Chinchilla State High School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020

Department of Education and Training

Queensland Government

Contact Information

Postal address:	PO Box 195 Chinchilla 4413
Phone:	(07) 4672 9333
Fax:	(07) 4672 9300
Email:	principal@chinchilshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* w ebsite and the Queensland Government data w ebsite.
Contact Person:	Principal - Scott Row an

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School Overview

Chinchilla State High School is a large rural school that opened in 1963 and is situated in the Darling Downs / South West Region of Queensland. The student population continues to increase each year and was 660 in 2016.

The school motto, 'Learning together for a happy and productive future,' underpins a positive culture that has been forged upon a strong sense of community support and high standards of uniform and personal discipline. The school implements a 'Positive Behaviour for Learning program' to regularly reinforce the school's TEAM Core Values.

"Every student succeeding" is a very high priority at Chinchilla State High School and our highly-committed staff make a significant contribution to the development of our students. High quality teaching is a daily focus at our school with an expectation that 'every student can and must be learning'. Outstanding student achievements in the academic, citizenship, cultural, public speaking, sporting and trade-industry domains, are evidence of the positive influence of our caring, highly-capable and supportive staff. Our staff members are very enthusiastic in their work and there is a strong focus on student wellbeing and a supportive school environment.

The school offers a very broad curriculum that caters for a broad range of student learning needs within the following faculties: English/Humanities, Health and Physical Education / LOTE, Maths / Science, Technology, the Arts and Special Education. Adding further diversity to the senior phase of learning, students are also able to access other training options within Vocational Education, School-Based Apprenticeships and Traineeships, Distance Education, TAFE and the Work Experience program.

The school enjoys an extensive Extra-curricular program which creates a wide range of learning opportunities and learning for many students. Activities include: various academic competitions, a broad range of school and representative sports opportunities; an outstanding instrumental music program, including concert band, stage band and various ensembles; school musical productions; 'trades skills' programs and public speaking.

The school is proud of its long assocation with the school hostel, Leichardt House, which provides a residence for approximately 30 students each year.

Principal's Foreword

Introduction

This report is a summary of some of the 2016 school outcomes and presents to our community a summary of key information collected throughout the year.

School Progress towards its goals in 2016

2016 Over-arching School Goals:

Every student succeeding – All students can learn

Every staff member succeeding in their respective role

2016 School Improvement Agenda Key Priority Areas – measurable student outcomes

Priority	Target	Strategies	Outcomes
Reading in the Junior School	**Yr7:** NMS - 98%; U2B - 25% **Yr9:** NMS - 94%; U2B - 20%	• JS HOD, Master Teacher and Eng/Humanities HOD to review and sharpen 'reading and comprehension' focus within Junior Literacy program • Implementation of SCORE Reading Framework across all faculties • Intensive Literacy Intervention program for targeted groups • Sharing of pre and post diagnostic test data to increase school wide ownership of leading literacy development • Employ additional teacher-aides and learning support staff to assist instruction in targeted groups	Yr7: NMS - 95.6%, U2B - 17.7% Yr9: NMS - 91.6%, U2B - 14.4%
High Quality Teaching	100% teachers using Explicit Instruction processes	• Middle Leaders PD – QELi Course to foster improved Leadership TEAM work • PD – Good to Great Teaching TEAM, Master Teacher Coaching • DPP • Classroom Mentor processes • Collegial visits and coaching	Improved A-E Student data

Teachers are continuing to refine the implementation of a common 'Explicit Teaching Lesson Structure' and the policies from the school-wide Pedagogical Framework. Under an 'Excellence in Teaching' focus, teachers will continue to engage in Professional Development. Teachers will engage in 'Collegial Sharing' within the school and across other schools within the region, to ensure that they are implementing best practices and maximizing student outcomes. All teachers completed training in the 'Essential Skills of Classroom Management' and 'the Balance Model' to assist in the establishment of productive learning environments in classes.

The school staff are continuing their commitment towards embedding a common language around expectations to achieve the School's Improvement Agenda. Knowledge of key school compliance processes, and how to articulate and action the 'Four Pillars' to improve teacher performance and improve the learning outcomes for all students, will continue to be intensive areas of focus for all levels within the school.

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The ongoing consolidation of the school's TEAM Core Values – 'Together, Excellence, Acceptance and Motivation', continues to be a priority. These values provide a common language to promote high standards and wellbeing for all students and staff across our wider community. The school community has embraced the idea of providing TEAM Player Awards for students and staff who have demonstrated high standards and positive behaviours.

Throughout 2016 the PBL team and Year Co-ordinators worked with staff to design and implement a breadth of school wide processes that provided clarity around daily expectations and associated processes within the school.

School leaders are continuing to embed the Developing Performance Framework (APR) with staff, which continues to provide high-quality, constructive feedback for staff.

The Admin Team and teachers reflect on a breadth of student data sources (e.g. class results, PAT diagnostic tests, NAPLAN results, QCS results, QCIA / QCE data) to improve the development of Literacy and Numeracy skills and overall achievement in all students. In 2016, the school's ability to cater for a wide breadth of student learning needs was enhanced through the combined planning and teamwork of a Learning Support Team, consisting of the Junior Secondary HOD, Master Teacher and Learning Support Co-ordinator. This team continues to maintain developments that assist in the tracking of students and the facilitation of individualized programs to meet student needs.

The Student Wellbeing Team continues to identify and provide outstanding support for a breadth of students and their families.

Student attendance is required to be above 90% (2016) for students to participate in non-compulsory activities.

In 2016, a teacher worked in an Indigenous Students' Coordinator role to monitor attendance, assist in mentoring students and liaise with parents and community.

The school will continue to upgrade its ICT resources (e.g. laptops and i-Pads) and promote the development of ICT literacies and skills amongst the students and staff.

The school continued to strive to create strong partnerships with local schools, TAFE and community industry groups to provide a breadth of learning opportunities for students.

Future Outlook

2017 Priority	Target	Strategies
Reading in the Junior School	**Yr7:** NMS - 98%; U2B - 25% **Yr9:** NMS - 98%; U2B - 25%	• JS HOD, Master Teacher and Eng/Humanities HOD to review and sharpen 'reading and comprehension' focus within Junior Literacy program • Implementation of SCORE Reading Framework across all faculties • Intensive Literacy Intervention program for targeted groups • Sharing of pre and post diagnostic test data to increase school wide

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		• ownership of leading literacy development • Employ additional teacher-aides and learning support staff to assist instruction in targeted groups • Learning to Read program for identified students • Reading Centre training and cross faculty implementation
High Quality Teaching	100% teachers using Explicit Instruction processes	• Middle Leaders PD – QELi Course to foster improved Leadership TEAM work • PD – Good to Great Teaching TEAM, Master Teacher Coaching, ESCMs • Rejuvenated PBL processes and rewards system • APR processes • Classroom Mentor processes • Collegial visits and coaching

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	524	253	271	39	95%
2015*	613	297	316	50	91%
2016	640	321	319	63	92%

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 2016, 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

Overview

The school is an integral part of the community and its traditions and history are firmly embedded in the culture of the area. Generations of the same family have attended the school and they value education and community involvement in the school. Most of the students usually transition to the high school from six local primary schools, including two independent schools, although occasionally a small number of families opt to send their children to boarding schools. Students 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.

The local mining industry has transitioned to an Operations and Maintenance Phase which has created a reduction in employment opportunities and an increase in local housing availability. There are numerous enrolments throughout the year due to a more transient population. This can create changes within the dynamic of the student body and poses challenges to preserve the traditional values of the school.
Students connect with the expectation of 'striving to achieve your best'. There is an increasing diversity of learning needs throughout the student body. Students enjoy the flexibility of choosing a variety of learning pathways that best fit their learning needs and interests.

In 2016, students with verified disabilities made up 9% of the student population and Indigenous students made up 10% of the student population. There were a small number of students from other countries who met the 'English as another Language or Dialect' (EAL/D) criteria.

The school has a strong reputation for creating a learning environment where students can achieve excellent academic results.

Yr12 students transition to a variety of post-school pathways; including university study, vocational training and employment.

The 2016 school ICSEA is 961.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	20	22
Year 11 – Year 12	16	18	18

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- **Senior Secondary**: Chinchilla SHS strives to offer a broad range of senior curriculum offerings and learning opportunities for all of our students. All students are required to study two Core subjects; a Mathematics and an English subject, and then select from a variety of Elective subjects. Students are provided with the flexibility to undertake a course that caters to their individual needs, including TAFE, Vocational Education options and School-Based Apprenticeships / Traineeships and University subjects.
- **Junior Secondary**: Year 7, 8 and 9 students study Core subjects (English, Mathematics, Science, Geography/History, Physical Education) and rotate through a breadth of Elective subjects (the Arts and Technology). Students are also engaged in weekly Literacy and Numeracy Lessons to strengthen their development in these fields.
- **Pastoral Care Program**: All students are engaged in weekly lessons that aim to develop important life skills and foster our positive school TEAM Core Values and student wellbeing.

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Co-curricular Activities

In 2016, 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.)
-School Play – Colosseum
-Choral items
-Dance Troupe
-Mathematics/Science / English Competitions
-Inter-house sports
-Sports competitions and representative sport trials
-Kokoda TEAM Challenge in Toowoomba
-Personality Quest Ball
-Student Council
-Debating
-Public Speaking Competitions
-Interact Club
-Year level camps –Years 7, 10 and 12
-Hospitality events
-Community events e.g. School and Town ANZAC Ceremonies.

How Information and Communication Technologies are used to Assist Learning

ICTs are used to assist learning by providing a tool for research, creation of projects and for the presentation and submission of work. Various classes are utilising 'The Learning Place' to post work and projects. Multimedia subjects, Graphics and 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 various laptop trolleys positioned in staffrooms around the school or from the Resource Centre for class or individual use. Data projectors are available in most classrooms to enhance the quality of instruction with ICTs. Many students communicate via email with their teachers to submit assessment drafts and gain valuable feedback and scaffolding of tasks. Class sets of i-Pads are available within the school and are a valuable teaching resource, with interactive programs to assist learning for students of all ability levels.

Social Climate

Overview

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. A Year Coordinator is assigned to each year level to assist in the design of the Pastoral Care Program, manage student behaviour and oversee student well-being. The Form Teacher takes the weekly Pastoral Care lessons which provide students with a breadth of topics that focus on the school's TEAM Core Values, key life skills and personal development.
Students at risk are carefully monitored through a breadth of processes and supportive staff, including the work by the Student Wellbeing TEAM, comprising the School Chaplain, Guidance Officer, School-Based Youth Health Nurse, HOSES and the Principal/Deputy Principals.
Many of the school's social activities are organised by the Student Council. This organisation provides school members from all year levels an opportunity to develop and demonstrate leadership skills with each Form Class Captain being a representative on the Student Council. There are also a range of Senior and Junior Committee Chairpersons roles to provide students with extra leadership opportunities.

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In 2016, the Personality Quest Ball continued to be one of the social highlights and the biggest fund raising focus for the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	100%	96%
this is a good school (S2035)	91%	100%	92%
their child likes being at this school* (S2001)	91%	95%	86%
their child feels safe at this school* (S2002)	96%	95%	90%
their child's learning needs are being met at this school* (S2003)	96%	91%	90%
their child is making good progress at this school* (S2004)	96%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	90%
teachers at this school motivate their child to learn* (S2007)	100%	95%	90%
teachers at this school treat students fairly* (S2008)	87%	82%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	86%	94%
this school works with them to support their child's learning* (S2010)	86%	82%	94%
this school takes parents' opinions seriously* (S2011)	95%	77%	93%
student behaviour is well managed at this school* (S2012)	91%	91%	76%
this school looks for ways to improve* (S2013)	96%	95%	98%
this school is well maintained* (S2014)	91%	95%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	91%	97%
they like being at their school* (S2036)	87%	80%	92%
they feel safe at their school* (S2037)	89%	94%	95%
their teachers motivate them to learn* (S2038)	88%	89%	93%
their teachers expect them to do their best* (S2039)	94%	93%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	93%
teachers treat students fairly at their school* (S2041)	71%	81%	80%
they can talk to their teachers about their concerns* (S2042)	73%	81%	82%
their school takes students' opinions seriously* (S2043)	72%	87%	84%
student behaviour is well managed at their school* (S2044)	69%	76%	76%
their school looks for ways to improve* (S2045)	87%	92%	93%
their school is well maintained* (S2046)	90%	92%	95%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	87%	90%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	95%	94%
they feel that their school is a safe place in which to work (S2070)	93%	93%	98%
they receive useful feedback about their work at their school (S2071)	80%	88%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	64%	72%
students are encouraged to do their best at their school (S2072)	93%	98%	100%
students are treated fairly at their school (S2073)	96%	86%	90%
student behaviour is well managed at their school (S2074)	93%	74%	73%
staff are well supported at their school (S2075)	78%	86%	87%
their school takes staff opinions seriously (S2076)	87%	85%	88%
their school looks for ways to improve (S2077)	96%	93%	98%
their school is well maintained (S2078)	91%	79%	90%
their school gives them opportunities to do interesting things (S2079)	83%	83%	83%

* 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

Parents are regularly 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. Teachers, school leaders and key support staff often make contact with parents to report very positive results and behaviour and also when there are concerns with students at school.

Parents are involved in discussions and planning around individualised curriculum programs required to meet the needs of certain students with diverse learning needs.

'QSchools App' Alerts, Fortnightly newsletters, assessment planners, permission forms and assignment letters are all sent home to ensure parents receive all relevant information. Parents accompany their children at Parent-Teacher Interviews, SEP meetings, Meet the Staff events, Subject Area events and assorted Information evenings. In 2015, a number of school tours, a Junior Secondary Showcase and specialised transition evenings were introduced, to increase the connection between the parents and the school. These were strongly attended and very positive feedback was received.
Parents are always encouraged to be involved in the Parents and Citizens' Association.

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
These include:
- Years 7-9 have a strong Anti-Bullying focus within Pastoral Care programs including; self-reflection, respect for self and others, social media and cyber bullying, conflict resolution, effective relationships, gender stereotypes and resilience
- Years 10-12 focus on key life skills contributing to personal and relationship wellbeing, respect for self and others, social media and cyber bullying

In 2016, a support organisation, 'Peer Power', facilitated programs that value-added to the personal development of the students with workshops such as 'Beyond the Mascara' and 'Be the Man'.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	85	87	84
Long Suspensions – 6 to 20 days	0	2	1
Exclusions	0	0	2
Cancellations of Enrolment	0	0	6

* 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.

Environmental Footprint

Reducing 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 school captures some of the rainwater in large tanks which is then used on gardens and the school oval. Further investigations around options for catching the water off the Sports-hall roof are continuing. Processes are underway to increase the level of recycling within the school. This will aim to improve the sorting of recyclable paper and plastics within the school. The quality of operation of some of the school's aging air-conditioners is constantly under review, with a range of new installations occurring in 2016 to improve efficiency.

The school works at minimising its environmental footprint with all staff needing to keep this in their focus.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	231,771	16,076
2014-2015	217,707	13,060
2015-2016	160,531	31,275

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.

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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 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 states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	58	33	<5
Full-time Equivalents	52	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	3
Graduate Diploma etc.**	15

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	38
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $52327.61.

A substantial amount of ongoing Professional Development was delivered at school and did not incur significant cost.

The major professional development initiatives are as follows:
- Explicit Instruction
- Dr Anita Archer 'Explicit Instruction / Active Participation' training
- Essential Skills for Classroom Management
- Learning Support and Youth Support
- Teacher Collegial Sharing – Observations and Feedback
- QCAA Conferences and Workshops
- Individual Curriculum Area PD
- QELI Leadership TEAM development
- Ancillary Staff network meetings
- Finance training for Principal, BSM and Admin staff

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	79%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014		92%	91%	88%	90%	90%
2015	92%	91%	89%	89%	89%	87%
2016	89%	91%	89%	88%	89%	91%

*Attendance rates effectively count 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:
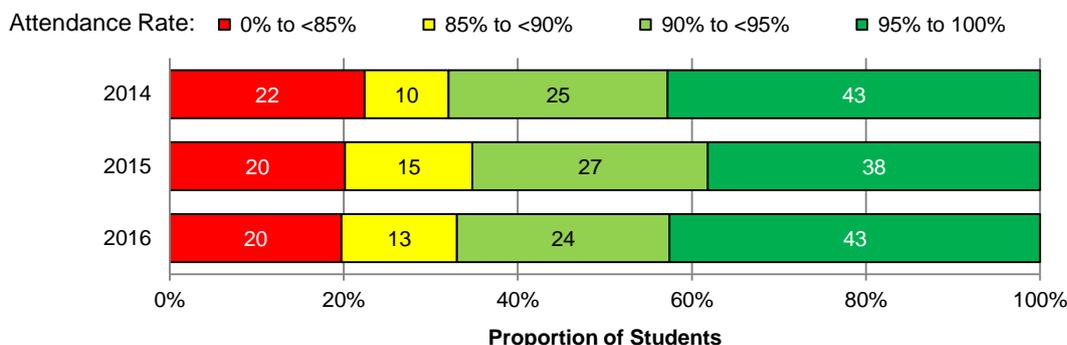
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The Junior School and Senior School Deputy Principals have the responsibility of monitoring the student absence data. A Teacher Aide collates the rolls which are marked at the beginning of the day and at every lesson on ID Attend. Examples of proactive strategies include:

- Promotion of policy of student attendance to be above 90% (2016) to partake in non-compulsory activities.
- Form teachers, Year Coordinators and Office Staff to monitor the receipt of notes / phone calls for student absences.
- Publication of year level attendance figures on assemblies, school newsletters etc.
- Rewards processes to encourage students meeting attendance targets.

Parents are contacted after a student is absent for 2 days.

NAPLAN

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

School name   **GO**

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

Where it states **'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.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	76	76	99
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	3
Number of students receiving an Overall Position (OP)	38	37	47
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	13	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	71	75	95
Number of students awarded an Australian Qualification Framework Certificate II or above.	7	30	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68	74	95
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	80%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP1-15 or an IBD.	79%	78%	62%
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.	96%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	96%	83%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	9	15	8	0
2015	7	12	10	8	0
2016	7	8	14	13	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	70	4	3
2015	75	26	6
2016	81	59	2

As at 3rd February 2017. The above values exclude VISA students.

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In 2016, Chinchilla State High School had Yr11/12 students enrolled in the following certificate courses:

Cert I IDMT Cert I Business Cert I Furnishing	Cert II Rural Operations Cert II Engineering Pathways Cert II Hospitality Cert II Health	Cert III Children Services	Cert IV Justice Studies

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	83%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	75%	71%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.chinchilshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

There are a variety of 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. The school Administration team conduct extensive discussions and meetings with prospective 'early leavers' and their parents to ensure that there is a quality work / training option in place.

Conclusion

Chinchilla State High School's mission statement is "Learning together for a happy and productive future." This mission statement is supported across the community by the school's TEAM Core Values:
T – Together - Empowering the community
E – Excellence - Be the best you can be
A – Acceptance - Embracing diversity
M – Motivation - Striving to Achieve

The school staff demonstrate outstanding commitment every day in the delivery of a high-quality learning environment where all students can experience success.

Queensland Government