address issues and needs relevant to each particular age group. Our Chaplain, Social Worker and school based Health Nurse are all high profile people in the school in the most interventionist of ways.

### Parent, student and staff satisfaction with the school

**Parent** – “It is important that the school continue its highest standards of discipline and respect for others, regardless of some objections from lobby groups. Once again thank you for an excellent program of studies matched with equally well organised other activities. Your teaching staff has maintained excellent credentials. When my daughter completes her university education in her chosen field, we will return to Toowoomba and hopefully my daughter's children will also study at the CHSHS at the appropriate time.”

**Student** – particularly appreciated “...The quality of teachers and their ability to communicate knowledge through a good relationship with individuals. Interactions with teachers inside and outside classrooms are certainly the highlight of Centenary Heights.”

**Teacher** – “My absolute satisfaction with Centenary Heights State High School is a result of numerous elements. Essentially, the collegial support and harmony is phenomenal and makes coming to school each day so enjoyable. I can have confidence in the swift and assured support from administration and the management team when any issues do arise. This subsequently means that students at Centenary Heights know the unwavering expectations and are predominantly respectful of themselves, their peers, staff and the culture of the school”.

| Performance measure  | 2013 | 2014 | 2015 |
|--|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that: |      |      |      |
| their child is getting a good education at school (S2016)    | 91%  | 99%  | 95%  |
| this is a good school (S2035)                                | 91%  | 97%  | 96%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that:  | 2013 | 2014 | 2015 |
| their child likes being at this school (S2001)  | 87%  | 95%  | 95%  |
| their child feels safe at this school (S2002)   | 91%  | 100% | 96%  |
| their child's learning needs are being met at this school (S2003)                                     | 96%  | 97%  | 93%  |
| their child is making good progress at this school (S2004)  | 91%  | 96%  | 95%  |
| teachers at this school expect their child to do his or her best (S2005)                              | 96%  | 99%  | 98%  |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 91%  | 95%  | 88%  |
| teachers at this school motivate their child to learn (S2007)   | 95%  | 96%  | 92%  |
| teachers at this school treat students fairly (S2008)   | 86%  | 97%  | 92%  |
| they can talk to their child's teachers about their concerns (S2009)                                  | 91%  | 94%  | 93%  |
| this school works with them to support their child's learning (S2010)                                 | 87%  | 97%  | 86%  |
| this school takes parents' opinions seriously (S2011)   | 91%  | 94%  | 84%  |
| student behaviour is well managed at this school (S2012)  | 91%  | 97%  | 92%  |
| this school looks for ways to improve (S2013)   | 95%  | 96%  | 95%  |
| this school is well maintained (S2014)  | 91%  | 99%  | 98%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                              | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048)                              | 100% | 99%  | 97%  |
| they like being at their school (S2036)  | 95%  | 96%  | 90%  |
| they feel safe at their school (S2037)   | 99%  | 98%  | 95%  |
| their teachers motivate them to learn (S2038)                                    | 97%  | 93%  | 86%  |
| their teachers expect them to do their best (S2039)                              | 100% | 98%  | 98%  |
| their teachers provide them with useful feedback about their school work (S2040) | 96%  | 90%  | 94%  |
| teachers treat students fairly at their school (S2041)                           | 94%  | 92%  | 75%  |
| they can talk to their teachers about their concerns (S2042)                     | 87%  | 88%  | 77%  |
| their school takes students' opinions seriously (S2043)                          | 90%  | 94%  | 75%  |
| student behaviour is well managed at their school (S2044)                        | 92%  | 94%  | 82%  |
| their school looks for ways to improve (S2045)                                   | 98%  | 100% | 90%  |
| their school is well maintained (S2046)  | 96%  | 98%  | 95%  |
| their school gives them opportunities to do interesting things (S2047)           | 97%  | 95%  | 91%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:               | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069)                            | 99%  | 98%  | 97%  |
| they feel that their school is a safe place in which to work (S2070)  | 99%  | 98%  | 98%  |
| they receive useful feedback about their work at their school (S2071) | 94%  | 92%  | 91%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2013 | 2014 | 2015 |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 86%  | 86%  | 88%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 98%  |
| students are treated fairly at their school (S2073)  | 100% | 98%  | 96%  |
| student behaviour is well managed at their school (S2074)  | 100% | 100% | 98%  |
| staff are well supported at their school (S2075)   | 98%  | 95%  | 93%  |
| their school takes staff opinions seriously (S2076)  | 88%  | 86%  | 89%  |
| their school looks for ways to improve (S2077)   | 98%  | 99%  | 95%  |
| their school is well maintained (S2078)  | 94%  | 98%  | 97%  |
| their school gives them opportunities to do interesting things (S2079)   | 95%  | 95%  | 95%  |

# '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

Student Report Cards are posted to parents each Term. Follow-up interviews, where necessary, are requested. Letters of congratulations to those students who have done their best across the range of their subjects are forwarded

The majority of school correspondence to parents is mailed – this ensures it is seen. Email to parents is increasingly used. We began the awareness raising with parents of the Q Parents resource.

Our Head of Year system where 2 Heads of Department pair together to oversee approximately 11 or 12 Pastoral Care teachers, who in turn take particular charge of 25 students, has meant links with home have become 'part of the furniture'. Teachers come to know their students well and do not hesitate to contact home where appropriate

Formal parent-teacher-student interview sessions are scheduled early in Terms 2 & 3 each year

Year 7 & 8 Transition teachers have a deliberate parent contact method each Term (may take a different format each time)

The P & C committee is a devoted group meeting on the third Tuesday 6.00pm – 7.30pm of each month. They are a very cohesive team and exceptionally proactive.

The Principal and Deputy Principals enjoy a tremendous amount of parent conversation

The School Newsletter, featuring celebrations of student success, updates from faculties and extracurricular groups, is emailed approximately 7 times per year with a hardcopy option available to those without email. It is also available on our website.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Centenary Heights Pool is solar heated and to reduce electricity costs 24 solar panels have also been attached to A Block.

Water collection is carried out in 11 tanks within the school grounds. This includes 3 tanks which are used for the holding of rain and bore water used for our backwash and cleaning of the pool.

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2012-2013 | 521,622                            | 6,917    |
| 2013-2014 | 495,192                            | 8,917    |
| 2014-2015 | 569,062                            | 8,195    |

\*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.



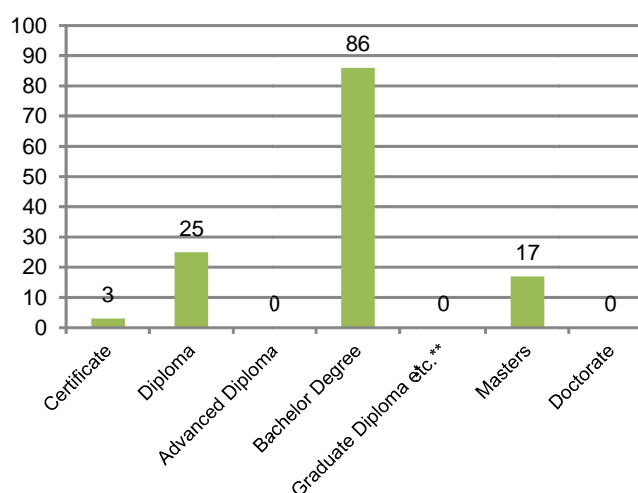
## Our staff profile

### Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 131             | 62                 | <5               |
| Full-time equivalents      | 122             | 44                 | <5               |

### Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 3                          |
| Diploma                     | 25                         |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 86                         |
| Graduate Diploma etc.**     | 0                          |
| Masters                     | 17                         |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>131</b>                 |



\*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 \$55,673.

The major professional development initiatives are as follows:

- Literacy Training
- VET – continued upskilling of staff to maintain qualifications
- Qld Curriculum and Assessment Authority compliance and upskilling

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%  | 96%  | 96%  |

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

|                                  |              |
|----------------------------------|--------------|
| Total net recurrent income       | \$18,411,464 |
| Per student net recurrent income | \$13,346     |
| Total capital expenditure        | \$934,538    |

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

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). | 91%  | 90%  | 92%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).  | 88%  | 85%  | 87%  |

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)

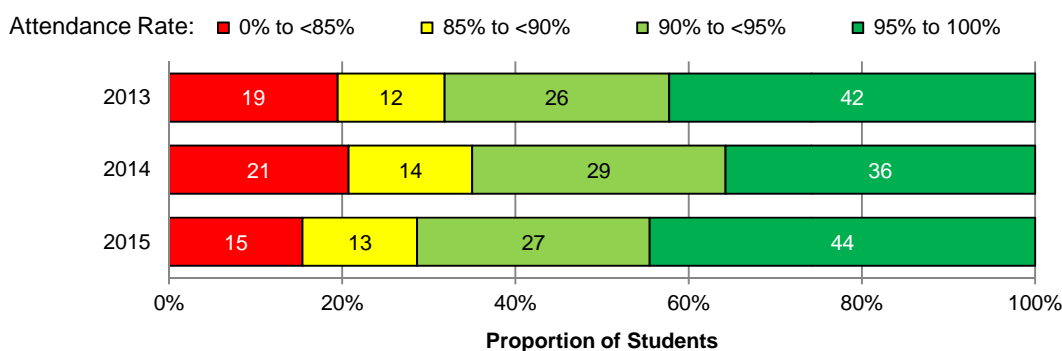
| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
|      |        |        |        |        |        |        |        | 93%    | 91%    | 88%     | 91%     | 91%     |
|      |        |        |        |        |        |        |        | 92%    | 92%    | 88%     | 89%     | 90%     |
|      |        |        |        |        |        |        | 93%    | 92%    | 91%    | 92%     | 91%     | 91%     |

\*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 from Pastoral Care Group (PCG) to Period 4 each day
- Any rolls completed by Supers (i.e. fill-in teachers for the day) are marked in the office
- Late arrivals are noted as students arrive
- Absences are noted for the day
- Any notes re previous absences/late arrivals are entered
- Any phone messages on the absences line attended to
- After three days of absences without explanation a letter is sent home asking for the reason
- PCG teachers generate unexplained lists – fortnightly – to be addressed with students and followed up
- Manual check advised to relevant staff if regular absences noted and then followed up with parents
- Principal requests full school absence download twice a Term and actions parent contact through Heads of Year and/or Pastoral Care Group teachers
- In the case of rare ongoing non-attendance referral is made to the Regional Attendance Officer.

**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.**

|        | Reading                 |            | Persuasive Writing      |            | Spelling                |            | Grammar and Punctuation |            | Numeracy                |            |
|--------|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| Year 7 | 556<br>548 - 563        |            | 512<br>504 - 521        |            | 550<br>542 - 558        |            | 552<br>544 - 561        |            | 546<br>538 - 553        |            |
|        | SIM<br>541<br>534 - 549 | ALL<br>546 | SIM<br>509<br>500 - 517 | ALL<br>511 | SIM<br>542<br>535 - 550 | ALL<br>547 | SIM<br>536<br>527 - 544 | ALL<br>541 | SIM<br>535<br>527 - 542 | ALL<br>543 |
|        | 571<br>564 - 578        |            | 542<br>532 - 551        |            | 583<br>575 - 591        |            | 570<br>561 - 578        |            | 578<br>571 - 585        |            |
| Year 9 | 579<br>572 - 586        |            | 544<br>535 - 554        |            | 581<br>573 - 589        |            | 565<br>557 - 574        |            | 586<br>579 - 593        |            |
|        | SIM<br>579<br>572 - 586 | ALL<br>580 | SIM<br>544<br>535 - 554 | ALL<br>547 | SIM<br>581<br>573 - 589 | ALL<br>583 | SIM<br>565<br>557 - 574 | ALL<br>568 | SIM<br>586<br>579 - 593 | ALL<br>592 |
|        | 571<br>564 - 578        |            | 542<br>532 - 551        |            | 583<br>575 - 591        |            | 570<br>561 - 578        |            | 578<br>571 - 585        |            |

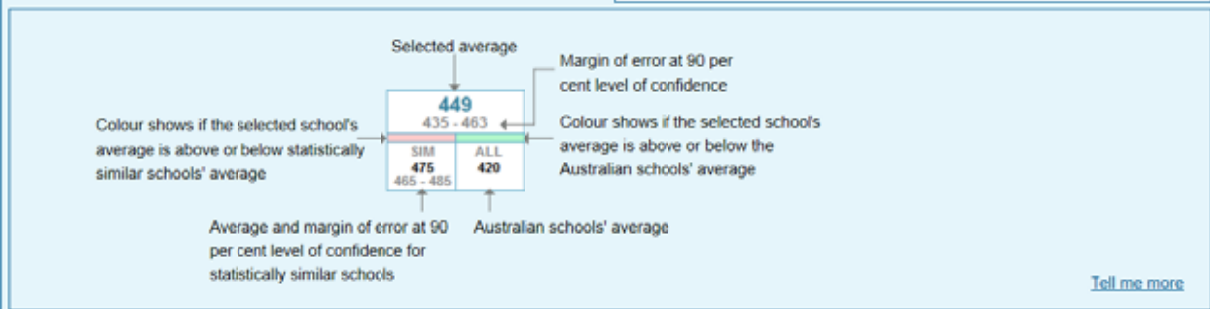
**How to interpret this chart**

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



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

---

Sector:

Government

Non-government

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.                       | 92%  | 91%  | 82%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 122% | 100% | 93%  |

| Outcomes for our Year 12 cohorts   | 2013 | 2014 | 2015 |
|--|------|------|------|
| Number of students receiving a Senior Statement  | 200  | 217  | 231  |
| Number of students awarded a Queensland Certificate of Individual Achievement.                               | 2    | 0    | 2    |
| Number of students receiving an Overall Position (OP)  | 102  | 114  | 113  |
| Percentage of Indigenous students receiving an Overall Position (OP)   | 22%  | 0%   | 8%   |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).         | 43   | 39   | 55   |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).     | 120  | 113  | 136  |
| Number of students awarded an Australian Qualification Framework Certificate II or above.                    | 108  | 89   | 121  |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.                | 156  | 184  | 213  |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 67%  | 100% | 83%  |
| 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.   | 86%  | 87%  | 85%  |

**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. | 92%  | 94%  | 97%  |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 97%  | 94%  | 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  | 26     | 31      | 31       | 14       | 0        |
| 2014  | 30     | 33      | 36       | 14       | 1        |
| 2015  | 29     | 27      | 40       | 17       | 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  | 68            | 99             | 31                       |
| 2014  | 70            | 79             | 23                       |
| 2015  | 133           | 167            | 32                       |

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

**Certificate I**

Sport & Recreation 59

Information, Digital Media & Technology 33

Construction 11

Hospitality 30

**Certificate II**

Sport & Recreation 63

Information, Digital Media & Technology 15

Music 4

Rural Operations 19

Agriculture 9

Hospitality 28

Business 28

Sampling & Measurements 1

**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.

Our most common reason by far for Early Leavers is to fulltime apprenticeships. Because our tight school processes identify disengagement in mainstream education early our work experience program begins in year 9 for many. This is an excellent response to such disengagement and virtually 100% of the time allows us to retain the student in part time mainstream education for a longer period. Invariably the student will be successful in work experience and move to a fulltime apprenticeship when age eligible. Our focus at CHSHS is to facilitate ongoing learning in whatever context.