Principal’s foreword

Introduction

This report records the 2011 school outcomes. Chinchilla State High School continues to embody the motto “Learning together for a happy and productive future”. Whilst academic excellence continues to be the main aim of teachers, staff members also strive to provide opportunities for students to excel in the sporting, cultural and citizenship areas.

School progress towards its goals in 2011

- Improved Literacy and Numeracy results for year 9 students – especially in the top three band levels.
- Spelling and Literacy activities incorporated in all classes across all curriculum areas
- Indigenous students with individual learning programs, classroom support, other opportunities and monitored progress
- Continuation of Certificate 1 in Work Readiness for year 11 students
- Improved QCS preparation for year 12 students
- Continuation of the use of ICTs across the school
- Opportunities for students becoming embedded with the QMEA partnership
- Continued development of close links with the community through partnerships with service clubs and community organisations.
- Timetable to incorporate 7 @ 35 minutes for English and Mathematics in years 8, 9 & 10. This was reviewed in term three with decision to go to 30min/1 hour lessons in 2012.
- Staff undertook First Steps in Reading professional development
Future outlook

Continued Improvement in School and student performance in Numeracy and Literacy as indicated in NAPLAN results

Professional development in LemPhonics and Comprehension for teachers and teacher aides – following on from “First Steps in Reading” in 2011

Expectation that each teacher teaches a spelling list for each unit and works on vocabulary, grammar and punctuation in every subject in every class.

Literacy tips each staff meeting. Literacy Hints and Literacy Tips published in fortnightly newsletter

Learning support in years 8 & 9 English and Mathematics – where needed

Exemptions from LOTE for students with low literacy levels – students undertake extra literacy classes

Free after school tutoring in English, Mathematics & Science

Improved year 12 outcomes

Intensive QCS preparation for year 12 students

All year 11 students undertake certificate 1 in Work Readiness as part of General Studies

Deputy Principal with specific role of monitoring and supporting senior students.

Improved achievement for Indigenous students

Deputy Principal to continue to monitor, support and encourage Indigenous students – Individual IEPs, attendance checks, homework support, tutoring etc.

Continue to encourage and support Indigenous students wishing to undertake alternative pathways

Employment of Indigenous Teacher Aide to assist students in class, liaise with parents and community and to monitor attendance.

Participation in the Titans “Live Learn Legend” Program

All staff to continue working with supervisor to develop & review personal performance plan

Involve staff in the planning of professional development sessions in lieu of SFD

Implementation of special afternoon teas before PD sessions (3.30pm – 6.00pm)

Ensure staff social club remains active and supportive

Strive to include articles in local newspapers on a regular basis

Publicise students’ achievements.

Invite community members to school assemblies.

Continue Professional Development on fortnightly basis – sharing best practice

Improved use of technology in classrooms especially with year 9 & 10 classes where students have own laptop.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>466</td>
<td>2</td>
<td>241</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school is an integral part of the community and its traditions and history is firmly embedded in the culture of the area. Generations of the same family have attended the school and value education and community involvement in the school.

Students come to the high school from six feeder primary schools including two private schools. Generally all students from those schools transition to the high school, although occasionally one or two families opt to send their children to boarding schools. The school is enrolling an increasing number of students from the coastal areas due to the presence of gas and mining industries in the area. There are also more enrolments during the year with a more transient population. The transient nature of some of the students with enrolments occurring throughout the entire area is a different aspect for Chinchilla. This is creating changes within the student body and poses challenges to preserve the traditional values of the school.

Students have generally come from a rural or urban background. Approximately half of the students live in the town and the others live in surrounding areas. There are 14 buses that provide service to the students.

There are approximately 30 students who live on properties in the surrounding districts e.g. from Durong and Wandoan who choose to stay in the student hostel, Leichhardt House. Those students board there during the week and return home each weekend.

A policy and culture of exclusivity exists with special needs students generally part of mainstream classes. In practical areas these students have the extra support of a teacher aide and they are provided with assignment support.

The school has about 6% Indigenous students. These students come from a variety of backgrounds and domestic situations. There is no local recognised Indigenous group and one quarter of the Indigenous students are from transient families.

The 2010 school ICESA is 963. The 2010 School ICSEA Percentile is 31.
Our school at a glance

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 – Year 10</td>
<td>21.1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>18.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>95</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings provide students with the opportunity to study five separate subjects in each of the Arts and Technology Departments:

Dance, Drama, Media Studies, Visual Art, and Music within the Arts

Computer Studies, Graphics, Manual Arts, Business Studies, Textiles and Food Studies within the Technology Department.

In year 10, students are asked to nominate two electives and the timetable lines are set accordingly. In most subject areas, students in semester two, commence subjects to prepare them for their senior studies.

Chinchilla State High School offers a large range of choices in the senior school to cater for the academic and vocational students. All students undertake General Studies for three periods each week. A significant number of students undertake a school-based traineeship or apprenticeship. Students are provided with the flexibility to undertake a course that caters to their individual needs, including TAFE and University subjects.
### Extra curricula activities

Students at Chinchilla State High School were able to undertake a large range of extra curricula activities. These included:

- **Instrumental Music** – Concert Band, Stage Band and music groups (quartets, duos etc)
- **Choir**
- **Drum Line**
- **Dance Troupe**
- **Opti-Minds**
- **Sports trials and competitions**
- **Personality Quest**
- **Student Council**
- **Debating**
- **Public Speaking Competitions**
- **Interact Club**

### How Information and Communication Technologies are used to assist learning

ICTs are used to assist learning by providing a tool for research, presentation and submission of work. Many classes are utilising The Learning Place to post work and projects. Multimedia subjects, Graphics, Computer Studies utilise ICTs continually to undertake their work.

Other subjects use the ICTs to extend students and provide enrichment activities. Students may borrow laptops from the Resource Centre for class or individual use.

### Social climate

All students are assigned a form teacher who meets with the students on a daily basis. Once a week each year level cohort meets together for a year level assembly in place of form class. The form teacher takes the Pastoral Care lessons which occur on a regular basis throughout the year. The school subscribes to the ARROW Program which is facilitated by Peer Power and is linked to the camp program for each year level.

The school’s social activities are organised through by the Student Council. This organisation provides school members from all year levels an opportunity to develop and demonstrate leadership skills as each form class nominates a representative to be on the council. The Personality Quest Ball continues to be the students’ social highlight and the biggest fund raising activity for the students.
Our school at a glance

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85% (62% in 2010)</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85% (69% in 2010)</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>85% (72% in 2010)</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>73%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents are encouraged to be involved with their child’s education at all levels. Individual interviews are conducted when students enrol in the school and parents are encouraged to contact the school if there are ever any concerns or questions. Heads of Department and teachers contact parents to report very positive results or behaviour and also when there have been incidents occurring at school.

Fortnightly newsletters, assessment planners and assignment letters are all posted home to ensure parents receive the information.

Parents accompany their children at SEP meetings, Meet the Teacher evenings, subject information evenings and parent teacher consultations.
Reduction of the school's environmental footprint

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

The P&C association obtained grants from QGC to install a large tank to capture the rainwater from the roofs of the school buildings. This water would then be pumped to another large holding tank to store the water for use on the oval.

The school's environmental footprint has decreased.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>218,435</td>
<td>8,968</td>
</tr>
<tr>
<td>2010</td>
<td>227,020</td>
<td>18,020</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-4%</td>
<td>-50%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>43</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>42</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

PRINCIPAL
Mrs J A Guzzwell, BEd, CertT

DEPUTY PRINCIPALS
Mr B A C Bowman, BD&T, DipT(ManArts)
Mrs A E Young, BEd, AssocDipFineArts

HEADS OF DEPARTMENT
Miss J M Beck, BEd - Mathematics/Science
Mrs A Conroy, DipTeach(Prim&SpecEd), BEd, DipBibSt - Special Education
Mrs M P Etheridge, BEd, CertT - Technology
Mr P K Gerke, BEd(Sec)VisualArt,Film&Television, AssocDipGraphicDesign - The Arts
Mrs K M Otto, BA, DipEd - English/Humanities
Mr M J Weller, BEd – Health&Physical Ed

TEACHING STAFF
Mrs C A Bartlett, B Ed, DipTEd,
Miss S E Bates, B Ed
Mrs M Benson, M Ed, BA, ProfTeachingCert,
Mr F G Buya, B AgSc, B Ed
Miss S J Cooper, B Ed
Mr C J S Cox, B Ed, BA
Mr N R Deacon, DipT
Miss C Dillmann, B Ed
Mr B J Hubbard, M EdSt B AppSc, Dip Ed,
Mrs H J Hubbard, B Mus, Dip Ed, A MusA
Miss K Johnson, B A, Grad DipEd
Mrs B J Jones, B Ed
Mrs J M Keating, B Ed
Mr A J Kirby, B Technology Ed
Mr J M Kratzmann, B Ed
Mrs W J Lord, B AppSc, Grad DipEd
Mrs H M MacLean, B Ed
Mrs K McKenzie, B Creative Industries, B Ed
Mr C S McEvoy, B AppSc, B Ed
Mrs C Nickson, B A, Grad DipEd
Mrs J M R Nicolson, B ExSc, B Ed
MS L Pujol, B VisArt, B Ed, Cert Hos
Miss K M Radunz, B Ed
Miss M R Radunz, B Ed
Mr C J A Rodger, B Ed
Miss V M Savage, B TechnologyEd
Miss R M Smit, B A, B Ed
Miss L A Strahley, B A, B Ed
Miss S J Taylor, B Ed
Miss S C Ventouri, B Comm, Dip T
Miss C M Ward, B Creative Industry, B Ed
Mrs M M Zischke, B Visual Arts, B Ed

TEACHER LIBRARIAN
Miss L E Wenham, B A, B Teach

INSTRUMENTAL MUSIC TEACHER
Miss K A Holmes, B CreativeArts, A MusA

GUIDANCE OFFICER
Mrs S E Weedon, M Ed, B Sc, Dip T, B Ed

ADMINISTRATIVE OFFICERS
Mrs M Dallmann
Mrs M Keating
Mrs M L Smith
Mrs E M Turner, CertIIIBus

AGRICULTURAL ASSISTANT
Our staff profile

Mr D B Powell, CertIIHort
BUSINESS SERVICES MANAGER
Mrs P L Widdon, CertIIIBus

CLEANERS
Mrs L Bateman
Mrs M S Hammermeister
Mr N Nimo
Mr R C Polzin, CertIIIAssetMain
Mrs B Richters
Mrs J F Sheridan, CertIIIAssetMain

FACILITIES OFFICER
Mr D M Kanowski

GROUNDPERSONS
Mr G Sheridan
Mr K Young

SCIENTIFIC OPERATIONS OFFICER
Mrs S M Wolens, B AppSc

TEACHER AIDES
Miss J S Barrett, ADipAppSc,CertIVBus,
Mrs D J Horswood
Mr L Lord,
AssDipElecEng,AssDipMaths&Comp

Mrs L D Moy, CertIIIEducationSupport
Mr R Otto
Mr S A Schuster
Mrs G O Sheridan,JP(Q),Dip
Ed,CertIV,Cert3Lib
Mrs M Sims
Mrs C Staib, B GenSt, B Teach
Mr N D Stanley
Miss A L Summerville, NCAS Coach
Mrs T A Wolski

SCHOOL CHAPLAIN
Mr J Buchanan, CertIV YouthMinistry

YOUTH HEALTH NURSE
Mrs T P Bender, B AppSci,CNL2

TUCKSHOP CONVENOR
Mrs L Scott, CertIII Baker Pastry Chef

PARENTS AND CITIZENS’ ASSOCIATION
Mrs C Grimes - President
Mrs J Keating - Vice President
Mrs A L Nothdurft - Secretary
Mrs J D Irwin - Treasurer
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $32718.

The major professional development initiatives are as follows:

- QSA Conferences & Workshops
- First Steps in Reading
- Principal Cluster Meetings/Conferences
- Individual Curriculum Area PD related Workshops and Conferences, eg Hospitality; Music; VET
- Ancillary Staff network meetings

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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/](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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>”. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Bar chart showing attendance distribution]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

A Deputy Principal has the responsibility of monitoring the students’ absence. If the school has not been notified of a student’s absence, the parents are called and the responses recorded. A teacher aide collates the rolls which are marked at the beginning of the day and at the beginning of period 5 which is immediately after lunch.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.
Achievement – Closing the Gap

The school community is working hard to close the gap between the performance of Indigenous and Non-Indigenous students in the school. Whilst there are some wonderful success stories eg the female School captain was an Indigenous student, the overall data displays room for improvement in all areas of attendance, attainment and retention. The school has employed an Indigenous teacher aide to work with the students and the Deputy Principal has set up individual learning programs for each student.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 80%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>77</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>1</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>48</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>16</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>75</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>20</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>67</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>71%</td>
</tr>
<tr>
<td>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.</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>94%</td>
</tr>
</tbody>
</table>
Performance of our students

- Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9</td>
<td>20</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

- Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>

Students in year 11 General Studies undertake Certificate I in Work Readiness. This is to hopefully assist in their transition to the work force.

- Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

- Early leavers information

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

The students who are early leavers generally transition to a full time apprenticeship or full time employment.